

# Analysis of Enrollment Demand at the Annandale Campus: Fall 2012 through Spring 2015



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Office of Institutional Effectiveness and Student Success Initiatives

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## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

### **OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES**

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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## **Analysis of Enrollment Demand at the Annandale Campus: Fall 2012 to Spring 2015**

### **Introduction**

This Report presents an examination of enrollment data from the Annandale Campus (excluding Extended Learning Institute [ELI] data) from Fall 2012 through Spring 2015. This Report is divided into three sections, beginning with high and low enrollment disciplines, followed by disciplines with growing and declining enrollment, and concluding with high and low enrollment courses.

### **Summary**

- **Disciplines with the highest total enrollments at the Annandale Campus in Fall 2014**
  - English (ENG): 4,705 students
  - Math (MTH): 4,352 students
  - History (HIS): 2,961 students
  - Biology (BIO): 2,863 students
  
- **Disciplines with the lowest total enrollments at the Annandale Campus in Fall 2014**
  - Russian (RUS): 15 students
  - Fire Science Technology (FST): 24 students
  - Chinese (CHI): 25 students
  - Basic Skills (BSK): 34 students
  
- **Disciplines at the Annandale Campus with growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
  - Health (HLT): increased 177 percent
  - Environmental Science (ENV): increased 83 percent
  - Travel & Tourism (TRV): increased 56 percent
  - Japanese (JPN): increased 52 percent
  
- **Disciplines at the Annandale Campus with negative growth rates over 30 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
  - Computer Aided Drafting (CAD): decreased 54 percent
  - Chinese (CHI): decreased 47 percent
  - Recreation and Parks (RPK): decreased 35 percent
  - Natural Science (NAS): decreased 34 percent
  - Fire Science Technology (FST): decreased 31 percent

- **Fall 2012 to Fall 2014 growth rates among the top 15 highest enrolled disciplines at the Annandale Campus**
  - Student Development (SDV): increased 13 percent
  - Information Technology Essentials (ITE): increased 11 percent
  - Developmental Mathematics (MTT): increased 10 percent
  - Communication Studies and Theatre (CST): increased 5 percent
  
- **Fall 2012 to Fall 2014 growth rates among the top 15 lowest enrolled disciplines at the Annandale Campus**
  - Computer Aided Drafting (CAD): decreased 76 percent
  - Chinese (CHI): decreased 53 percent
  - Recreation and Parks (RPK): decreased 35 percent
  
- **Highest enrolled courses at the Annandale Campus in Fall 2014**
  - ENG 111: 3,096 students
  - SDV 100: 2,733 students
  
- **Lowest enrolled courses at the Annandale Campus in Fall 2014**
  - There were 26 courses at the Annandale Campus with fewer than five total enrollments in Fall 2014.

### **Data Notes**

Within tables, discipline/course enrollment data for the Annandale Campus are presented for the Fall 2012 through Spring 2015 semesters. The numbers presented are the total enrollment at the course level (e.g., for each discipline, the total number of students enrolled in each section of each course within the discipline is summed.) These data do not refer to program enrollments. The difference in enrollment from Fall 2012 to Fall 2014 is also provided, and the percent difference is referred to as the growth rate. Disciplines and courses are referred to by their three-letter discipline prefix (prefix definitions are on page 11). A dash (--) is included when a discipline or course was not offered at the College.

**Section 1. High and Low Enrollment Disciplines at the Annandale Campus: Fall 2012 through Spring 2015:**

Table 1 presents the 15 disciplines with the highest enrollment at the Annandale Campus in Fall 2014, ordered by Fall 2014 enrollment figures.

**Table 1. Top 15 Highest Enrollment Disciplines: Fall 2012 through Spring 2015**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENG	6,639	4,072	4,710	4,058	4,705	4,257	-1,934	-29.1
2	MTH	4,466	3,850	4,442	3,874	4,352	3,974	-114	-2.6
3	HIS	3,155	3,093	3,299	2,994	2,961	2,664	-194	-6.1
4	BIO	2,817	2,837	3,038	3,039	2,863	2,701	46	1.6
5	SDV	2,458	1,444	2,646	1,314	2,782	1,210	324	13.2
6	CST	1,893	1,847	1,977	1,954	1,986	1,807	93	4.9
7	PED	2,207	2,089	1,982	1,972	1,900	1,876	-307	-13.9
8	PSY	1,976	2,163	2,106	1,884	1,873	1,687	-103	-5.2
9	ITE	1,548	1,597	1,720	1,569	1,716	1,608	168	10.9
10	ESL	1,883	1,743	1,752	1,715	1,689	1,526	-194	-10.3
11	MTT	1,199	907	1,142	949	1,316	1,080	117	9.8
12	ECO	1,411	1,351	1,416	1,277	1,309	1,123	-102	-7.2
13	BUS	1,010	1,003	1,132	1,057	1,030	1,095	20	2.0
14	ART	941	935	937	899	944	983	3	0.3
15	ENF	--	1,028	1,236	726	936	622	936	--

Note: ELI data are not included.

Table 2 presents the 15 disciplines with the lowest enrollment at the Annandale Campus in Fall 2014, ordered by Fall 2014 enrollment figures.

**Table 2. Top 15 Lowest Enrollment Disciplines: Fall 2012 through Spring 2015**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	RUS	18	12	13	--	15	12	-3	-16.7
2	FST	35	2	12	29	24	8	-11	-31.4
3	CHI	47	46	42	52	25	23	-22	-46.8
4	BSK	--	16	23	28	34	30	34	--
5	FIN	36	20	45	64	35	23	-1	-2.8
6	EDU	34	35	38	34	37	35	3	8.8
7	GEO	42	41	39	34	39	51	-3	-7.1
8	CAD	99	121	91	130	46	90	-53	-53.5
9	KOR	61	47	56	41	50	36	-11	-18.0
10	TRV	34	21	70	28	53	22	19	55.9
11	RPK	102	132	179	162	66	62	-36	-35.3
12	ENV	40	54	51	82	73	80	33	82.5
13	JPN	52	50	50	72	79	70	27	51.9
14	GER	66	75	71	86	84	75	18	27.3
15	INT	71	100	43	50	84	63	13	18.3

Note: ELI data are not included.



## Section 2. Discipline Growth Rates at the Annandale Campus: Fall 2012 to Fall 2014

Table 3 presents the 11 disciplines at the Annandale Campus, regardless of enrollment size, with the greatest rates of enrollment growth from Fall 2012 to Fall 2014. The data are ordered by enrollment growth rate between Fall 2012 and Fall 2014. Only disciplines with an enrollment growth rate of 10 percent or higher during that time are included in the table.

**Table 3. Disciplines with the Greatest Rates of Enrollment Growth (Regardless of Enrollment Size): Fall 2012 to Fall 2014**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	HLT	48	66	100	96	133	93	85	177.1
2	ENV	40	54	51	82	73	80	33	82.5
3	TRV	34	21	70	28	53	22	19	55.9
4	JPN	52	50	50	72	79	70	27	51.9
5	GER	66	75	71	86	84	75	18	27.3
6	ITP	211	286	284	296	267	249	56	26.5
7	PHI	236	263	218	267	286	193	50	21.2
8	INT	71	100	43	50	84	63	13	18.3
9	PLS	286	369	373	443	338	371	52	18.2
10	SDV	2,458	1,444	2,646	1,314	2,782	1,210	324	13.2
11	ITE	1,548	1,597	1,720	1,569	1,716	1,608	168	10.9

Note: ELI data are not included.

Table 4 displays the 13 disciplines at the Annandale Campus, regardless of enrollment size, with the greatest rates of enrollment decline from Fall 2012 to Fall 2014. The data are ordered by negative growth rate between Fall 2012 and Fall 2014. Only disciplines with a rate of enrollment decline greater than 17 percent during that time are included in the table.

**Table 4. Disciplines with the Greatest Rates of Enrollment Decline (Regardless of Enrollment Size): Fall 2012 to Fall 2014**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	CAD	99	121	91	130	46	90	-53	-53.5
2	CHI	47	46	42	52	25	23	-22	-46.8
3	RPK	102	132	179	162	66	62	-36	-35.3
4	NAS	460	385	382	308	305	261	-155	-33.7
5	FST	35	2	12	29	24	8	-11	-31.4
6	ENG	6,639	4,072	4,710	4,058	4,705	4,257	-1,934	-29.1
7	EGR	835	883	889	829	598	638	-237	-28.4
8	ARA	142	180	157	150	102	86	-40	-28.2
9	ACC	1,131	1,109	1,082	1,050	882	870	-249	-22.0
10	MKT	178	207	178	229	140	163	-38	-21.3
11	ADJ	657	743	672	699	536	475	-121	-18.4
12	KOR	61	47	56	41	50	36	-11	-18.0
13	DIT	281	298	259	222	233	223	-48	-17.1

Note: ELI data are not included.

Table 5 presents the top 15 highest enrollment disciplines at the Annandale Campus (provided in Table 1) in order from highest to lowest growth rate between Fall 2012 and Fall 2014.

Disciplines with enrollment increases of 5.1 percent and above are shaded green; those with increases between 0.0 and 5.0 percent are shaded orange, while disciplines with a decline in enrollment are shaded red.

**Table 5. Growth Rates of Top 15 Highest Enrollment Disciplines: Fall 2012 to Fall 2014**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	SDV	2,458	1,444	2,646	1,314	2,782	1,210	324	13.2
2	ITE	1,548	1,597	1,720	1,569	1,716	1,608	168	10.9
3	MTT	1,199	907	1,142	949	1,316	1,080	117	9.8
4	CST	1,893	1,847	1,977	1,954	1,986	1,807	93	4.9
5	BUS	1,010	1,003	1,132	1,057	1,030	1,095	20	2.0
6	BIO	2,817	2,837	3,038	3,039	2,863	2,701	46	1.6
7	ART	941	935	937	899	944	983	3	0.3
8	MTH	4,466	3,850	4,442	3,874	4,352	3,974	-114	-2.6
9	PSY	1,976	2,163	2,106	1,884	1,873	1,687	-103	-5.2
10	HIS	3,155	3,093	3,299	2,994	2,961	2,664	-194	-6.1
11	ECO	1,411	1,351	1,416	1,277	1,309	1,123	-102	-7.2
12	ESL	1,883	1,743	1,752	1,715	1,689	1,526	-194	-10.3
13	PED	2,207	2,089	1,982	1,972	1,900	1,876	-307	-13.9
14	ENG	6,639	4,072	4,710	4,058	4,705	4,257	-1,934	-29.1
15	ENF	--	1,028	1,236	726	936	622	622	--

Note: ELI data are not included.

Table 6 presents the top 15 lowest enrollment disciplines at the Annandale Campus (provided in Table 2) ordered from highest to lowest growth rate between Fall 2012 and Fall 2014. As in Table 5, disciplines with enrollment increases of 5.1 percent and above are shaded green; those with increases between 0.0 and 5.0 percent are shaded orange, while disciplines with a decline in enrollment are shaded red.

**Table 6. Growth Rates of Top 15 Lowest Enrollment Disciplines: Fall 2012 to Fall 2014**

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENV	40	54	51	82	73	80	33	82.5
2	TRV	34	21	70	28	53	22	19	55.9
3	JPN	52	50	50	72	79	70	27	51.9
4	GER	66	75	71	86	84	75	18	27.3
5	INT	71	100	43	50	84	63	13	18.3
6	EDU	34	35	38	34	37	35	3	8.8
7	FIN	36	20	45	64	35	23	-1	-2.8
8	GEO	42	41	39	34	39	51	-3	-7.1
9	RUS	18	12	13	--	15	12	-3	-16.7
10	KOR	61	47	56	41	50	36	-11	-18.0
11	FST	35	2	12	29	24	8	-11	-31.4
12	RPK	102	132	179	162	66	62	-36	-35.3
13	CHI	47	46	42	52	25	23	-22	-46.8
14	CAD	99	121	91	130	46	90	-53	-53.5
15	BSK	--	16	23	28	34	30	30	--

Note: ELI data are not included.

**Section 3. High and Low Enrollment Courses at the Annandale Campus: Fall 2012 through Spring 2015**

Table 7 presents the 25 courses with the highest total enrollments at the Annandale Campus in Fall 2014. Data are ordered by Fall 2014 enrollment figures.

**Table 7. Highest Enrollment Courses: Fall 2012 through Spring 2015**

No.	Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENG 111	2,747	1,604	3,044	1,569	3,096	1,457	349	12.7
2	SDV 100	2,421	1,422	2,631	1,291	2,733	1,206	312	12.9
3	HIS 101	1,718	1,466	1,795	1,519	1,683	1,423	-35	-2.0
4	PED 116	1,446	1,397	1,368	1,381	1,402	1,386	-44	-3.0
5	CST 110	1,161	1,150	1,231	1,162	1,269	1,072	108	9.3
6	ITE 115	1,146	1,167	1,317	1,095	1,261	1,099	115	10.0
7	BIO 101	1,189	1,067	1,296	1,109	1,104	801	-85	-7.1
8	MTH 163	837	675	900	653	1,030	719	193	23.1
9	ENG 112	1,100	1,760	1,032	1,910	1,024	2,151	-76	-6.9
10	PSY 201	1,123	1,055	1,057	877	1,014	650	-109	-9.7
11	ENF 3	--	796	1,007	614	756	539	--	--
12	ECO 201	808	689	763	672	751	539	-57	-7.1
13	MTT 4	790	555	650	477	738	542	-52	-6.6
14	BUS 100	679	680	738	602	671	610	-8	-1.2
15	BIO 141	488	532	617	599	661	577	173	35.5
16	MTH 151	772	593	718	524	624	509	-148	-19.2
17	SOC 201	682	625	680	582	573	508	-109	-16.0
18	HIS 121	659	670	632	545	538	496	-121	-18.4
19	CHM 111	429	376	450	376	502	381	73	17.0
20	BIO 102	496	715	526	688	499	653	3	0.6
21	ECO 202	557	605	608	516	497	514	-60	-10.8
22	ACC 211	601	512	598	434	490	449	-111	-18.5
23	HIS 102	396	565	475	522	437	476	41	10.4
24	PSY 202	393	558	466	452	425	455	32	8.1
25	MTH 166	429	265	462	248	411	205	-18	-4.2

Note: ELI data are not included.

Table 8 presents the lowest enrolled courses at the Annandale Campus in Fall 2014. These courses had at least one enrollment in Fall 2014, but fewer than five. Data are ordered by Fall 2014 enrollment figures.

**Table 8. Lowest Enrollment Courses: Fall 2012 through Spring 2015**

No.	Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ADJ 295	1	--	1	--	1	2	0	0.0
2	CST 299	--	--	--	--	1	--	1	--
3	GOL 299	1	8	1	--	1	12	0	0.0
4	INT 299	--	--	--	1	1	--	1	--
5	MKT 290	1	--	--	1	1	--	0	0.0
6	MUS 147	--	--	--	1	1	2	1	--
7	MUS 175	--	0	1	2	1	--	1	--
8	PED 190	--	1	--	--	1	1	1	--
9	PED 199	--	--	--	1	1	--	1	--
10	RPK 199	--	--	--	6	1	2	1	--
11	RPK 202	4	1	--	--	1	--	-3	-75.0
12	RPK 230	--	--	9	--	1	--	1	--
13	ENG 122	1	3	4	2	2	1	1	100.0
14	MUS 231	0	1	1	--	2	2	2	--
15	MUS 237	2	13	7	15	2	4	0	0.0
16	MUS 265	2	1	2	3	2	3	0	0.0
17	ART 284	--	--	--	--	3	3	3	--
18	INT 290	9	--	4	1	3	--	-6	-66.7
19	MUS 132	0	1	4	4	3	4	3	--
20	MUS 155	0	0	1	--	3	1	3	--
21	MUS 236	4	4	5	6	3	4	-1	-25.0
22	MUS 285	1	1	--	--	3	--	2	200.0
23	SDV 298	--	--	4	6	3	4	3	--
24	MUS 199	2	--	--	8	4	3	2	100.0
25	MUS 245	2	4	--	4	4	5	2	100.0

Note: ELI data are not included. Does not include 1 offered course with 0 enrollments.

### Appendix: Discipline/Course Prefixes and Descriptions

Prefix	Description	Prefix	Description
ACC	ACCOUNTING	HRT	HORTICULTURE
ADJ	ADMINISTRATION OF JUSTICE	HUM	HUMANITIES
AIR	AIR CONDITIONING AND REFRIGERATION	IDS	INTERIOR DESIGN
ARA	ARABIC	INT	INTERPRETER EDUCATION
ARC	ARCHITECTURE	ITA	ITALIAN
ART	ARTS	ITD	INFORMATION TECH AND DATABASE DESIGN
ASL	AMERICAN SIGN LANGUAGE	ITE	INFORMATION TECHNOLOGY ESSENTIALS
AST	ADMINISTRATIVE SUPPORT TECHNOLOGY	ITN	INFORMATION TECHNOLOGY NETWORKING
AUB	AUTO BODY	ITP	INFORMATION TECHNOLOGY PROGRAMMING
AUT	AUTOMOTIVE	JPN	JAPANESE
BCS	BROADCASTING	KOR	KOREAN
BIO	BIOLOGY	LAT	LATIN
BLD	BUILDING	LBR	LIBRARY TECHNOLOGY
BUS	BUSINESS MANAGEMENT AND ADMIN.	LGL	PARALEGAL STUDIES
CAD	COMPUTER AIDED DRAFTING	MDL	MEDICAL LABORATORY
CHD	CHILDHOOD DEVELOPMENT	MEC	MECHANICAL ENGINEERING TECHNOLOGY
CHI	CHINESE	MKT	MARKETING
CHM	CHEMISTRY	MSC	MILITARY SCIENCE
CIV	CIVIL ENGINEERING TECHNOLOGY	MTH	MATHEMATICS
CON	CONTRACT MANAGEMENT	MTT	DEVELOPMENTAL MATH
CSC	COMPUTER SCIENCE	MUS	MUSIC
CST	COMMUNICATION STUDIES AND THEATRE	NAS	NATURAL SCIENCE
DIT	DIETETICS	NUR	NURSING
DMS	DIAGNOSTIC MEDICAL SONOGRAPHY	OCT	OCCUPATIONAL THERAPY
DNH	DENTAL HYGIENE	PBS	PUBLIC SERVICE
DSL	DIESEL	PED	PHYSICAL EDUCATION AND RECREATION
ECO	ECONOMICS	PHI	PHILOSOPHY
EDU	EDUCATION	PHT	PHOTOGRAPHY
EGR	ENGINEERING	PHY	PHYSICS
ELE	ELECTRICAL TECHNOLOGY	PLS	POLITICAL SCIENCE
EMS	EMERGENCY MEDICAL SERVICES	POR	PORTUGUESE
ENG	ENGLISH	PSY	PSYCHOLOGY
ENV	ENVIRONMENTAL SCIENCE	PTH	PHYSICAL THERAPIST ASSISTANT
ESL	ENGLISH AS A SECOND LANGUAGE	RAD	RADIOLOGY
ETR	ELECTRONICS TECHNOLOGY	REA	REAL ESTATE
FIN	FINANCIAL SERVICES	REL	RELIGION
FRE	FRENCH	ROC	RADIATION ONCOLOGY
FST	FIRE SCIENCE TECHNOLOGY	RPK	RECREATION AND PARKS
GEO	GEOGRAPHY	RTH	RESPIRATORY THERAPY
GER	GERMAN	RUS	RUSSIAN
GIS	GEOGRAPHIC INFORMATION SYSTEMS	SDV	STUDENT DEVELOPMENT
GOL	GEOLOGY	SOC	SOCIOLOGY
GRE	GREEK	SPA	SPANISH
HIM	HEALTH INFORMATION MANAGEMENT	SSC	SOCIAL SCIENCE
HIN	HINDI	TRV	TRAVEL AND TOURISM
HIS	HISTORY	VET	VETERINARY TECHNOLOGY
HLT	HEALTH	VTN	VIETNAMESE
HMS	HUMAN SERVICES	WEL	WELDING
HRI	HOSPITALITY MANAGEMENT		

## ***NOVA Mission and Strategic Goals: 2005 – 2015***

### **Mission**

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

### **Strategic Goals**

- I. STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.



# **NOVA**

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