

Dual Enrollment Full-Time Equivalent Students (FTES) by Semester: 2015-16 to 2018-19

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Office of Institutional Effectiveness and Student Success
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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success 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 must be cited as the source.

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This report provides the annual number of contract and other dual enrollment, full-time equivalent students (FTES) at Northern Virginia Community College (NOVA) for four years.¹

Table 1 presents the number of contract and other dual enrollment FTES for the 2015-16 academic year. The data are presented by semester, including the summer, fall, and spring terms.² Annual FTES are also provided.³ The data are presented by campus for both dual enrollment student types.

Table 1. Contract and Other Dual Enrollment FTES by Semester: 2015-16

DE Type	Campus	Summer 2015	Fall 2015	Spring 2016	Annual 2015-16
		FTES	FTES	FTES	FTES
Contract	Alexandria	5.7	132.9	285.5	212.0
	Annandale	0.1	72.9	113.1	93.0
	Loudoun	--	410.1	435.8	423.0
	Manassas	--	159.7	187.1	173.4
	Medical Education	1.2	15.9	106.2	61.6
	Woodbridge	0.4	47.7	59.2	53.6
Other	Alexandria	13.0	16.0	14.0	21.5
	Annandale	41.7	68.1	60.0	84.9
	Loudoun	22.9	50.6	49.3	61.4
	Manassas	14.1	26.0	18.3	29.2
	Medical Education	8.2	0.6	2.1	5.5
	Woodbridge	7.3	17.3	17.9	21.3

¹ NOVA classes taught on site at various high schools within the NOVA service region are designated as "contract dual enrollment."

² Semester FTES is calculated by dividing the total number of semester credits by 15.

³ Annual FTES is calculated by adding summer credits, fall credits, and spring credits and dividing by 30.

Table 2 presents the number of contract and other dual enrollment FTES for the 2016-17 academic year. The data are presented by semester, including the summer, fall, and spring terms. Annual FTES are also provided. The data are presented by campus for both dual enrollment student types.

Table 2. Contract and Other Dual Enrollment FTES by Semester: 2016-17

DE Type	Campus	Summer 2016	Fall 2016	Spring 2017	Annual 2016-17
		FTES	FTES	FTES	FTES
Contract	Alexandria	4.1	132.7	318.6	227.7
Contract	Annandale	0.8	144.5	193.5	169.4
Contract	Loudoun	--	644.4	671.3	657.9
Contract	Manassas	--	174.0	218.3	196.2
Contract	Medical Education	2.0	17.9	117.5	68.7
Contract	Woodbridge	0.4	90.2	123.2	106.9
Other					
Other	Alexandria	9.7	15.6	14.9	20.1
Other	Annandale	43.0	58.7	58.3	80.0
Other	Loudoun	22.7	47.8	45.5	58.0
Other	Manassas	7.6	29.1	25.7	31.2
Other	Medical Education	3.2	0.9	0.6	2.3
Other	Woodbridge	7.7	15.0	12.1	17.4

Table 3 presents the number of contract and other dual enrollment FTES for the 2017-18 academic year. The data are presented by semester, including the summer, fall, and spring terms. Annual FTES are also provided. The data are presented by campus for both dual enrollment student types.

Table 3. Contract and Other Dual Enrollment FTES by Semester: 2017-18

DE Type	Campus	Summer 2017	Fall 2017	Spring 2018	Annual 2017-18
		FTES	FTES	FTES	FTES
Contract	Alexandria	3.2	165.5	333.5	251.1
Contract	Medical Education	--	6.8	150.6	78.7
Contract	Loudoun	0.2	897.2	910.1	903.7
Contract	Manassas	5.7	267.7	343.5	308.4
Contract	Annandale	--	163.8	222.9	193.4
Contract	Woodbridge	--	154.5	227.4	191.0
Other					
Other	Alexandria	12.8	14.3	15.5	21.3
Other	Medical Education	1.5	1.2	0.7	1.7
Other	Loudoun	19.9	50.3	52.1	61.1
Other	Manassas	9.0	29.5	29.0	33.8
Other	Annandale	33.8	68.9	67.9	85.3
Other	Woodbridge	7.4	19.7	16.1	21.6

Table 4 presents the number of contract and other dual enrollment FTES for the 2018-19 academic year. The data are presented by semester, including the summer, fall, and spring terms. Annual FTES are also provided. The data are presented by campus for both dual enrollment student types.

Table 4. Contract and Other Dual Enrollment FTES by Semester: 2018-19

DE Type	Campus	Summer 2018	Fall 2018	Spring 2019	Annual 2018-19
		FTES	FTES	FTES	FTES
Contract	Alexandria	7.1	241.2	459.9	354.1
Contract	Annandale	--	190.9	314.2	252.6
Contract	Loudoun	--	1,050.4	1,090.3	1,070.3
Contract	Manassas	--	349.9	386.3	368.1
Contract	Medical Education	--	--	130.1	65.0
Contract	Woodbridge	--	221.7	268.1	244.9
Other					
Other	Alexandria	13.0	28.6	27.1	34.3
Other	Annandale	36.7	88.1	88.5	106.6
Other	Loudoun	18.7	84.1	67.9	85.3
Other	Manassas	10.7	49.1	39.4	49.6
Other	Medical Education	0.8	2.0	1.6	2.2
Other	Woodbridge	7.6	21.3	20.1	24.5

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve, and Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

**Northern Virginia
Community College**

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