

Analysis of Enrollment Demand at the Medical Education Campus: Fall 2012 through Spring 2015

Research Report No. 53-15

Office of Institutional Effectiveness and Student Success Initiatives AUGUST 2015

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

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Introduction

This Report presents an examination of enrollment data from Medical Education Campus (excluding Extended Learning Institute [ELI] data) from Fall 2012 through Spring 2015. This Report is divided into two sections: enrollment by discipline followed by enrollment by course.

Summary

- Disciplines with the highest enrollment at Medical Education Campus in Fall 2014
 - Emergency Medical Services (EMS): 666 students
 - Nursing (NUR): 412 students
- Disciplines with the lowest enrollment at Medical Education Campus in Fall 2014
 - Radiation Oncology (ROC): 20 students
 - Dental Assisting (DNA): 55 students
- Disciplines at Medical Education Campus with the highest growth rates between Fall 2012 and Fall 2014 (regardless of enrollment size)
 - Radiation Oncology (ROC): increased 43 percent
 - Dental Hygiene (DNH): increased 33 percent
- Disciplines at Medical Education Campus which experienced the greatest decline in enrollment growth between Fall 2012 and Fall 2014 (regardless of enrollment size)
 - Health Information Management (HIM): decreased 27 percent.
 - o Student Development (SDV): decreased 36 percent
- Courses with the highest number of students enrolled in Fall 2014
 - SDV 101: 278 students
 - NUR 221: 127 students
- Courses with the lowest number of students enrolled in Fall 2014
 - o 8 courses with fewer than 5 students enrolled

Data Notes

Within tables, campus discipline/course enrollment data 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 2104 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 6).

Section 1: Enrollment by Discipline at the Medical Education Campus: Fall 2012 through Spring 2015

Table 1 presents all disciplines offered at the Medical Education Campus, ordered by Fall 2014 enrollment figures.

No.	Discipline	Fall	Spring	Fall	Spring	Fall	Spring		ce from o Fall 2014
	-	2012	2013	2013	2014	2014	2015	#	%
1	EMS	758	813	625	697	666	664	-92	-12.1
2	NUR	514	439	475	436	412	397	-102	-19.8
3	RAD	370	338	366	352	396	306	26	7.0
4	DNH	237	307	248	315	314	299	77	32.5
5	SDV	432	388	419	246	278	196	-154	-35.6
6	HLT	259	433	351	319	257	487	-2	-0.8
7	RTH	185	156	205	202	198	147	13	7.0
8	PTH	167	161	187	182	176	177	9	5.4
9	DMS	136	128	120	106	166	137	30	22.1
10	HIM	180	312	122	238	132	205	-48	-26.7
11	MDL	103	142	125	189	128	150	25	24.3
12	OCT		45	45	42	103	84	103	
13	DNA			25	20	55	50	55	
14	ROC	14	13	13	12	20	19	6	42.9

Table 1. Disciplines at the Medical Education Campus Ordered by Fall 2014 Enrollment:
Fall 2012 through Spring 2015

Note: ELI data are not included. (--) discipline not offered.

Table 2 presents the disciplines (provided in Table 1) in order from highest to lowest growth rate. Disciplines with enrollment increases from Fall 2012 to Fall 2014 of 5.1 percent and above are shaded green; those between 0.0 and 5.0 percent are shaded orange, while disciplines with a decline in enrollment are shaded red.

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring	Spring 2015 Difference fr Fall 2012 to Fal	
		2012	2013	2013	2014	2014	2015	#	%
1	ROC	14	13	13	12	20	19	6	42.9
2	DNH	237	307	248	315	314	299	77	32.5
3	MDL	103	142	125	189	128	150	25	24.3
4	DMS	136	128	120	106	166	137	30	22.1
5	RAD	370	338	366	352	396	306	26	7.0
6	RTH	185	156	205	202	198	147	13	7.0
7	PTH	167	161	187	182	176	177	9	5.4
8	HLT	259	433	351	319	257	487	-2	-0.8
9	EMS	758	813	625	697	666	664	-92	-12.1
10	NUR	514	439	475	436	412	397	-102	-19.8
11	HIM	180	312	122	238	132	205	-48	-26.7
12	SDV	432	388	419	246	278	196	-154	-35.6
13	OCT		45	45	42	103	84	103	
14	DNA			25	20	55	50	55	

Table 2. Disciplines at the Medical Education Campus Ordered by Growth Rate: Fall 2012to Fall 2014

Note: ELI data are not included.

(--) discipline not offered.

Section 2. High and Low Enrollment Courses at the Medical Education Campus: Fall 2012 through Spring 2015

Table 3 presents the top 25 courses with the highest enrollment in Fall 2014 at the Medical Education Campus. Data are ordered by Fall 2014 figures.

No.	Course	Fall	Spring	Fall	Spring	Fall	Spring		nce from to Fall 2014
		2012	2013	2013	2014	2014	2015	#	%
1	SDV 101	432	388	419	246	278	196	-154	-35.6
2	NUR 221	150		149		127		-23	-15.3
3	RAD 105		85	83	100	106	51	106	
4	HLT 250	137	173	124	142	104	99	-33	-24.1
5	HLT 141	120	186	133	168	94	269	-26	-21.7
6	NUR 111	122		107		94		-28	-23.0
7	EMS 120	100	136	76	98	71	86	-29	-29.0
8	EMS 111	92	130	69	119	68	142	-24	-26.1
9	NUR 116	39		39	2	57	4	18	46.2
10	RAD 121	48		39		44		-4	-8.3
11	RAD 125	48		39		44		-4	-8.3
12	RAD 141	48		39		44		-4	-8.3
13	RAD 196	48		39	-	44		-4	-8.3
14	NUR 150	81		40		42		-39	-48.1
15	NUR 115	28		34		41		13	46.4
16	DMS 100	40	43	36	41	40	48	0	0.0
17	DNH 111					40		40	
18	DNH 115	43		42		40		-3	-7.0
19	DNH 141	43		42		40		-3	-7.0
20	HLT 105		66	69	0	40	54	40	
21	DNH 130	43		41		38		-5	-11.6
22	RAD 205	31		38		38		7	22.6
23	RAD 231	31		38		38		7	22.6
24	RAD 255	31		38		38		7	22.6
25	HIM 250	47		53		37		-10	-21.3

Table 3. Highest Enrollment Courses at the Medical Education Campus: Fall 2012through Spring 2015

Note: ELI data are not included.

(--) discipline not offered.

Table 4 presents low enrollment courses at the Medical Education Campus. Low enrollment courses are those with fewer than five total enrollments at Medical Education Campus in Fall 2014. Data are ordered by Fall 2014 figures.

Table 4. Lowest Enrollment Courses at the Medical Education Campus: Fall 2012 through
Spring 2015

No.	Course	Fall	Spring	Fall	Spring	Fall 2014			Difference from Fall 2012 to Fall 2014	
		2012	2013	2013	2014		2015		#	%
1	EMS 295	-			-	1	0	1		
2	MDL 199				1	1	3	1		
3	EMS 299	1	1	0	1	3	4	2	200.0	
4	PTH 199	2		1		3		1	50.0	
5	EMS 115	15	10	12	12	4	8	-11	-73.3	
6	EMS 193					4	2	4		

Note: ELI data are not included.

(--) discipline not offered. Does not include 2 offered courses with 0 enrollment.

Appendix: Discipline/Course Prefixes and Descriptions

ACC ACCOUNTING HRT HORTICULTURE ADJ ADMINISTRATION OF JUSTICE HUM HUMANITIES ARR AR CONDITIONING AND REFRIGERATION INT HUM HUMANITIES ARA ARABIC INT INTERIOR DESIGN ARC ARCHTECTURE INT INTERPRETER EDUCATION ARC ARCHTECTURE INT INFORMATION TECHNOLOGY ESSENTIALS ART AMINISTRATIVE SUPPORT TECHNOLOGY INFORMATION TECHNOLOGY PROGRAMMING AUT AUTOMOTIVE JPN JAPANESE BCS BROADCASTING KOR KOREAN BLD BULDING LAT LATN BLB BULIDING LAT LATN BLB BUSINESS MANAGEMENT AND ADMIN. LGL PARALEGAL STUDIES CHD CHILDHOOD DEVELOPMENT MEC MECALL BERGATORY CHD CHILDHOOD DEVELOPMENT MEC MILTARY SCIENCE CIV CIVIL ENGINEERING TECHNOLOGY MTH MATHEMATICS CON CONPUTER AIDE DRAFTING MCM MATHEMATICS CON CONTRACT MANAGEMENT MUSIC MULTARY SCIENCE CIVIL ENGINEERING TECHNOLOGY MTH MATRALEGAL ABORATORY CHD CHILDHOOD DEVELOPMENT MEC MULTAR	Prefix	Description	Prefix	Description
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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.



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