

# Analysis of Enrollment Demand at the Medical Education 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.

4001 Wakefield Chapel Road  
Annandale, VA 22003-3796  
(703) 323-3129  
[www.nvcc.edu/oir](http://www.nvcc.edu/oir)

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

### **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.
  - 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**
  - 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.

**Table 1. Disciplines at the Medical Education Campus Ordered by Fall 2014 Enrollment: 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	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

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.

**Table 2. Disciplines at the Medical Education Campus Ordered by Growth Rate: 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	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	--

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.

**Table 3. Highest Enrollment Courses at the Medical Education Campus: 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	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

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 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
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

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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**703-323-3000 | [www.nvcc.edu](http://www.nvcc.edu)**