

Program Evaluation: Construction Management Technology Fall 2010 through Spring 2016

Research Report No. 31-16

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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Program Evaluation Construction Management Technology: Fall 2010 through Spring 2016

Introduction

Section 1 provides the student enrollment data for Construction Management Technology from 2010-11 through 2015-16. The data are unduplicated with students counted for once regardless of how many Building (BLD) courses they took. The annual headcount is presented for all program-placed students and for first-time in college (FTIC), program-placed students from 2010-11 through 2014-15. The student enrollment profile includes gender, race, age groups, enrollment status, and program placement in the Construction Management Technology program from Fall 2013 through Fall 2015. Construction Management Technology enrollment data by course and day/night status are provided from Fall 2013 through Spring 2015.

Section 2 displays Construction Management Technology student success metrics. Student grade distribution by course is presented from Fall 2013 through Spring 2016. Construction Management Technology and Construction Supervision cumulative mean GPA of graduates are displayed from 2010-11 through 2014-15. Graduation rates of students from any program and from the same program are shown for Construction Management Technology A.A.S. Fall 2007 cohort through the Fall 2011 cohort and for Construction Supervision C.S.C. from the Fall 2009 cohort through Fall 2013 cohort. The number of graduates are also presented from 2010-11 through 2014-15.

Section 3 includes data on Building FTES, Current Funded Ratio, and FTEF from Fall 2011 through Fall 2015.

Section 1. Construction Management Technology Annual Headcount and Student Enrollment Profile

A. Construction Management Technology Annual Headcount

Table 1. Annual Headcount for All Program-Placed Students: 2010-11 through 2014-15

Program(s)	Curr. Code	2010-11	2011-12	2012-13	2013-14	2014-15	Avg.	% Change 10-11 to 14-15
Construction Management Technology, AAS	9170	203	185	159	126	145	164	-28.6
Construction Supervision, CSC	221-917-01	19	19	14	15	18	17	-5.3
Program-Placed College Students	-	58,648	60,168	61,682	61,693	59,657	60,370	1.7
All College Students	-	75,490	76,796	78,635	78,461	76,868	77,250	1.8

Table 2. Annual Headcount for First-time in College, Program-Placed Students: 2010-11 through 2014-15

Program(s)	Curr. Code	2010-11	2011-12	2012-13	2013-14	2014-15	Avg.	% Change 10-11 to 14-15
Construction Management Technology, AAS	9170	33	22	21	9	17	20	-48.5
Construction Supervision, CSC	221-917-01	4	3	2	4	4	3	0.0
Program-Placed College Students	-	9,432	9,711	10,491	11,006	10,535	10,235	11.7
All College Students	-	12,650	12,907	13,953	14,631	15,134	13,855	19.6

B. Construction Management Technology Student Enrollment Profile

Table 3. Construction Management Technology Student Enrollment Profile*: Fall 2013 through Fall 2015

	Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%
Enrollment	86	100.0	109	100.0	106	100.0
Gender						
Male	75	87.2	97	89.0	90	84.9
Female	11	12.8	12	11.0	16	15.1
Race						
White	45	52.3	49	45.0	38	35.8
Black/African American	16	18.6	19	17.4	21	19.8
Asian	2	2.3	5	4.6	4	3.8
Hispanic/Latino	21	24.4	35	32.1	40	37.7
American Indian/Alaska Native	0	0.0	0	0.0	0	0.0
Native Hawaiian/Other Pacific Islander	0	0.0	0	0.0	0	0.0
Two or More Races	2	2.3	1	0.9	0	0.0
Unknown	0	0.0	0	0.0	3	2.8
Not Specified	0	0.0	0	0.0	0	0.0
Age Group						
Under 18	0	0.0	1	0.9	0	0.0
18-21	10	11.6	19	17.4	31	29.2
22-24	12	14.0	21	19.3	21	19.8
25-29	15	17.4	19	17.4	19	17.9
30-44	32	37.2	33	30.3	23	21.7
45-59	15	17.4	16	14.7	12	11.3
60 & Over	2	2.3	0	0.0	0	0.0
Full-Time/Part-Time						
Full-Time	25	29.1	25	22.9	31	29.2
Part-Time	61	70.9	84	77.1	75	70.8
Program Placement						
IN 9170	79	91.9	96	88.1	94	88.7
IN 221-917-01	7	8.1	13	11.9	12	11.3

*Curr. Code = 9170 / 221-91-01

C. Construction Management Technology Enrollment by Course

Table 4. Construction Management Technology Enrollment by Course at the Alexandria Campus: Fall 2013 through Fall 2015

Courses Offered (16-Week Only)	Fall 2013	Fall 2014	Fall 2015
BLD101	32	30	33
BLD165	28	23	20
BLD231	26	23	27
BLD241	28	16	15
BLD247	26	19	16
Total	140	111	111

*Offered only at Alexandria campus. Not offered by ELI.

Table 5. Construction Management Technology Enrollment by Course at the Alexandria Campus: Spring 2014 and Spring 2015

Courses Offered (16-Week Only)	Spring 2014	Spring 2015
BLD101	38	36
BLD102	27	26
BLD165	24	19
BLD231	28	20
BLD232	22	25
BLD242	24	14
Total	163	140

*Offered only at Alexandria campus. Not offered by ELI.

D. Construction Management Technology Enrollment by Day/Night Status

**Table 6. Construction Management Technology Enrollment by Day/Night Status:
Fall 2013 through Fall 2015**

Courses Offered (16-Week Only)	Fall 2013		Fall 2014		Fall 2015	
	Day	Night	Day	Night	Day	Night
BLD101	32*	-	30*	-	33*	-
BLD165	-	28	23	-	-	20
BLD231	26	-	23	-	27	-
BLD241	28	-	16	-	15	-
BLD247	-	26	-	19	-	16
Total	86	54	92	19	75	36

*Two sections were offered during the day.

**Table 7. Construction Management Technology Enrollment by Day/Night Status:
Spring 2014 and Spring 2015**

Courses Offered (16-Week Only)	Spring 2014		Spring 2015	
	Day	Night	Day	Night
BLD101	14	24	36*	-
BLD102	-	27	-	26
BLD165	24	-	-	19
BLD231	28	-	20	
BLD232	22	-	25	
BLD242	-	24	-	14
Total	88	75	81	59

*Two sections were offered during the day.

Section 2. Construction Management Technology Student Success

A. Construction Management Technology and Construction Supervision Cumulative Mean GPA of Graduates

Table 8. Construction Management Technology and Construction Supervision Cumulative Mean GPA of Graduates: 2010-11 through 2014-15

	Curr. Code	2010-11	2011-12	2012-13	2013-14	2014-15
Construction Management Technology, A.A.S.	9170	3.51	3.15	3.55	3.33	3.35
Construction Supervision, C.S.C.	221-917-01	3.55	3.25	3.29	3.13	3.29
College	-	3.18	3.18	3.20	3.22	3.21

B. Construction Management Technology and Construction Supervision Graduation Rate

Table 9. Construction Management Technology A.A.S. Graduation Rate from Any Program: Fall 2007 Cohort through Fall 2011 Cohort

Associate's	Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.	
		#	%		#	%		#	%		#	%		#	%
Construction Management Technology, A.A.S.	25	2	8.0	17	2	11.8	28	7	25.0	11	2	18.2	14	1	7.1
All Program-Placed Associate's	7,184	1,299	18.1	5,727	1,235	21.6	6,119	1,423	23.3	5,963	1,240	20.8	6,438	1,440	22.4

Note: Students who graduated from any program including Construction Management Technology A.A.S. within the four year time frame are counted.

Table 10. Construction Management Technology A.A.S. Graduation Rate from Same Program: Fall 2007 Cohort through Fall 2011 Cohort

Associate's	Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.		N	Graduated w/in 4 Yrs.	
		#	%		#	%		#	%		#	%		#	%
Construction Management Technology, A.A.S.	25	1	4.0	17	1	5.9	28	4	14.3	11	1	9.1	14	0	0.0

Note: Students who graduated from Construction Management Technology A.A.S. within the four year time frame are counted.

Table 11. Construction Supervision C.S.C. Graduation Rate from Any Program: Fall 2009 Cohort through Fall 2013 Cohort

Certificate	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.	
		#	%		#	%		#	%		#	%		#	%
Construction Supervision, C.S.C.	4	0	0.0	2	1	50.0	1	0	0.0	2	0	0.0	2	0	0.0
All Program-Placed Certificates	6,119	327	5.3	5,963	351	5.9	6,438	317	4.9	6,907	347	5.0	7,486	11	0.2

Note: Students who graduated from any program including Construction Supervision C.S.C. within the two year time frame are counted.

Table 12. Construction Supervision C.S.C. Graduation Rate from Same Program: Fall 2009 Cohort through Fall 2013 Cohort

Certificate	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.		N	Graduated w/in 2 Yrs.	
		#	%		#	%		#	%		#	%		#	%
Construction Supervision, C.S.C.	4	0	0.0	2	1	50.0	1	0	0.0	2	0	0.0	2	0	0.0

Note: Students who graduated from Construction Supervision C.S.C. within the two year time frame are counted.

Table 13. Number of Graduates from Construction Management Technology A.A.S. and Construction Supervision C.S.C.: 2010-11 through 2014-15

	Curr. Code	2010-11	2011-12	2012-13	2013-14	2014-15	Avg.
Construction Management Technology, A.A.S.	9170	7	10	15	16	14	12.4
Construction Supervision, C.S.C.	221-917-01	3	6	4	5	11	5.8

Section 3. Building FTES, Current Funded Ratio, and FTEF Requirement

A. Building FTES, Current Funded Ratio, and FTEF Requirement

Table 14. Building FTES, Current Funded Ratio, and FTEF Requirement: Fall 2011 through Fall 2015

Term	FTES	Current Funded Ratio	FTEF Requirement	FT FTEF	Difference	PT FTEF
Fall 2011	26.9	15.4	1.7	0.8	0.9	0.5
Fall 2012	22.5	15.4	1.5	0.0	1.5	1.1
Fall 2013	25.4	15.4	1.6	0.8	0.8	0.3
Fall 2014	21.1	15.4	1.4	1.0	0.4	0.1
Fall 2015	20.9	15.4	1.4	1.0	0.4	0.1

Source: OIR Selected Trend Data on Disciplines

NOVA Mission and Strategic Goals

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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