

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

Research Report No. 51-15

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 Loudoun Campus: Fall 2012 through Spring 2015**

### **Introduction**

This Report presents an examination of enrollment data at the Loudoun Campus (excluding Extended Learning Institute [ELI] data) from Fall 2012 through Spring 2015. This Report is categorized 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 Loudoun Campus in Fall 2014**
  - English (ENG): 3,260 students
  - Math (MTH): 2,246 students
  - Student Development (SDV): 1,565 students
  - History (HIS): 1,500 students
  
- **Disciplines with the lowest total enrollments at the Loudoun Campus in Fall 2014**
  - Russian (RUS): 11 students
  - Administrative Support Technology (AST): 14 students
  - Marketing (MKT): 19 students
  - Basic Skills (BSK): 22 students
  
- **Disciplines at the Loudoun Campus with growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
  - Physics (PHY): increased 405 percent
  - Health (HLT): increased 138 percent
  - Environmental Science (ENV): increased 88 percent
  - Student Development (SDV): increased 87 percent
  
- **Disciplines at the Loudoun Campus with negative growth rates over 30 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
  - French (FRE): decreased 31 percent
  - Childhood Development (CHD): decreased 34 percent
  - Finance (FIN): decreased 39 percent
  - Natural Science (NAS): decreased 60 percent
  - Marketing (MKT): decreased 65 percent
  
- **Fall 2012 to Fall 2014 growth rates among the top 15 highest enrolled disciplines at the Loudoun Campus**
  - Student Development (SDV): increased 87 percent
  - Communication Studies and Theatre (CST): increased 26 percent
  - Chemistry (CHM): increased 14 percent

- Math (MTH): increased 13 percent
- English (ENG): increased 13 percent
- Economics (ECO): increased 12 percent
- **Fall 2012 to Fall 2014 growth rates among the top 15 lowest enrolled disciplines at the Loudoun Campus**
  - Marketing (MKT): decreased 65 percent
  - Natural Science (NAS): decreased 60 percent
  - Finance (FIN): decreased 39 percent
  - Childhood Development (CHD): decreased 34 percent
- **Highest enrolled courses at the Loudoun Campus in Fall 2014**
  - ENG 111: 2,572 students
  - SDV 100: 1,527 students
- **Lowest enrolled courses at the Loudoun Campus in Fall 2014**
  - There were 27 courses at the Loudoun Campus with fewer than five total enrollments in Fall 2014.

### **Data Notes**

Within tables, discipline/course enrollment data for the Loudoun 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 Loudoun Campus: Fall 2012 through Spring 2015**

Table 1 presents the 15 disciplines with the highest enrollment at the Loudoun 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	2,885	1,899	2,444	2,247	3,260	2,976	375	13.0
2	MTH	1,986	1,839	2,177	1,846	2,246	1,884	260	13.1
3	SDV	835	692	1,281	661	1,565	491	730	87.4
4	HIS	1,472	1,461	1,595	1,472	1,500	1,393	28	1.9
5	CST	842	841	965	955	1,062	1,013	220	26.1
6	BIO	978	991	1,045	1,002	1,042	1,076	64	6.5
7	ITE	882	758	844	883	864	918	-18	-2.0
8	PSY	846	717	880	802	818	774	-28	-3.3
9	PED	706	676	653	686	733	794	27	3.8
10	MTT	683	415	550	359	655	470	-28	-4.1
11	ART	629	571	684	606	622	566	-7	-1.1
12	ECO	526	567	603	625	590	615	64	12.2
13	ACC	543	556	541	531	519	502	-24	-4.4
14	ESL	536	503	512	460	479	432	-57	-10.6
15	CHM	406	359	461	372	461	365	55	13.5

Note: ELI data are not included.

Table 2 presents the 15 disciplines with the lowest enrollment at the Loudoun Campus in Fall 2014, ordered by Fall 2014 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	10	--	11	7	11	--	1	10.0
2	AST	--	17	12	--	14	--	--	--
3	MKT	54	71	56	58	19	48	-35	-64.8
4	BSK	--	12	12	9	22	7	--	--
5	FRE	36	28	29	17	25	12	-11	-30.6
6	FIN	46	17	40	25	28	19	-18	-39.1
7	NAS	88	79	75	18	35	31	-53	-60.2
8	EDU	38	20	44	38	42	27	4	10.5
9	HLT	32	32	24	81	76	83	44	137.5
10	GIS	88	83	83	94	79	63	-9	-10.2
11	GEO	76	59	103	64	82	77	6	7.9
12	ITD	88	100	113	100	100	66	12	13.6
13	PHY	20	13	77	117	101	163	81	405.0
14	ENV	57	77	86	88	107	135	50	87.7
15	CHD	181	182	202	177	119	171	-62	-34.3

Note: ELI data are not included.



**Section 2. Discipline Growth Rates at the Loudoun Campus: Fall 2012 to Fall 2014**

Table 3 presents the 14 disciplines at the Loudoun 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	PHY	20	13	77	117	101	163	81	405.0
2	HLT	32	32	24	81	76	83	44	137.5
3	ENV	57	77	86	88	107	135	50	87.7
4	SDV	835	692	1,281	661	1,565	491	730	87.4
5	ITP	164	155	193	205	210	246	46	28.0
6	CST	842	841	965	955	1,062	1,013	220	26.1
7	ITD	88	100	113	100	100	66	12	13.6
8	CHM	406	359	461	372	461	365	55	13.5
9	MTH	1,986	1,839	2,177	1,846	2,246	1,884	260	13.1
10	ENG	2,885	1,899	2,444	2,247	3,260	2,976	375	13.0
11	ECO	526	567	603	625	590	615	64	12.2
12	EDU	38	20	44	38	42	27	4	10.5
13	MUS	267	320	284	326	294	317	27	10.1
14	RUS	10	--	11	7	11	--	1	10.0

Note: ELI data are not included.

Table 4 displays the 11 disciplines at the Loudoun 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 10 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	MKT	54	71	56	58	19	48	-35	-64.8
2	NAS	88	79	75	18	35	31	-53	-60.2
3	FIN	46	17	40	25	28	19	-18	-39.1
4	CHD	181	182	202	177	119	171	-62	-34.3
5	FRE	36	28	29	17	25	12	-11	-30.6
6	CSC	368	285	396	360	259	288	-109	-29.6
7	VET	321	276	275	311	245	280	-76	-23.7
8	REL	184	176	162	149	141	158	-43	-23.4
9	BUS	471	673	500	512	413	491	-58	-12.3
10	ESL	536	503	512	460	479	432	-57	-10.6
11	GIS	88	83	83	94	79	63	-9	-10.2

Note: ELI data are not included.

Table 5 presents the top 15 highest enrollment disciplines at the Loudoun 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	835	692	1,281	661	1,565	491	730	87.4
2	CST	842	841	965	955	1,062	1,013	220	26.1
3	CHM	406	359	461	372	461	365	55	13.5
4	MTH	1,986	1,839	2,177	1,846	2,246	1,884	260	13.1
5	ENG	2,885	1,899	2,444	2,247	3,260	2,976	375	13.0
6	ECO	526	567	603	625	590	615	64	12.2
7	BIO	978	991	1,045	1,002	1,042	1,076	64	6.5
8	PED	706	676	653	686	733	794	27	3.8
9	HIS	1,472	1,461	1,595	1,472	1,500	1,393	28	1.9
10	ART	629	571	684	606	622	566	-7	-1.1
11	ITE	882	758	844	883	864	918	-18	-2.0
12	PSY	846	717	880	802	818	774	-28	-3.3
13	MTT	683	415	550	359	655	470	-28	-4.1
14	ACC	543	556	541	531	519	502	-24	-4.4
15	ESL	536	503	512	460	479	432	-57	-10.6

Note: ELI data are not included.

Table 6 presents the top 15 lowest enrollment disciplines at the Loudoun 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	PHY	20	13	77	117	101	163	81	405.0
2	HLT	32	32	24	81	76	83	44	137.5
3	ENV	57	77	86	88	107	135	50	87.7
4	ITD	88	100	113	100	100	66	12	13.6
5	EDU	38	20	44	38	42	27	4	10.5
6	RUS	10	--	11	7	11	--	1	10.0
7	GEO	76	59	103	64	82	77	6	7.9
8	GIS	88	83	83	94	79	63	-9	-10.2
9	FRE	36	28	29	17	25	12	-11	-30.6
10	CHD	181	182	202	177	119	171	-62	-34.3
11	FIN	46	17	40	25	28	19	-18	-39.1
12	NAS	88	79	75	18	35	31	-53	-60.2
13	MKT	54	71	56	58	19	48	-35	-64.8
14	BSK	--	12	12	9	22	7	--	--
15	AST	--	17	12	--	14	--	--	--

Note: ELI data are not included.

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

Table 7 presents the 25 courses with the highest total enrollments at the Loudoun 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	1,273	746	1,663	688	2,572	645	1,299	102.0
2	SDV 100	807	672	1,227	627	1,527	463	720	89.2
3	HIS 101	673	536	757	638	700	628	27	4.0
4	CST 110	516	469	638	608	697	689	181	35.1
5	ITE 115	663	546	620	606	658	629	-5	-0.8
6	BIO 101	515	439	564	453	564	427	49	9.5
7	MTH 163	426	259	487	264	547	326	121	28.4
8	PED 116	341	360	370	430	539	609	198	58.1
9	ENG 112	446	862	507	1,251	465	2,056	19	4.3
10	PSY 201	471	202	479	210	462	219	-9	-1.9
11	MTT 4	426	272	299	199	367	272	-59	-13.8
12	ENF 3	--	342	408	247	361	173	361	--
13	HIS 121	352	289	392	268	361	202	9	2.6
14	MTH 151	433	317	350	261	359	272	-74	-17.1
15	MTH 152	210	224	274	246	333	197	123	58.6
16	ECO 201	288	257	334	286	321	290	33	11.5
17	ACC 211	295	252	262	250	295	245	0	0.0
18	BUS 100	330	320	327	310	279	285	-51	-15.5
19	MTH 166	247	164	281	163	274	148	27	10.9
20	CHM 111	208	160	235	156	253	164	45	21.6
21	ECO 202	199	237	213	277	230	277	31	15.6
22	SOC 201	238	226	220	200	222	234	-16	-6.7
23	HIS 102	197	253	193	220	218	242	21	10.7
24	MTH 271	168	266	215	240	212	288	44	26.2
25	BIO 141	138	71	158	68	189	111	51	37.0

Note: ELI data are not included.

Table 8 presents the lowest enrolled courses at the Loudoun Campus in Fall 2014. These courses had at least one enrollment for the semester, 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	ART 299	6	3	0	2	1	4	-5	-83.3
2	CST 116	1	2	--	0	1	1	0	0.0
3	MUS 136	6	7	9	11	1	1	-5	-83.3
4	MUS 175	0	1	0	0	1	0	1	--
5	MUS 185	0	0	0	1	1	1	1	--
6	MUS 231	0	5	3	3	1	6	1	--
7	MUS 241	3	0	0	1	1	1	-2	-66.7
8	MUS 242	0	1	0	1	1	0	1	--
9	ART 242	3	3	5	2	2	3	-1	-33.3
10	ART 272	2	3	2	4	2	2	0	0.0
11	MUS 255	0	0	0	0	2	2	2	--
12	ART 154	6	3	2	5	3	2	-3	-50.0
13	ART 235	--	--	--	4	3	8	3	--
14	ART 236	0	2	4	4	3	2	3	--
15	ART 298	3	6	2	3	3	2	0	0.0
16	GIS 290	5	5	4	2	3	1	-2	-40.0
17	IDS 290	1	12	4	6	3	6	2	200.0
18	MUS 165	3	3	2	4	3	1	0	0.0
19	MUS 237	2	0	3	3	3	--	1	50.0
20	MUS 290	4	9	3	3	3	10	-1	-25.0
21	ART 270	--	--	--	--	4	--	4	--
22	PSY 235	17	13	14	37	4	19	-13	-76.5

Note: ELI data are not included. Does not include 5 offered courses 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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