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

Dr. Hinton was represented by Dr. Buchanan

Guests:
Dr. Joyce Brotton, Honors Chair Annandale Campus, Professor of English
Chief Daniel Dusseau, Chief of Police
Dr. Randall Edwards, Special Assistant to the President
Dr. Charles Errico, Honors Chair Woodbridge Campus, Professor of History
Ms. Stacy Rice, Chair, Honors Committee, Assistant Dean of English
Dr. Sheri Robertson, Associate Vice President, Academic Services
Mr. John Ruffino, Executive Director, NVCC Educational Foundation
Mr. Rick Tittmann, Business Manager

Dr. Templin thanked Mr. Foley and the Medical Education Campus staff for hosting the College Board meeting on March 21.

Student Access

- Spring Enrollment
  - The Daily Enrollment Report for Spring 2011, as of March 22, shows an increase of 5.8% above the comparable date for Spring 2010.

- Visiting (transient) Students
  - Dr. Gabriel distributed the research brief: *Visiting Students at NOVA: Summer 2010*.
  - Nearly 27% of students enrolled at NOVA during Summer 2010 were visiting students from other higher education institutions.
  - The majority of visiting students attended courses at the Annandale Campus. The campus with the fewest visiting students was the MEC.
  - The majority of visiting students were enrolled in math courses, followed in frequency by English, biology, and history courses.
  - Potential visiting students are targeted with letters, postcards, and other communications throughout the year so that every 4-5 weeks they receive a postcard or letter from NOVA.
  - We started this effort about five years ago, and the number of transient/visiting students has grown from approximately 5,000 to almost 10,000 students during the summer sessions.
  - Dr. Gabriel noted that the number of visiting students is increasing; however, compared to the growth in our overall enrollment numbers, the percentages are decreasing.
  - Dr. Dever will ask Dr. Robertson to review with appropriate college groups NOVA’s policy and procedures for transient students. NOVA’s current policy allows a student who has been accepted into a university to enroll in classes without going through the placement process for developmental courses; however, these students are subject to standard college-level prerequisite course requirements (e.g.,
must have completed or be enrolled in BIO 101 or the equivalent before registering for BIO 102).

**Student Success**

- **SENSE Results**
  - Dr. Gabriel distributed the research brief: Survey of Entering Students Engagement *2010: Overall Benchmark Comparison*.
  - The survey is an annual nation-wide survey conducted by the Center for Community College Student Engagement. It is aimed at exploring institutional practices and new students’ experiences in their earliest weeks of college.
  - The survey is comprised of six Benchmarks of Effective Practice with Entering Students:
    - Early connections – taps into the student’s personal experience in the first few weeks of college.
    - Expectations and aspirations – aspirations and goals students set for themselves, their perceived faculty expectations, and the amount of effort they put into their studies
    - Clear academic plan and pathway – guidance provided to students to help them define their goals, choose the appropriate option in terms of courses and programs to pursue, visualize their career path, and plan the steps to follow to make their goals achievable.
    - Effective track to college readiness – testing students and placing them in appropriate remedial courses (when necessary) to better equip them with the skills required for college education.
    - Engaged learning – an organized effort to encourage certain aspects of engagement, such as encouraging student-student and student-faculty interaction within and outside the classroom, and developing ways to motivate students to spend more time and effort on their studies.
    - Academic and social support network – making a conscious effort to assure communication of required information to the students, such as developing academic and social networks.
  - In all benchmarks NOVA scored lower than the national average and the average for extra-large colleges.
  - It was noted that these results are based on norm-reference, rather than criteria-reference standards.
  - Dr. Gabriel and other NOVA representatives will be attending the 2011 Entering Student Success Institute (ESSI) in Santa Fe, NM, March 27-29, 2011. Colleges that participate in the Survey of Entering Student Engagement (SENSE) have the opportunity to send teams composed of three to five individuals. During the two-and-a-half days, each team will work with data, learn about strategies that can help improve the entering student experience, and formulate an action plan for initiating appropriate strategies.

**2011-12 Teaching Faculty Positions – Round 2**

- Dr. Templin distributed a list of 13 nine-month teaching faculty positions for FY 2012. These positions have become available as a result of retirements and resignations that have occurred since the Round 1 allocation.
The list was compiled from provost requests. The provosts were asked to review the list and provide any feedback to Dr. Templin before he issues the final document.

Dr. Templin asked Dr. Hill to work with Dr. Eftekhari, Annandale Dean of Math, Science and Engineering to help flesh out a Math/Science position Dr. Hill is considering creating.

The provosts were instructed to work with Ms. Jarvis to place advertisements and to receive guidance on using current applicant pools to help fill these positions.

College-Wide Priority Position Requests

- The Administrative Council has identified a number of college-wide priority areas that have needs for additional staff. Presentations were made about three of these: Safety and Security, ELI to the Next Level, and Student Success Coordinators.
  - Reorganization and Allocation of Safety and Security Positions:
    - Chief Dusseau and Dr. Edwards provided an update on the status of the safety and security efforts underway at NOVA, and a proposal for 13 new FTEs for Council consideration.
    - A plan was presented to the Administrative Council last October to improve safety by increasing both sworn positions and unarmed security at NOVA.
    - The first phase has been completed. The initial positions of sworn, emergency management and planning dispatchers were allotted and most are filled.
    - The second phase has been started. As of March 6, unarmed security guards are now working the midnight shifts. These are employees of a private company called Securitas. As of March 20, 2011, NOVA’s sworn police officers were no longer working midnight shifts. The plan is to use NOVA employees and replace the outsourced.
    - Chief Dusseau noted that he anticipates 24/7 dispatch service by mid-May. They are still hiring and it is contingent on completing the required training that is only provided by the State.
    - For the next phase of this effort, Chief Dusseau recommends replacing the private company security with NOVA security employees. As employees of NOVA, the Chief feels there would be a greater level of trust and ownership and it would provide a career path for future policy officers. They would be provided with NOVA uniforms and equipment (vehicles and radios), and NOVA would have direct supervision of the employees.
    - Chief Dusseau is requesting 13 positions as follows:
      - 6 full-time (Monday-Friday at assigned campus).
      - 6 part-time (Saturday and Sunday at assigned campus).
      - 1 full-time supervisor.
    - Chief Dusseau estimates a savings of $62,000.00 annually if we use NOVA security employees instead of Securitas employees.
    - Chief Dusseau added that possible future steps include unarmed security on the campuses during both the day and evening hours. This would improve the security presence without hiring more sworn officers. Security personnel could be assigned to specific buildings, and be placed in high traffic areas. They would be able to establish relationships and get to know what is “normal” in their assigned area/beat. They could be trained in first aid, could conduct duties such as unlocking doors (freeing up officers), and assist with drills.
Dr. Templin noted that the money being used for this right now is non-recurring funds. We will need to determine how this might be funded moving forward.

- ELI to the Next Level Initiative 7 FTEs
  - By 2015, on-line enrollment is projected to be 80% of the adult market.
  - We need to improve the quality and services to compete for adult learners in the online market.
  - Adult students expect flexibility, convenience, affordability, easy access, and professors with real-world experience.
  - For-profits institutions invest more in student services:
    - Private institutions spend approximately 53% on student services.
    - Public community colleges spend approximately 31% on student services.

- Challenges Facing ELI.
  - The majority of adults want a BA, and can enroll directly in an online college to get it (22% want an associate degree – 47% want a BA).
  - Only 38% of adults are likely or open to enrolling in a community college.
  - Only 48% of adults are likely or open to an online course (hybrids are a more popular format).
  - Incremental staff growth has not kept up with enrollments.
  - ELI was originally conceived with a focus on instruction. Student services were expected to come from the campuses and not be delivered online.
  - Affordability alone will not attract students, and currently there are too few staff to absorb the necessary changes.

- Emerging initiatives pushing ELI (that require a higher level of quality and service):
  - An AACC initiative to compete with the privates head to head for online learners.
  - A partnership with Career Builder giving ELI national exposure.
  - The initiative to expand ELI to statewide delivery.
  - Potential partnerships with UMUC and APU to expand into new fields and offer advanced degree options.
  - The ELI to the Next Level Initiative has two major components:
    - The Next Level Initiative.
      - Add 18 staff over two years.
      - Add 8 new programs.
      - Implement a customer resource management system.
      - Implement a strategy to expand its ability to deal with call surges at peak times, and the need for after-hours and weekend services.
      - Marketing – especially though the web.
      - Converting programs to an 8-week accelerated format.
    - The planned positions are:
      - Coordinator of academic advising and retention.
      - Quality assurance coordinator.
      - Advance placement specialist.
      - 5 Student Success coaches.
      - Registration specialist.
      - Financial aid specialist (in addition to FA proposal).
      - Testing and tutoring specialist.
o Orientation specialist.
o Hotline staff member.
o Multi-media production specialist.
o Library specialist.
o Course design assistant.
o Technology specialist for students.
o Administrative assistant.

o The Statewide Delivery Initiative.
  • Partner with VCCS Colleges to Offer ELI courses to their students in a shared services model.
    o Expand their course offerings.
    o Help accommodate their excess enrollment demand.
    o Provide options when courses are cancelled due to low enrollment.
    o Offer their students mid-term enrollment options.
  o Share revenue.
    • NOVA 2/3 tuition, 1/3 FTES.
    • Partner 1/3 tuition, 2/3 FTES + technology Fee.
    • Add director of statewide delivery.
    • Provide online tutoring to students in NOVA courses at the partner colleges.
    • Have ELI provide expanded online course call center support after hours and on-weekends.
    • Develop options for other colleges to join the statewide delivery process for their online courses.

  ▪ The value proposition (what ELI plans to achieve).
    • Improve ELI course success from 61% to 65% in 3-5 years.
    • Increase enrollment in a second ELI class from 38% to 60%.
    • Increase graduates’ enrollment in one ELI class from 41% to 60%.
    • Increase graduates’ enrollment in 4 or more ELI classes from 13% to 25%.
    • Increase the number of graduates with more than 10 credits from ELI from 45 to 150 (300+%%) in 3 years.
    • Increase the number of ELI-only students from 50% to 60% in 3 years.
    • Increase the percentage of ELI enrollments from students 25-45 years old from 50% to 65% in 5 years.
    • This generates over 1,000 new FTES/year.
    • Net return within 3-5 years is projected to be $807,000.00 per year.

  ▪ Benefits to the Campuses.
    • Increased State M&O funds.
    • Increased enrollments toward campus targets.
    • Increased adjunct faculty budgets.
    • Increased enrollments to support new faculty positions.

Dr. Templin noted that one strategy to consider is establishing partnerships with 4-year online universities in which NOVA provides the first 3 years of instruction.
Dr. Templin encouraged the provosts to consider the possibilities. The campuses should be part of the growth strategy with ELI and may want to dedicate positions to use toward this effort.

- The Administrative Council discussed a potential partnering between Workforce Development and ELI.
- Dr. Templin noted that both Workforce Development and ELI are in the midst of significant changes within their units. Once the internal changes are complete, then we can work further on the relationship between the two.

- Student Success Coordinators 6FTEs
  - Dr. Gabriel distributed a proposal for campus-level Student Success Coordinators.
  - Student success is one of the fundamental goals of NOVA’s Strategic Vision 2015: Gateway to the American Dream.
  - In order to support NOVA’s Achieving the Dream efforts, the College Completion agenda, as well as indentifying and closing achievement gaps, it is necessary to support and provide leadership to college-wide and campus efforts.
  - These coordinators would plan, direct, manage and oversee the activities and operations of campus student success initiatives.
  - They will have the resources to link the academic side and student services side to work together for student success.
  - Dr. Templin clarified that this position would be a designer and manager of processes and experiences that are intended to support student success.
  - Dr. Templin added that the addition of such positions will result in organizational adjustments in student services units, which need to be thoughtfully worked out in relation to overall college/campus goals and initiatives. It will be important that there be a common understanding about roles and responsibilities across all campuses.
  - Dr. Templin summarized the discussion:
    - We have covered thee priority areas this week. The Administrative Council will review three more at the March 29th the meeting, and others at the April 5th meeting.
    - Following these presentations and discussions, the Administrative Council will decide which positions to move forward with immediately.

Parking Policies and Procedures

- At the February 15th meeting, the Administrative Council requested that an explanation of parking services policies and procedures be provided at a future meeting.
- In response to this request, Mr. Tittmann provided the following overview:
  - Permits:
    - Faculty and staff receive two free annual parking permits.
    - Hourly wage earners (P-14) receive one free annual permit or hang tag.
- There are situations when a free permit or hangtag may be provided such as consultants, volunteers, contractors, substitutes, speakers, interpreters, etc.
- Students pay $75 per semester for one non-transferable permit.
- There is a charge to replace lost or stolen permits.
- Emergency permits are available (car repair, rentals, etc.).

  o Enforcement:
    - Regulations are enforced 24 hours per day, seven days per week.
    - Parking is free in student and visitor parking between semester end and the Census Date, on holidays, and non-instructional days.
    - Parking is never free in faculty parking lots.
    - Warnings (no fine) are given in all lots for first permit offense.
    - There are no warnings to non-faculty/staff in faculty parking lots after grace period.
    - There are no warnings given at meters.

  o Citations and appeals:
    - Citations (and permits) are linked first to vehicles.
    - Citations must be paid within 30 days.
    - Appeals must be in writing (this is an audit requirement).
    - Appeals must be submitted within 15 days of citation (notice is printed on citation).
    - Any violation may be appealed. Appeals can be submitted online, or by letter or email.
    - Appeal must challenge the facts of the citation.
    - Eligible appeals may go to Campus Traffic Committee.
    - Business managers may dismiss or reduce citations (subject to VCCS audit).

  o Fees and fines:
    - All fees and fines, increases and decreases, must be approved by the College Board.
    - All fines and fees are posted online and at parking offices.
    - Fees in general (per vehicle):
      - $0.75 per hour at parking meters.
      - $1.00 per hour in parking garage.
      - $1.00 per hour special event fee.
      - $6.00 all day maximum (any non-metered space).
    - Violations range from $25.00 - $75.00.
    - Handicapped violations are $150.00.
    - Other fines (e.g., $300.00 for use of stolen permit or counterfeiting on permit).

  o Special events:
    - Strong community interface – due to scarcity of venues available.
    - Can be problematic at many campuses. Some campuses suffer a constant shortage of parking spaces; sometimes events coincide with prime school hours and college/campus events.

  o Issues:
    - Parking is a complex issue and requires expertise.
    - Enforcement is necessary.
    - Must maintain a high degree of fiscal integrity – large amount of funds are involved, which has the attention of auditors.
Many entry-level positions – quality training is important.
Standardization is important, but must also recognize the problems of each campus are unique.
High visibility due to frequent community interface.
Construction on the campuses has a significant impact on parking and campus traffic circulation.
Not all campuses achieve financial self-sufficiency.
Rule and regulations should be evenly applied, and precedent-setting decisions should be carefully considered.

Recommendations:
- Training should be a high priority.
- The appearance and maintenance of parking lots must be a high priority.
- Senior leadership must have the appropriate expertise.
- Consider undertaking a cost/benefit analysis of outsourcing parking management services.
- Consider changing the mission of the Campus Traffic Committee to address general campus parking concerns within the structure of the college’s policies and procedures for Parking Services.

The Council expressed that the process seems rigid, with very limited ways to win an appeal. Issues often bounce back to the provost.
Mr. Tittmann noted that appeals decisions need to be based on the facts of the citation only; otherwise, it becomes too difficult to be consistent and fair.
The Council requested that Mr. Tittmann check to be sure that regular announcements and email messages are sent out reminding faculty and staff of important information such as deadlines for obtaining new permits.
Dr. Maphumulo requested that Mr. Tittmann work to improve the signage at the Alexandria Campus.

租用空间 FY2012—讨论延期

AACC 大会
- 因为有多个成员将参加美国社区学院协会(AACC)大会,4月9日至12日,2011年,行政委员会决定不于周二,4月12日开会。

荣誉委员会报告
- 荣誉委员会主席Stacy Rice和Dr. Sheri Robertson报告了荣誉委员会的持续工作。
- 学院荣誉委员会自2010年9月以来几乎每周都开会。它有:
  - 建立了学院范围的荣誉项目政策和程序。
  - 创造了学院范围的荣誉表格。
  - 更新了学院目录中的荣誉信息。
  - 与WSDM合作创建了一个学院范围的荣誉网站。
• The Honors Core Curriculum:
  o English 3 cr.
  o Humanities/Fine Arts 3 cr.
  o Social/Behavioral Sciences 3 cr.
  o Natural Sciences/Mathematics 3-5 cr.
  o Electives 3-4 cr.
  o Honors Interdisciplinary Seminar 3 cr.
• Honors course components:
  o Leadership—leadership activities in the classroom, on the campus, and in the community.
  o Research—in-depth research within the discipline/field.
  o Rigorous academics—in-depth analysis and evaluation of subject material, and demonstrated critical thinking skills.
  o Enrichment—variety of learning experiences.
• Next year many more outreach efforts are planned:
  o Honors information sessions will be held at all comprehensive campuses.
  o NSOs and high school outreach (recruiting).
  o Campus Honors committees (representatives from all offices).
  o New courses on every comprehensive campus.
  o Advertising on campuses (flyers/TVs/events).
  o PUP session and college Honors workshop.
• Ms. Rice added that the Honors web site will be up and running soon. Honors instructors will have their own Blackboard site, and they will be provided with sample syllabi and instruction.
• Honors courses are indicated by “H” in the course schedule.
• Dr. Dever thanked the Committee for their work and for the remarkable results they are realizing.
• Dr. Templin thanked the committee and complimented their enthusiasm and dedication. He noted that as we do this for these students, we are re-defining and elevating standards and expectations for the entire college.

Tracking
• Customer Service Definition – March 29 (11 am)
• HRMS Update – March 29
• Adjunct Faculty Transcripts – April 5
• Task Force on Student Athletics- April 5
• ACLI Briefing – April 5
• NOVA Leadership Program Final Report Out - April 29
• Developmental Math Redesign Implementation
• Analysis of Potential Students Who Did Not Complete Registration
• Update on Keys and Card Swipes