Administrative Council Meeting
August 24, 2010

Members Present: Executive Vice President Dever, Mr. Foley, Vice President Gabriel, Vice President Garcia, Vice President Gary, Dr. Hill, Dr. Leidig, Dr. Maphumulo, Vice President Sachs, Dr. Saperstone, and President Templin.

Dr. Ronald Buchanan represented Dr. Hinton.

Guests:
Ms. Joyce Samuels, Dean, Natural and Applied Sciences, Loudoun Campus
Ms. Ina Dimkova, Director, Financial Services
Ms. Bridgette Johnson, Assistant Controller

The provosts discussed the challenges faced on the first day of classes. Parking problems and long lines appear to have been the main challenges.

Student Access:
- Final Summer Enrollment
  - The Daily Enrollment Report for Summer 2010 as of August 23 shows an increase in FTES of 12.2% over the comparable date for Summer 2009. Dr. Gabriel projected a 12% increase in FTES for the summer session. Data as to the effect of the summer enrollment on the 2010-2011 annual target will be provided once final numbers are available.
- Fall Enrollment
  - The Daily Enrollment Report for Fall 2010 as of August 23 shows an increase in FTES of 6.2% over the comparable date for Fall 2009.
  - Dr. Gabriel advised that more students are currently being dropped during enrollment cancellation than during the comparable period for Fall 2009. In random calls to some of these students, it appears that the two major factors impacting their decision not to reenroll were financial considerations and the inability to get into a high demand class.
  - He stated that 74% of recent high school graduates who applied to the college have registered for classes.
  - A systematic analysis as to why the college is losing students is needed so that an appropriate response can be identified. Dr. Templin noted that if the increase in enrollment falls below 6% for fall, the FY 2011 budget will have to be revisited and a budget cut might be necessary.
  - It was agreed that students need to understand the importance of applying early for financial aid and the deferred payment plan in order to have these in place by the beginning of classes. Dr. Sachs will look into the payment plan utilized by the University of Maryland University College.
- International Students/F1 Students
  - An F-1 visa is a non-immigrant student visa for foreign citizens who want to study at an accredited U.S. college or university or at an intensive English language institute.
  - The Office of Institutional Research reports that there were 1,145 international students on F-1 visas from 127 countries enrolled in credit classes at NOVA in Fall 2009. An additional 335 F-1 students enrolled in WDCE ESL and non-ESL courses.
  - Approximately half (52%) of the international students on F-1 visas during this period were from eight countries: South Korea, Vietnam, Nepal, Brazil, Mongolia, Peru, Germany, and China.
  - Data were also provided on the percentage of students attending each campus as well as on the most popular majors and degree or certificate programs. A regional
breakdown provided more specific data as to the 50 countries with the highest number of international students with F-1 visas at NOVA.

- Dr. Templin advised that the college is currently concentrating on initiatives in Turkey, Vietnam, China, Brazil, and South Korea.

- International students at NOVA are those who self-identify as non-U.S. citizens in their application. Many of these students are permanent residents or on student visas.

- There were 8,530 international students from 177 countries enrolled at NOVA in Fall 2009, including the F-1 students noted above.

- 48% of the international students enrolled at NOVA in Fall 2009 were from 10 countries: Ethiopia, South Korea, Peru, Bolivia, Vietnam, Pakistan, Ghana, India, El Salvador, and Iran.

- International students represent 18% of the 46,619 students enrolled at NOVA in Fall 2009. The Fall 2009 number of international students represents almost an 18% increase in international student enrollment in the past five years.

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Student Success:

- NCAT Developmental Math Course Redesign Proposal
  - Ms. Samuels presented the proposal for the NCAT Developmental Math Course Redesign. The National Center for Academic Transformation aims to produce better learning outcomes for students at a reduced cost to the institution. It promotes the use of interactive computer software combined with personalized, on-demand assistance and mandatory student participation.
  - Sixteen representatives from NOVA attended the NCAT conference in March. The team then submitted a “readiness criteria” document based on the redesign of MTH 1 begun last fall by the Woodbridge math faculty. After the team was invited to attend a follow-up conference, the college applied for and received a $40,000 Changing the Equation grant. As a part of this grant, a NCAT scholar will be assigned to advise NOVA on its redesign project.
  - The VCCS recently approved a plan to modularize the Developmental Math curriculum. By next fall, the VCCS is expected to have a diagnostic placement and assessment tool to replace the current COMPASS test. Ms. Samuels also noted a proposal under consideration to shift to a grading system of A, B, C, R and U for developmental courses.
  - The following have been identified as critical implementation issues:
    - Preparing students and the campuses for these changes
    - Training instructors, instructional assistants, and peer tutors
    - Ensuring an adequate technological infrastructure to support the redesign plans
    - Achieving initial and ongoing faculty consensus about the redesign
    - Building ongoing institutional commitment to the redesign
  - The proposed redesign includes the following:
    - The content of MTH 2, 3, and 4 will be streamlined into 11 modules, each with 3 sub-units
    - Students will register for a 4 credit course, and will be expected to complete at least 4 modules during the semester (one sub-unit per week)
    - Students attend class in a computer classroom 2 hours per week at a scheduled time, plus at least 2 hours per week in “emporium” (dedicated math computer lab)
    - MyMathLab provides instructional resources
Master course will be developed for the instructors who will all teach with the same syllabus and uniform policies.

Drs. Dever and Gabriel discussed the process for this project:

- In anticipation of the facility requirements for implementation of a dedicated Math Computer Lab (emporium), the five comprehensive campuses are assigning space and doing the necessary remodeling. The needed computers are being secured, and staffing plans are being developed for pilots in Spring 2011 and full implementation in Fall 2011.
- This concept was included by the president in his Convocation presentation. The Math Cluster Group has reviewed the project, and it will be presented to the Curriculum Committee early in the Fall semester.
- The Math Course Redesign Task Force will be comprised of two math faculty from each campus, a developmental math faculty member from ELI, the coordinating dean for math, an instructional designer, and an IT professional. One of the campus faculty will play a lead role, and another faculty will be the MyMathLab facilitator.
- The Task Force will make all day-to-day decisions relating to this initiative. All Math Course Redesign issues relating to NOVA policies will be sent to the AtD core team for consideration and recommendation to the Administrative Council. Decisions impacting academic policies and governance issues will be sent to the executive vice president, Academic and Student Services.
- The Math Course Redesign initiative will be under the sponsorship of AtD. The college-wide core team will work with the Math Course Redesign Team in coordinating the plan for the initiative.
- The campus representative of the Math Course Redesign team will keep the dean responsible for math and the provost informed of all developments related to NCAT.

Dr. Gabriel noted that AtD will monitor and assess data from the pilot as to its impact on student learning outcomes. These preliminary data, expected to include national data as well as class attendance and completion rate of modules, are critical to determining the warrant for institutional change.

Dr. Sachs stated that MyMathLab is already a validated instruction delivery mode. Some fine tuning may be needed for NOVA’s application prior to implementation.

Drs. Templin and Gabriel will confer on the full-scale cost of providing the necessary facilities as well as identifying the characteristics of a successful program.

Dr. Templin stated that developmental math courses as they now exist are not an option for the future. It is not NOVA’s job to replicate high school instruction but to have students succeed in college-level work. Ms. Samuels stated that this new program should provide a level of quality control not previously available.

The Administrative Council acknowledged the efforts of Ms. Samuels and the members of the team in this redesign project.

The Administrative Council endorsed the proposal as presented. The college will move forward with the pilot program and, if successful, will scale up to full implementation. A status report will be provided monthly to the Administrative Council.

SACS Reaffirmation of Accreditation:

- Affirmation of the QEP Committee
  - Dr. Dever presented the proposed charge and the membership of the QEP Development Committee, which will prepare a plan for enhanced academic advising at NOVA.
    - The membership of the committee represents NOVA’s diverse constituencies. Certain designated individuals will serve as the operational group for the effort,
while the full committee will serve in an active consultative role with members representing their campus or college unit. Council members agreed that the committee should include a provost. Dr. Hill offered to serve.

- Resource persons, including Vice President Garcia for financial analysis, have also been identified to provide additional consultation to the committee as needed.

  - The QEP Development Committee is charged to:
    - Define the student learning outcomes
    - Research the topic
    - Identify the actions to be implemented
    - Establish the timeline for implementation
    - Organize for success
    - Identify necessary resources
    - Assess the success of the QEP
    - Prepare the QEP for submission to the Commission on Colleges

  - The committee will provide a detailed status report by early December. The document is to be completed by August 2011 for formal sharing with the college community and will be reviewed by the SACSCOC on-site review team in November 2011.

- Compliance Certification – Distance Education
  - In June 2010, SACSCOC adopted revised guidelines for the application of the *Principles of Accreditation* to distance and correspondence education. Compliance must be demonstrated by addressing these guidelines in the appropriate section of the Compliance Report.
  - All distance education classes currently offered by the Extended Learning Institute are being reviewed in terms of their compliance with the *Principles of Accreditation*.
  - There are also distance education classes offered by individual campuses that are not connected to ELI. Campuses will be required to demonstrate that these classes are meeting SACS standards. At this point, it is not clear as to the extent to which these guidelines are being met.
  - Dr. Dever, Dr. Sachs, and Ms. Calobrisi will meet with campus teams (provost, deans, and anyone else appropriate) as to what must be done to ensure compliance of distant education offerings with SACS.

Allocation of FY 2011 Non-Teaching Positions:

- Positions to Comply with Audit Requirements
  - Dr. Templin stated that of the fifty FY2011 non-teaching positions to be allocated, five will go to the Office of Finance and Administration. These positions will focus on financial control deficiencies identified in recent APA and VCCS audits:
    - Third Party Contract Manager
    - Dual Enrollment and CBO Billing Specialist
    - Collection Specialist
    - Accounts Receivable Specialist
    - Accounts Payable Specialist.

- Process for Remaining Non-Teaching Positions
  - Of the remaining positions, twenty-three will be allocated in early September and twenty-two will be allocated in November. Council members are to submit their priorities for these positions to the president.

Procedures for Revenue Collection:

- Vice President Garcia discussed the audit problems found in college receivables. He noted that following the integration of the SIS/AIS systems, policies and procedures were not rewritten to reflect these systems. These policies and procedures have now been rewritten and have been
accepted by the VCCS. In September, VCCS will review the implementation and effectiveness of these processes.

- Information on the new processes for accounts receivable will be provided to the provosts. All campus staff who have responsibility for receivables and are not part of the Office of Finance and Administration need to be identified and made aware of these processes.

Follow up from the Chancellor’s Summer Planning Conference. Discussion deferred.

- Review of Task Force Recommendations
- Preparation for Chancellor’s “Town Hall” Meeting

Leadership Program 2010-2011:

- Applications for the Leadership Program 2010-2011 will be distributed soon.
  - This program aims to develop individual leadership capacity for the benefit of self and the college.
  - The target audience are faculty leaders and mid-level managers who desire to advance their careers and are interested in preparing to serve in NOVA leadership positions as opportunities become available.

Fall Dates for Administrative Council Meetings:

- A list of the fall meeting dates for the Administrative Council was distributed.

The next meeting of the Administrative Council is Tuesday, August 31, at 9:30 a.m. in the Large Board Room at Brault.

Tracking:

- WD/CE FY2010 Quarterly Report – August 31
- Six-Year Capital Outlay Plan – September 14
- Violations of Computer Security Policy
- Institutional Policies to Promote Student Success
- Ad Hoc Budget Crisis Committee Release Time Report
- Ad Hoc Budget Crisis Committee Recommendations Follow Up