Administrative Council Meeting  
February 10, 2009

Members Present: Executive Vice President Dever, Provost Foley, Vice President Garcia, Dr. Hill, Dr. Hinton, Dr. Sachs, Dr. Saperstone, Dr. Tardd, and President Templin.

Dr. Jim McClellan represented Dr. Gueverra.

Guests:
Dr. Jennifer Lerner, Director, Extended Learning Institute (ELI)  
Mr. Ed Mellon, Purchasing Director  
Dr. Sharon Robertson, Associate Vice President, Academic Services  
Dr. Monica Sascer, Associate Vice President for Instructional Technology  
Mr. Rick Tittman, Business Manager, Annandale Campus

Student Access & Success
• Spring semester enrollment  
  o The data indicate an approximate 6.5% increase in FTES for Spring 2009 over the comparable period for Spring 2008.

• Achieving the Dream  
  o Dr. Pickelman, AtD coach, is currently visiting the college. Dr. Templin noted the importance of these visits in verifying that NOVA is on the right track with its AtD initiative.  
  o Drs. Templin and Gabriel will collaborate on a schedule for Administrative Council discussions of specific student success topics.

Curriculum Committee Recommendations:
• The Administrative Council approved the following new and revised courses. The proposals will be forwarded to the VCCS for final approval.  
  o New JPN 103-104 Basic Spoken Japanese  
    ▪ JPN 103-104 Basic Spoken Japanese I-II parallels the 103-104 sequence in other world languages offered at NOVA.  
    ▪ There is an increasing student demand for Japanese courses. This course sequence was offered successfully as a general usage course and will be accepted by George Mason University to satisfy lower-level electives.  
  o New Course Prefix, Portuguese (POR), and POR 103-104 Basic Spoken Portuguese  
    ▪ Portuguese is already widely spoken, and NOVA has established a relationship with educational institutions in Brazil.  
    ▪ The course content of POR 103-104 parallels that of other foreign language 103-104 courses. It will be offered as a 195 course in Spring 2009. George Mason University will accept POR 103-104 credits as transfer courses to satisfy lower-level electives.  
  o Revisions to ARC Courses, ARC 231-232, and the creation of a new course sequence ARC 123-124 (suggested number), Architectural Graphics I-II.  
    ▪ These changes would replace the term “drafting” with the term “graphics,” which better describes the scope of these courses.  
    ▪ ARC 123 will focus on simple buildings and drafting skills, while ARC 124 will include more complex buildings and the use of CADD. Students need to have some computer skills before they take ARC 124. ARC 121 and 123 and ARC 122 and 124 cannot be taken for credit toward the same program. ARC 121-122 will continue to be offered for use in programs other than the Architectural Technology AAS degree.
- The proposed course description for ARC 231-232 is revised to reflect the evolution from drafting to graphics.
  - New PHT Course Sequence Video I – II
    - This new 100-level course sequence, Video I-II, would update the curriculum to include video.
    - Students have requested instruction in video, and the Alexandria Campus Photography program is currently working on developing a New Media program. The proposed video courses would be required for New Media students concentrating on video and sound production.
  - A New 200-level GIS Course, Exploring our Earth: Introduction to Remote Sensing
    - Prior completion of GIS 200 is required for this 4-credit GIS course.

- Math Prerequisite for CHM 101 General Chemistry I
  - The chemistry cluster recommends that successful completion of MTH 3 or placement into MTH 4 become a prerequisite for CHM 101 General Chemistry I. Currently, there is no math prerequisite for CHM 101, although the course requires students to use basic algebra.
  - This proposal, based on the request of the chemistry faculty and the present course content summary, did not include any empirical data. It was agreed that base-line data on the present success rate of students in CHM101-102 should be collected prior to implementing this change and then used in assessing its outcome.
  - It was agreed that future proposals of this type should include data for identifying the problem and a plan for assessing the effectiveness of the change.
  - Dr. Sachs noted the need for consistent enforcement of this prerequisite to prevent improper overrides. He will confer with Art Cavanagh as to a mechanism for ensuring enforcement.

The Administrative Council approved the proposal to require completion of MTH 3 or placement into MTH 4 as a prerequisite for CHM 101 General Chemistry I, to be effective Fall 2009.

- Horticulture Technology Program Review Action Plan
  - The Horticulture Technology Program Review Report was previously discussed at the Administrative Council meeting on December 16.
  - Dr. Robertson conferred with Dr. Tardd regarding the questions raised at that meeting. Together they developed a modified action plan that addresses underlying concerns about the campus grounds while allowing for alternative ways to implement the action.
  - The importance of giving serious consideration to each action plan prior to approval was noted, especially those areas related to finances.

The Administrative Council approved the Horticulture Technology Action Plan as modified by the Council.
Early Childhood Development Program Review

- Last year’s curriculum revision focused on aligning its AAS degree with national and state standards and initiatives. The Action Plan, which identifies both detailed student learning outcomes and primary tools of assessment, provides an impressive blueprint for moving what is already a successful program to an even higher level. It focuses primarily on critical issues facing the program and on moving toward accreditation by the National Association for the Education of Young Children (NAEYC).

- Dr. Dever noted that the recommendation for pursuing specialized accreditation is at odds with NOVA’s current policy that specialized accreditation for individual programs of the college is sought and maintained only in those occupational fields where accreditation is essential for purposes of licensure and/or securing a job. *(Faculty Handbook §3.8500).* He provided a possible revision to NOVA policy that would also authorize specialized accreditation when it would promote a level of excellence and recognition for which the program is qualified. This revision included the need to (1) identify and justify the need for special accreditation at the time of curriculum approval or in association with program review; and (2) provide justification demonstrating how the outcomes of excellence and recognition would be achieved. It also made explicit that Administrative Council approval is required in all instances of specialized accreditation.

- While some information on the cost and benefits of accreditation is included in this program review, additional information is needed on whether accreditation would potentially affect any ongoing costs for the program (e.g., requiring a specified faculty-student ratio).

- Council members, while receptive to consideration of this proposal, requested further analysis of the value of this specialized accreditation to the program, the students, and the industry/employers being served. Also, a review of any requirements affecting ongoing program costs. Drs. Dever and Robertson will follow-up on this request and report back to the Administrative Council.

The Administrative Council approved the Early Childhood Education Action Plan, modifying Recommendation 1.2 to indicate that the faculty, in accord with the issues raised, will further evaluate the feasibility of seeking NAEYC accreditation.

Report of the Budget Crisis Working Groups:

- The Budget Crisis Working Groups continue to develop plans for 5%, 10%, and 15% budget reductions. Dr. Templin noted the importance of identifying both long-term goals and an implementation plan to reach these goals.

- This budget planning process is not short-term but will be on-going and will focus on actions that are necessary, reasonable, fair, and equitable.

- The Administrative Council will review the recommendations of the working groups at its meeting on February 25.

eVA Purchasing Implementation:

- Mr. Mellon and Mr. Tittmann provided an overview of the state-mandated implementation of eVA, the statewide electronic procurement process. It is critical that this process has the support of the senior leadership.
• This process provides for the online purchase of goods and services while allowing public review of such activity. The advantages to an electronic procurement system include a faster approval process, an easier determination of status, reduced errors, and improved budget control.

• The NOVA Project Team’s plan for complying with the state mandate includes:
  o Identifying trainers to teach campus personnel
  o Creating “expertise” on campuses
  o Testing the system to ensure compatibility
  o Developing a workable implementation schedule
  o Maintaining direct “oversight and support” by Purchasing

• The testers and trainers have been identified, and a timeline for implementation is in place. A typical campus implementation plan was also discussed. The college-wide compliance date is July 1, 2009.

• eVA - AIS integration training will include centralized purchasing, integration of purchase orders, and the integration of the purchase requisitions.

Military Outreach Services Report:
• In response to questions raised during an earlier Administrative Council meeting, Dr. Dever provided an update on NOVA’s military outreach services. He noted that data currently available from PeopleSoft significantly under-represents the number of military and veteran students served by NOVA. Based on data compiled by the college’s veterans advisors, 916 veterans and their spouses/dependents took advantage of veterans’ benefits during Fall 2008.

• An increase in dependent enrollment is anticipated based on both the change in Virginia statute allowing dependents stationed in Virginia to pay in-state tuition, and the new GI Bill which allows passing of benefits to spouses and dependents. The latter is also expected to result in significant increases in demand by veterans.

• In addition to providing a list of veteran advisors and other staff for Fall 2008, Dr. Dever discussed the college’s needs to better address this target population.
  o A strong presence at regional military sites to provide military students with a packaged plan of action, including registration and payment (GoArmyEd), which is easily navigable for attaining educational goals.
  o Leadership and coordination for all college activities related to serving active military, dependents, and veterans.
  o A focus on comprehensive services to veterans.
  o Proposed positions of a Military Coordinator/Registrar (operational activities) and Military Director (program leadership).

• Administrative Council will return to this topic at a future meeting. In the meantime, the military workgroup will continue to explore the needs and opportunities associated with better serving the military and veteran populations.

ELI Strategy for Adult Learners:
• Drs. Sachs, Lerner, and Sasscer presented the ELI Strategic Plan and the Proposed Growth Initiative to Serve Adult Learners through Distance Learning. The Strategic Plan addresses ELI’s plans to focus on improving student success, especially in the top 40 gatekeeper courses, implement an initiative that will position it to better serve an adult market, and restructure/enhance its student support services to become a focal point of excellence.
Distance learning is especially popular with adult learners. After looking at online competitors, three strategies have been identified for a growth initiative to better attract and serve adult learners:

- The expansion of services in the areas adult students need and better marketing of existing services.
- The need to design more courses and programs to be completed in ways other than the standard 16-week, two-year format.
- As many adults have degrees but need additional certification or skills, course and program development should focus on these needs rather than on complete degree programs, which ELI already provides.

Among the action steps proposed to achieve these initiative goals are:

- Using market research to plan marketing and course development strategies.
- Conducting special marketing campaigns to raise awareness about ELI.
- Restructuring/expanding student support services to provide students a complete college experience at a distance.
- Developing new courses and programs (focusing on those not widely offered on campuses) to meet the needs of the adult learner, including their need to complete their studies at an accelerated rate.
- Focusing on development of Career Studies Certificates and certificates that allow adults to achieve credentials quickly.
- Recruiting content experts and adjunct instructors, primarily from outside the college, to expand and enhance the content areas targeted to adult online learners, in addition to working with the campuses.
- Promoting articulation agreements with specific institutions to provide a clear pathway for pursuing a Bachelor’s Degree online.

The proposal also addressed expected outcomes, an implementation timeline, a tentative budget, and enrollment and revenue projections. It is expected that the initiative will pay for itself in three years.

The campuses will remain the academic home for faculty and programs while ELI develops and manages this initiative.

Dr. Templin noted the need for the institution to make strategic investments such as targeting the adult learning community, especially as the number of high school graduates is expected to decrease after this year.

The Administrative Council acknowledged the effort that went into this proposal. It will be further reviewed at the meeting on February 25.

Sensitive Information:

- Dr. Sachs provided a revision to the NVCC Security Policies and Procedures on Storage of Sensitive Data and Portable Storage Devices that was originally approved by the Administrative Council on January 22, 2008. This revision is needed to remain in compliance with Virginia and VCCS requirements. It was approved and forwarded to the Administrative Council by the Information Technology Committee.
- Sensitive information (any data where the unauthorized access, loss, misuse, modification or improper disclosure could negatively impact the ability of the college to provide benefits and services to its students or could compromise the privacy of an individual’s records), should only be stored within secure network application such as Blackboard, PeopleSoft, and the NOVA HR System or on an individual’s network drive located on a college server. Sensitive information should not be stored on portable storage devices, individual desktop computers, personal web pages/sites, or home computers.
Any storage of sensitive data/information other than on a network application or network drive must be approved in advance by the Vice President for Instructional & Information Technology, and should only be done on devices provided by the college. Specific criteria must be met in the rare case where sensitive data must be stored outside a network application or network drive.

Any loss of sensitive information should be reported immediately to the Vice President for Instructional & Information Technology.

The Administrative Council approved the revised policy as presented.

Email Disclaimer: Discussion deferred.

Blackboard Minimum Competencies: Discussion deferred.

Faculty & Staff Awards: Discussion deferred.

The next Administrative Council meeting is Wednesday, February 25, at 9:30 a.m. in the Large Board Room.

Tracking:
WDCE Quarterly Report – March 3
Technology Strategic Plan – March 3
Curriculum Committee Recommendations – March 3