

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

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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 Woodbridge Campus: Fall 2012 through Spring 2015

Introduction

This Report presents an examination of enrollment data from the Woodbridge 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 enrollment at Woodbridge Campus in Fall 2014**
 - English (ENG): 2,390 students
 - History (HIS): 1,498 students
 - Student Development (SDV): 1,371 students
 - Math (MTH): 1,322
 - Communication Studies and Theatre (CST): 1,081

- **Disciplines with the lowest enrollment at Woodbridge Campus in Fall 2014**
 - Financial Services (FIN): 13 students
 - Education (EDU): 15 students
 - Basic Skills (BSK): 16 students

- **Disciplines at Woodbridge Campus with growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
 - Arabic (ARA): increased 262 percent
 - Chemistry (CHM): increased 83 percent
 - Environmental Science (ENV): increased 82 percent
 - Student Development (SDV): increased 57 percent.

- **Disciplines at Woodbridge Campus with negative growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
 - Contract Management (CON): decreased 69 percent
 - Humanities (HUM): decreased 64 percent
 - Natural Science (NAS): decreased 59 percent
 - Financial Services (FIN): decreased 52 percent.

- **Fall 2012 to Fall 2014 highest growth rates among the top 15 disciplines with the highest enrollment**
 - Student Development (SDV): increased 57 percent
 - Math (MTH): increased 27 percent
 - Biology (BIO): increased 15 percent
 - Psychology (PSY): increased 8 percent

- **Fall 2012 to Fall 2014 highest growth rates among the 15 disciplines with the lowest enrollment**
 - Arabic (ARA): increased 262 percent
 - Environmental Science (ENV): increased 82 percent

- **Courses with the highest number of students enrolled in Fall 2014**
 - ENG 111: 1,629 students
 - SDV 100: 1,337 students

- **Courses with the highest number of students enrolled in Fall 2014**
 - 21 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 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 10).

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

Table 1 presents the Fall 2014 top 15 high enrollment disciplines at the Woodbridge Campus, 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	2,867	1,793	2,317	2,009	2,390	2,011	-477	-16.6
2	HIS	1,497	1,476	1,605	1,459	1,498	1,290	1	0.1
3	SDV	875	593	1,182	596	1,371	602	496	56.7
4	MTH	1,038	1,182	1,215	1,252	1,322	1,345	284	27.4
5	CST	1,078	1,040	1,189	1,135	1,081	961	3	0.3
6	BIO	804	766	829	838	926	939	122	15.2
7	ITE	913	856	892	878	926	832	13	1.4
8	PSY	811	833	873	862	872	750	61	7.5
9	MTT	947	692	770	650	861	708	-86	-9.1
10	PED	635	598	578	666	633	625	-2	-0.3
11	ART	558	561	611	617	576	589	18	3.2
12	ENF	--	536	588	443	467	316	467	--
13	ADJ	530	545	475	486	462	533	-68	-12.8
14	AIR	522	548	509	502	420	400	-102	-19.5
15	ECO	442	487	457	501	414	448	-28	-6.3

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

Table 2 presents the 15 disciplines with lowest enrollment in Fall 2014 at the Woodbridge Campus.

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	FIN	27	15	10	--	13	15	-14	-51.9
2	EDU	30	18	27	11	15	14	-15	-50.0
3	BSK	--	7	15	11	16	16	16	--
4	MKT	38	64	28	27	31	17	-7	-18.4
5	ENV	22	42	40	46	40	46	18	81.8
6	REL	64	56	35	63	41	37	-23	-35.9
7	CON	140	185	102	95	43	74	-97	-69.3
8	HUM	126	105	71	31	46	49	-80	-63.5
9	ARA	13	12	19	22	47	30	34	261.5
10	FRE	47	41	43	49	48	39	1	2.1
11	PLS	47	70	44	42	50	56	3	6.4
12	GEO	81	101	109	103	55	82	-26	-32.1
13	NAS	149	98	97	80	61	49	-88	-59.1
14	GOL	73	74	69	69	69	66	-4	-5.5
15	ITD	91	70	78	81	73	85	-18	-19.8

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

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

Table 3 presents the fastest growing disciplines, regardless of discipline size, at the Woodbridge Campus, ordered by growth rate from Fall 2012 to Fall 2014.

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	ARA	13	12	19	22	47	30	34	261.5
2	CHM	174	192	270	315	319	290	145	83.3
3	ENV	22	42	40	46	40	46	18	81.8
4	SDV	875	593	1182	596	1371	602	496	56.7
5	PHY	57	58	89	83	83	86	26	45.6
6	HLT	98	109	107	107	138	144	40	40.8
7	MTH	1038	1182	1215	1252	1322	1,345	284	27.4
8	BIO	804	766	829	838	926	939	122	15.2

Note: ELI data are not included.

(--) discipline not offered.

Table 4 displays the disciplines with the greatest rates of enrollment decline at the Woodbridge Campus from Fall 2012 to Fall 2014, regardless of discipline size.

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	CON	140	185	102	95	43	74	-97	-69.3
2	HUM	126	105	71	31	46	49	-80	-63.5
3	NAS	149	98	97	80	61	49	-88	-59.1
4	FIN	27	15	10	--	13	15	-14	-51.9
5	EDU	30	18	27	11	15	14	-15	-50.0
6	ITN	297	314	250	283	152	236	-145	-48.8
7	REL	64	56	35	63	41	37	-23	-35.9
8	GEO	81	101	109	103	55	82	-26	-32.1
9	BUS	459	410	423	361	325	349	-134	-29.2
10	ITD	91	70	78	81	73	85	-18	-19.8
11	AIR	522	548	509	502	420	400	-102	-19.5
12	MKT	38	64	28	27	31	17	-7	-18.4
13	PHT	137	114	104	88	113	104	-24	-17.5
14	ENG	2,867	1,793	2317	2,009	2,390	2,011	-477	-16.6
15	ADJ	530	545	475	486	462	533	-68	-12.8

Note: ELI data are not included.

(--) discipline not offered.

Table 5 presents the top 15 high enrollment disciplines (provided in Table 1) in order from highest to lowest growth rate from Fall 2012 to Fall 2014. Disciplines with enrollment increases of 5.1 percent and above are shaded green, those between 0.1 and 5.0 percent are shaded orange, while disciplines with a decline in enrollment are shaded red.

Table 5. Growth Rates of the 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	875	593	1,182	596	1,371	602	496	56.7
2	MTH	1,038	1,182	1,215	1,252	1,322	1,345	284	27.4
3	BIO	804	766	829	838	926	939	122	15.2
4	PSY	811	833	873	862	872	750	61	7.5
5	ART	558	561	611	617	576	589	18	3.2
6	ITE	913	856	892	878	926	832	13	1.4
7	CST	1,078	1,040	1,189	1,135	1,081	961	3	0.3
8	HIS	1,497	1,476	1,605	1,459	1,498	1,290	1	0.1
9	PED	635	598	578	666	633	625	-2	-0.3
10	ECO	442	487	457	501	414	448	-28	-6.3
11	MTT	947	692	770	650	861	708	-86	-9.1
12	ADJ	530	545	475	486	462	533	-68	-12.8
13	ENG	2,867	1,793	2,317	2,009	2,390	2,011	-477	-16.6
14	AIR	522	548	509	502	420	400	-102	-19.5
15	ENF	--	536	588	443	467	316	467	--

Note: ELI data are not included.

(--) discipline not offered.

Table 6 presents the same top 15 low enrollment discipline data as provided in Table 2, ordered from highest to lowest growth rate from Fall 2012 to Fall 2014.

Table 6. Growth Rates of the 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	ARA	13	12	19	22	47	30	34	261.5
2	ENV	22	42	40	46	40	46	18	81.8
3	PLS	47	70	44	42	50	56	3	6.4
4	FRE	47	41	43	49	48	39	1	2.1
5	GOL	73	74	69	69	69	66	-4	-5.5
6	MKT	38	64	28	27	31	17	-7	-18.4
7	ITD	91	70	78	81	73	85	-18	-19.8
8	GEO	81	101	109	103	55	82	-26	-32.1
9	REL	64	56	35	63	41	37	-23	-35.9
10	EDU	30	18	27	11	15	14	-15	-50.0
11	FIN	27	15	10	--	13	15	-14	-51.9
12	NAS	149	98	97	80	61	49	-88	-59.1
13	HUM	126	105	71	31	46	49	-80	-63.5
14	CON	140	185	102	95	43	74	-97	-69.3
15	BSK	--	7	15	11	16	16	16	--

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

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

Table 7 presents the 25 courses with the highest enrollment in Fall 2014 at the Woodbridge Campus. Data are ordered by Fall 2014 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	1,202	818	1,501	847	1,629	736	427	35.5
2	SDV 100	802	540	1,097	545	1,337	573	535	66.7
3	ITE 115	733	650	705	671	720	631	-13	-1.8
4	CST 110	682	675	786	721	689	607	7	1.0
5	HIS 101	624	485	624	460	618	471	-6	-1.0
6	PSY 201	561	429	635	450	607	355	46	8.2
7	ENG 112	432	736	552	915	519	1,003	87	20.1
8	MTT 4	549	363	456	329	510	373	-39	-7.1
9	PED 116	349	346	364	444	480	475	131	37.5
10	BIO 101	388	359	371	365	384	373	-4	-1.0
11	MTH 151	416	357	434	322	366	278	-50	-12.0
12	HIS 121	428	338	427	294	362	249	-66	-15.4
13	ENF 3	--	379	423	348	355	259	355	--
14	SOC 201	331	291	317	273	327	262	-4	-1.2
15	MTH 163	203	226	253	236	311	253	108	53.2
16	BUS 100	325	265	317	229	257	258	-68	-20.9
17	ECO 201	289	278	288	301	253	264	-36	-12.5
18	ART 101	249	255	297	240	244	233	-5	-2.0
19	ACC 211	262	214	266	238	242	204	-20	-7.6
20	MTH 152	128	197	150	193	195	227	67	52.3
21	HIS 102	160	240	182	279	186	233	26	16.3
22	HIS 111	136	89	196	88	182	66	46	33.8
23	BIO 141	94	67	134	93	175	89	81	86.2
24	ACC 212	155	161	122	157	166	162	11	7.1
25	BIO 102	183	175	168	147	166	214	-17	-9.3

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

Table 8 presents low enrollment courses at the Woodbridge Campus. Low enrollment courses are those with fewer than five total enrollments in Fall 2014. Data are ordered by Fall 2014 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 232	3	--	--	0	1	2	-2	-66.7
2	ART 242	2	2	1	2	1	5	-1	-50.0
3	CST 136	8	5	4	--	1	3	-7	-87.5
4	ENG 262	3	4	1	2	1	2	-2	-66.7
5	MUS 155	0	--	--	1	1	2	1	--
6	MUS 165	1	2	1	--	1	3	0	0.0
7	PSY 298	1	1	1	3	1	3	0	0.0
8	ART 222	0	2	2	2	2	0	2	--
9	ART 295	--	--	--	0	2	--	2	--
10	CST 233	1	2	2	0	2	--	1	100.0
11	ENG 212	5	7	5	6	2	5	-3	-60.0
12	ART 284	1	4	4	3	3	3	2	200.0
13	ENG 295	--	--	--	1	3	--	3	--
14	HLT 199	--	--	--	--	3	--	3	--
15	MUS 136	0	7	6	4	3	2	3	--
16	MUS 145	4	3	4	5	3	4	-1	-25.0
17	ENG 261	4	5	4	3	4	3	0	0.0
18	MUS 137	8	4	4	2	4	2	-4	-50.0
19	PHT 202	--	--	--	--	4	--	4	--

Note: ELI data are not included.

(--) course 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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