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

Dr. Gabriel participated by phone

Guests:
Ms. Heidi Adamson, Workforce Development Design and Implementation Group, American Culture and Language Institute
Mr. Brian Anweiler, College-Wide Student Activities Coordinator
Dr. Beth Harper, Associate Vice President for Student Services and Enrollment Management
Dr. Mark Kidd, Dean of Students, Manassas Campus
Dr. Chad Knights, Assistant Professor of Biology, Annandale Campus
Dr. Bruce Mann, Dean of Liberal Arts, Annandale Campus, and Chair, Student Athletics Task Force
Dr. Paul McVeigh, Associate Vice President, Global Studies and Programs
Dr. Sheri Robertson, Associate Vice President, Academic Services

Dr. Dever convened the meeting. The formal signing ceremony for NOVA’s Guaranteed Admission Agreement with George Mason University was held this morning. This agreement marks the 20th anniversary of the formal partnership between NOVA and Mason. Over the past 20 years, an estimated 36,000 to 38,000 students have attended NOVA before enrolling at Mason, with approximately 20,000 of these students formally transferring through the articulation agreement.

Access

- **Summer Enrollment**
  - The Daily Enrollment Report for Spring 2011, as of April 5, shows an increase of 5.9% above the comparable date for Spring 2010.
  - The Daily Enrollment Report for Summer 2011, as of April 5, shows an increase of 9.4% above the comparable date for Summer 2010.

- **2011-2012 Enrollment Targets Revisited**
  - Dr. Gabriel distributed a proposed revision to the projected enrollment targets by campus.
  - The overall college target remains the same, but in order to revise and lower the enrollment target for the Annandale Campus, he has reallocated the ELI target enrollment number across the other campuses.
  - Dr. Templin asked the provosts to review the proposed revisions and indicate if they feel the new targets are achievable.
  - Dr. Hill suggested that setting two-year targets might be better. It would allow time to hire adjuncts effectively, and coordinate among the provosts regarding who they are hiring, and any areas that intersect.
  - The provosts expressed the desire to hold regular meetings with ELI to work more closely on enrollment targets for their campuses.
The decision was reached to hold a group strategy session, and then have Dr. Lerner come to the campuses for more campus-specific meetings.

Dr. Gabriel will develop some diagnostic tools for the provosts, and map out potential ELI growth areas for each campus.

Drs. Gabriel and Sachs will develop a working calendar for these ELI enrollment target efforts and bring this information back to the Administrative Council for discussion at a future meeting.

Dr. Sachs noted that ELI growth is more than just adding classes; to grow ELI we must also add staff and resources, and attract more students to take classes online.

Dr. Hill will work with Dr. Sachs to schedule a discussion with Drs. Sachs and Lerner at a future provosts meeting.

The Council agreed to adopt Dr. Gabriel’s revised targets, but to also hold some of the budget in reserve and revisit the topic once we pass the threshold for stable fall enrollment numbers.

Student Access

- Survey of Entering Student Engagement (SENSE) Data by Campus.
  - At the last Administrative Council meeting Dr. Gabriel distributed the overall NOVA SENSE scores.
  - Dr. Gabriel distributed this data broken out by campus to the provosts.
  - The MEC data is not available yet. Dr. Gabriel will provide this as soon as it is available.
  - The variation across the campuses is slight.
  - Dr. Gabriel will send the SENSE data by campus to the Administrative Council electronically.
  - This Friday, April 8, approximately 120 teaching faculty will be at the Annandale Campus for an AtD Forum. As part of this Forum, they will break into groups and discuss how we are making the early connection with students, and what more can be done.

- Dr. Gabriel and other NOVA representatives attended 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 were given the opportunity to send teams composed of three to five individuals.
  - During the two-and-a-half days, each team worked with data, learned strategies that can help improve the entering student experience, and formulated an action plan for initiating appropriate strategies.
  - Approximately 40 colleges attended and used SENSE data to develop an improvement plan for the benchmarks.
  - The following recommendations came out in summary:
    - Student orientations should be mandatory.
    - Placement tests are important and the policies should be implemented more rigorously.
    - Get students into student success courses as early as possible.
    - Do away with late registration.

- Dr. Gabriel will provide a detailed report of all recommendations at a future meeting.
Task Force on Student Athletics

- Driven by a desire to align NOVA’s Student Athletics with NOVA’s educational mission and goals, the formation of a Task Force for Student Athletics was approved by the Administrative Council in 2010.
- During the past five years, Student Athletics at NOVA have grown impressively. The college now fields six teams that play intercollegiate schedules at the club sports level: men’s basketball, women’s basketball, men’s soccer, women’s volleyball, men’s lacrosse, and coed ice hockey.
- At least four of the men’s basketball team players have received scholarships.
- This year the men’s basketball team won the VCCS tournament.
- The women’s basketball team played in the finals this year, for second year in a row.
- At several campuses, NOVA offers limited intramural activities, including martial arts, basketball, soccer, table tennis, flag football, volleyball, and weight training.
- The organizational structure for Student Athletics, while much improved in recent years, is not comprehensive enough to handle future needs.
- The NOVA Task Force on Student Athletics recommends a new structure in order to provide more opportunities for students to participate in sports and recreational activities and to integrate athletics more completely into campus and college life, including academics. The Task Force recommends:
  o Create an Athletic & Recreation Coordinator position.
  o Create two Recreation Service Specialist positions to organize, promote, and supervise intramural athletic activities at the campuses.
  o Form a college-wide Student Athletics Advisory Council.
  o Develop a detailed policy manual for intercollegiate and intramural sports.
  o Change primary intercollegiate sports affiliation, now with the VCCS Intercollegiate Athletic Board, to the National Junior College Athletic Association (NJCAA).
  o Create a college-wide intramural sports program with activities at each campus and, whenever possible, foster inter-campus events.
  o Provide Personal Development/PED activity credit (one credit) for participation in intercollegiate sports at NOVA.
  o Ensure dedicated funding for the annual athletics budget, including intramurals, using student activity fee funds.
  o Create a Sports Management Specialization (General Studies A.S.) track in Recreation, Parks & Leisure Studies program at Annandale by hiring a full-time faculty member in the field.
  o Find alternative facilities for intercollegiate teams and intramural activities in the community, given limited facilities on NOVA campuses.
  o When student unions are built for each campus, include facilities for athletics.
  o Explore collaborating with George Mason University on development of recreational space and on possible internship opportunities for George Mason students with NOVA’s athletic program.
  o In terms of Title IX compliance, add at least one women’s sports team, probably women’s soccer, in the near future.
- NOVA students strongly favor the expansion of Student Athletics, according to a recent OIR student survey.
  o More than 93% said they would like to see NOVA expand its recreational and athletic activities.
o Almost 80% believe more recreational opportunities, such as intramural sports, and intercollegiate athletic teams, would enhance NOVA’s campus and college life, and:
  ▪ Improve our sense of community, school spirit, and pride.
  ▪ Make NOVA a more appealing option for potential students.
  ▪ Provide an environment more like a four-year college and less like a commuter college.
  ▪ Promote fitness.
  ▪ Increase student retention.
• Several VCCS schools are now moving into the next level – the National Junior College Athletic Association (NJCAA). It is the largest two-year college association, with 15 sports for men, 13 sports for women, 525 member schools and 3 Divisions. The advantages include:
  o Detailed and strict eligibility requirements from a national governing body of intercollegiate athletics.
  o Athletes must carry a full course load.
  o Post-season play in all sports, resulting in more exposure for the student athlete and college.
  o National recognition for student athletics, academic and athletic.
  o Added credibility to the athletic program.
  o Reasonable membership dues (about $2,500 per year).
• The Task Force recommends moving in two stages:
  o First year, remain at club status while we work to ensure all the athletes are eligible, and that we are ready. NOVA would still participate in VCCS Tournament.
  o During the second year, move into NJCAA Division 2 or 3. Once our petition is approved, play in the NJCAA Tournament.
• Facilities and creativity:
  o Crucial need to improve athletic and recreational facilities.
  o Need to fit intramural activities to campus facilities, e.g., basketball at Annandale or tennis at Woodbridge.
  o Explore off-campus sites for recreational activities.
  o Include facilities for athletics in new student unions.
• Budget considerations:
  o Current NOVA student Athletic Budget is about $170,000.
  o To fund teams, including women’s soccer for Title IX compliance, insurance, sports trainer, transportation, and full seasons for all sports, the annual budget would more realistically be $270,000.
  o Recommended first-year funding for intramurals is $25,000.
• Other recommendations:
  o Develop Sports Management Specialization (General Studies A.S.) track in Recreation, Parks & Leisure Studies program, at Annandale.
  o In terms of Title IX compliance, add at least one women’s sports team, probably women’s soccer or softball.
  o Provide Personal Development/PED activity credit (one credit) for participation in intercollegiate sports at NOVA.
• A question was raised regarding the projected budget increase, specifically if the projected increase is enough as we may require more personnel to coordinate this effort.
Dr. Mann explained that the Task Force presentation is recommending a “next-step” approach, but in the long-run there will be a need for more funding.

Dr. Maphumulo noted that NOVA campuses are becoming more collegiate. Students are taking full course loads more often, and calling the campuses home. Expanding student athletics helps meet their needs.

Dr. Dever thanked the task force for their excellent work and comprehensive and thoughtful report. The Council members will review the report in detail, and at an upcoming meeting take action on the specific recommendations.

Dr. Dever added if the proposed increase to the student activity fee is approved in May by the State Board, we will be adding $150,000 to the student activity budget for next year; and, if the overall plan goes through, each year we will add another $150,000 for the next ten years. The increases could be used to help fund the long-term recommendations proposed by the Task Force.

2011-2012 Consolidated Working Calendar

The proposed 2011-2012 Consolidated Working Calendar was sent by email to the Administrative Council on Wednesday, March 30.

Dr. Dever explained that the Consolidated Working Calendar is a master list of all college calendars in chronological order.

The College Senate has reviewed and approved the proposed 2011-2012 Consolidated Working Calendar.

The Administrative Council approved the 2011-2012 Consolidated Working Calendar.

Dean of Educational Support Services

At the November 2, 2010, Administrative Council meeting, the provosts were asked to identify tasks, outcome metrics, and standardizations that would guide the implementation of the proposal for the creating a Dean of Educational Support Services position on the campuses.

Dr. Hill met with RPA to assist with the recruitment and search process.

RPA has suggested the title should be adjusted to help ensure that the correct people with the correct skills and experience are responding to the advertisement. RPA noted that the title Educational Support Services is more a K-12 term. They suggest reviewing the title and reconsidering the ESS reference in order to attract applicants with the background and skill set we envision.

RPA has suggested either Learning Resources Technology, or Learning and Technology Resources.

Also, RPA recommended that we not restrict the position requirements to specific master’s degrees because we may limit the applicant pool too much and not receive applications from all potentially qualified individuals.

The Administrative Council agreed to change the position title to Dean of Learning and Technology Resources.

Dr. Saperstone suggested that a review with HR take place so that the duties of the two people already in this position are aligned with the proposed description.

The Administrative Council agreed to move forward with this. Dr. Hill will send out the formal job description in an email to the ESS leadership team, HR, and the two individuals currently in this position for review and comment.
Curriculum Committee Recommendations

- Dr. Dever stated that the following items were reviewed and approved by the Curriculum Committee at its March 24, 2011 meeting. Dr. Robertson, who presented the Curriculum Committee recommendations, noted that if approved, the course proposals will be forwarded to the VCCS for approval by the Deans’ Course Review Committee.
  - Biotechnology AAS and Biotechnology Lab Technician Career Studies Certificate Revisions.
    - At the urging of their curriculum advisory committee, the faculty and deans with responsibility for the Biotechnology program recommend revisions to the Biotechnology A.A.S. and the Biotechnology Lab Technician career studies certificate to be effective Fall 2011. These changes will not affect the total credits required for graduation from the A.A.S. but will increase the total credit hours for completion of the career studies certificate from 16 to 24. The changes are designed to increase student success and graduation and to ensure that our graduates are more adequately prepared to enter the workforce.
    - These proposed changes were approved by the Biology Cluster and by the Biotechnology Advisory Committee.
  - Proposed changes to the A.A.S. in Biotechnology:
    - Add BIO 165 Principles in Regulatory and Quality Environments for Biotechnology (2 credits) and BIO 180 Introduction to Careers in Biotechnology (1 credit). BIO 165 is needed to address concerns expressed by the advisory committee. BIO 180 is a co-requisite of this course in the VCCS Master Course File, and BIO 180 will help students understand the range of different careers in biotechnology and will help students prepare to apply for these jobs.
    - Remove one of the social science electives. Students must still complete one social science course. Removing one social science elective would allow us to add BIO 165 and BIO 180 without increasing the total number of credits required for graduation.
    - Allow students to choose from CHM 111/112 College Chemistry I-II or CHM 101/102 General Chemistry I-II rather than requiring all students to take CHM 111. These are not transfer programs and many students do not intend to transfer but to directly enter into the workforce. Members of the advisory committee support this change and feel that CHM 101/102 would sufficiently prepare students for entry-level positions. Transfer-oriented students would be advised to take CHM 111/112.
    - Revise the math requirement, currently MTH 157 Elementary Statistics, to also include MTH 181 Finite Math, MTH 241 Statistics, or MTH 271 Applied Calculus. This will allow students to select the math course which best meets their needs. For example, students who intend to transfer to George Mason University would be advised to enroll in MTH 181 or MTH 271, both of which transfer to this institution. These courses have been chosen because they each adequately provide students with the math skills to be successful in an entry-level position. MTH 157 may continue to serve well those students who plan to go directly to work.
• Expand the “Biotechnology Science Elective” choices to include BIO 110 General Botany, BIO 120 General Zoology, BIO 251 Protein Applications in Biotechnology, and BIO 252 Nucleic Acid Methods. Currently, students may choose from BIO 256 General Genetics (4 cr.), CHM 260 Introductory Biochemistry (3 cr.) or MDL 215 Immunology (2 cr.) Students who choose CHM 260 must take one additional credit in a science course or in the Biotechnology Experiential Learning category. Students who choose MDL 215 must take two additional credits in a science course or in the Biotechnology Experiential Learning category.

• Allow students to take SDV 100 College Success Skills or the currently-required SDV 101 Orientation to Biotechnology. Many students have not been able to enroll in SDV 101 or had already taken SDV 100 before they entered the Biotechnology Program. The career information in SDV 101 Orientation to Biotechnology will be supplemented in BIO 180.

The Administrative Council approved the recommended revisions.

Proposed changes to the Biotechnology Lab Technician Career Studies Certificate:

• Add BIO 165 Principles in Regulatory and Quality Environments for Biotechnology (2 credits) and BIO 180 Introduction to Careers in Biotechnology (1 credit) (see reasons listed for adding them to the A.A.S.).

• Add a requirement of BIO 205 Microbiology or BIO 206 Cell Biology. The current program requires students to complete BIO101 but no more advanced coursework in other biological sciences. Faculty have observed that students, especially those without prior academic training in biology, do not demonstrate an adequate understanding of biological concepts. Furthermore, our advisory committee has advised us to strengthen the certificate program by requiring that students take an additional lab course. BIO 205 and BIO 206 have been chosen because they are widely offered at NOVA and include coverage of many of the scientific concepts that are necessary to become a successful biotechnology lab technician.

• Revise the footnote for the CST/ENG requirement to recommend a wider range of choices: CST 100 Principles of Public Speaking, CST 110 Introduction to Communication, CST 227 Business and Professional Communication, ENG 115 Technical Writing, ENG 131 Technical Report Writing I.

• Move the internship to the summer. If the other proposed revisions are approved, the number of credits in each of the first two semesters will increase, making it difficult to schedule internships.

• These proposed changes will increase the total credits in the career studies certificate from 16 to 24. This increase is due to the previously approved increase in BIO 250 from 2 credits to 3 credits and the addition of the new courses.

The Administrative Council approved the recommended revision.

Revisions to Early Childhood Development Paraprofessional Specialization Title and Curriculum:
The Early Childhood Development faculty request approval to change the name and curriculum of the Early Childhood Development A.A.S. Paraprofessional Specialization in accord with a change to the purpose of the specialization. The specialization originally was designed to meet the needs of instructional assistants in the public schools in response to requirements of the No Child Left Behind Act (NCLB). Virginia Department of Social Services licensing guidelines have increased the requirements for school-age (before and after school) providers. This population is now required to pursue a certificate consisting of 30 credits or more. The result has been an increase in CHD enrollment and the growing need for an A.A.S. that reflects an expertise in working with school-age children.

The Paraprofessional Specialization is appropriate for this group of students, but a name change is needed to reflect that these students are qualified to be site coordinators and directors. The name should be changed to Early Childhood Development School-Age Child Specialization to indicate that a student who completes this degree has obtained expertise in school-age care and can meet the requirements for instructional assistants in the public schools.

In addition, the Early Childhood cluster requests that the degree requirement for EDU 225 Audiovisual Materials and Computer Software be replaced with a requirement for ITE 115 Introduction to Computer Applications and Concepts. EDU 225 has had low enrollment and the faculty routinely submit substitution requests for ITE 115 to meet the requirement. Further, ITE 115 is accepted at George Mason University and would help students who transfer to Mason.

The Administrative Council approved the recommended revisions.

General Education Certificate Revisions:

NOVA will begin to confer the General Education certificate this semester to students who completed requirements for it in Fall 2010. The certificate is awarded administratively at NOVA; students are not placed into the program and do not apply for graduation from it.

In response to legislation (Code of Virginia §23-9.6:1.20) requiring a uniform general studies certificate across the VCCS, NOVA must revise its General Education certificate curriculum. As verified at the March 2011 ASAC meeting, general education certificates must require a total of 32-33 credits. It was confirmed that the 33-credit upper limit must be observed. By May 1, 2011, all colleges must submit to the System Office their revised General Education certificate curriculum along with the Curriculum Outcome Matrix Template.

To comply with the new VCCS requirements, the Curriculum Committee recommends making the following changes:

- Instead of requiring ENG 112/125 and a CST elective, require ENG 112/125 or a CST elective. All of our AA and AS degree students must take both the second semester of composition and an oral communication course. At NOVA we recently confirmed our commitment to our students’ oral communication skills and have told the VCCS that we value both writing and oral communication skills. This is a way to reaffirm that position.
- Remove the PED 116 and the PED/RPK activity course requirements. One of the guiding principles SCHEV provided for General Education certificates
says, “Personal development and physical education courses shall not be included in the Certificate of General Education unless it can be shown that any such courses would be accepted uniformly toward four-year institution general education requirements.” Neither PED nor SDV meet this criterion, although SDV can be applied to most degree programs at George Mason University. In addition, VCCS and NOVA policies state that SDV should be taken during the first 16 credits, while PED could be taken at any point in a degree program.

- The Administrative Council approved the recommended revisions with one nay vote. The nay vote was in response to having to decrease the current number of credits, specifically PED, required for the certificate.

- Discontinue the IT Technical Support Career Studies Certificate at the Annandale Campus.
  - The Business Division of the Annandale Campus recommends that the IT Technical Support career studies certificate be discontinued at that campus. The required courses have been canceled repeatedly at the campus, which no longer has a lab in which to teach the required course in hardware troubleshooting. Two of the required courses used to be very popular because they mapped directly to the A+ certification. This is no longer the case as the A+ certification requirements have changed and continue to change from year to year. The Woodbridge campus will continue to offer the program. The Woodbridge assistant dean reports that their enrollments in these courses are increasing, with 16-28 students in each required IT course.
  - The Administrative Council approved the discontinuance of the IT Technical Support program at the Annandale Campus.

- New Social Media Marketing Course:
  - The Marketing faculty propose a new 200-level MKT course, Social Media Marketing. The marketing industry is shifting its attention toward digital marketing as a way to connect with customers. As the Marketing Advisory Committee approved the course at their October 2010 meeting, noting the increased use of social media marketing by companies to encourage online conversations with customers. Online marketing budgets are increasing and online media campaigns are becoming part of effective company marketing plans. Marketing professionals with expertise in this area are in demand. The Marketing Programs at Danville, Lord Fairfax and Thomas Nelson Community Colleges have been contacted and indicated their willingness to sport this new course.
  - Courses similar to this have been offered successfully through Workforce Development at NOVA. If this 3-credit course is approved, it will first be used as an elective. However, the faculty plan to request revisions to the Marketing A.A.S. curriculum in order to include Social Media Marketing as a required course in the Public Relations and eCommerce specializations. The course could also be used as an elective in the Marketing A.A.S. and its International Marketing specialization, as well as in the four Marketing career studies certificates. It may also be of interest to Business Management students.
At the Curriculum Committee meeting, it was noted that although the Course Purpose portion of the course content summary mentions Facebook and Twitter, the Course Description and Topics do not mention any specific media as those will change over the years.

The Administrative Council approved the recommended MKT 2xx Social Media Marketing course.

- Developmental Math Restructuring:
  - The September 2009 report of the VCCS Developmental Education Task Force, *The Turning Point: Developmental Education in Virginia’s Community Colleges*, recommended streamlining the content of developmental mathematics. The guiding principle in the August 2010 report of the Developmental Mathematics Redesign Team, *The Critical Point: Redesigning Developmental Mathematics Education in Virginia’s Community Colleges*, is that the goal of developmental mathematics is to prepare students for college-level mathematics, for other courses dependent on a mathematical curriculum foundation, and for general education purposes. During the Fall 2010 semester, a team of math faculty members representing all 23 VCCS colleges worked with System Office support to develop *The Curriculum Guide* that defines the student learning outcomes for nine one-credit courses. Students will be required to master each before going on to the next developmental course. Course placement will depend upon the student’s math skills and program of study.
  
  - A new prefix, Math Essentials (MTE), has been created for the new courses. Since new courses are numbered 1 – 9, keeping the current MTH prefix would result in two different courses having the same prefix and number. The MTE prefix should be considered a “developmental” prefix so that if more than 9 MTE courses are approved now or in years to come, all would be considered developmental regardless of course number.
  
  - During the transition from the current system to the new structure, students who have successfully completed the current MTH 2 course will not have to complete MTE 1 or MTE 2. Students who have successfully completed the current MTH 3 course not have to complete MTE 1, MTE 2, MTE 3 or MTE 4.
  
  - Additional new “shell” courses are included that will help with the logistics of scheduling, registration and financial aid as an option for implementation, as described in *The Critical Point*. These self-paced shell courses are numbered MTE 11 – 16 and have variable credit hours, depending on the number of one-credit developmental math courses a student must complete.
  
  - Allowing the student to register for a single shell course and progress through as many units as possible during the semester has many advantages. Shells provide a means of encouragement for students to make as much progress as possible during a given semester. Shell courses help with smooth transitions from one developmental math unit to the next without having to register for each unit. Students can move slowly through a unit when they are having difficulties and move more rapidly when they are able. This allows them to complete as many of the units as they are capable of during the semester.
  
  - Individual one credit course would have start and stop dates which unnecessarily provide fixed time frames for unit completion. A student who completes a unit...
quickly is held back from starting the next unit until the next registration period, while a student who is not yet finished with the unit when the end date occurs would have to reregister for that unit in the next registration period to complete it.

- Students on financial aid must have their total credit load for the semester determined at the beginning of the semester, and the shell course structure allows students to do so without the inflexibility of the fixed time frames.
- Students will have the flexibility to register in any section of the appropriate shell course and study any unit or combination of units in that section. If NOVA had to schedule these courses as one credit courses and retain the flexibility for students to select any time that a developmental math unit was scheduled, approximately 2000 sections would have to be scheduled every four weeks. Logistically, this is just not feasible.
- The VCCS has asked NOVA to develop MTE 1-9 and to submit the course proposals in time for the VCCS Deans’ Course Review Committee to discuss the courses at its April 21 meeting.

• The Administrative Council approved the recommended new course prefix, Math Essentials (MTE). It also approved the proposed new 1-credit MTE courses, MTE 1-9: MTE 1 Operations with Positive Fractions; MTE 2 Operations with Positive Decimals and Percents; MTE 3 Algebra Basics; MTE 4 First Degree Equations and Inequalities in One Variable; MTE 5 Linear Equations, Inequalities and Systems of Linear Equations in Two Variables; MTE 6 Exponents, Factoring and Polynomial Equations; MTE 7 Rational Expressions and Equations; MTE 8 Rational Exponents and Radicals; and MTE 9 Functions, Quadratic Equations and Parabolas. The Administrative Council also approved the proposed shell courses, MET 11-16: Units in Developmental Mathematics I-IV.

ACLI Briefing

• NOVA’s American Culture and Language Institute (ACLI) teaches English as a Second Language to students from all over the world. The ACLI is part of NOVA’s Office of Workforce Development and Continuing Education.
• Vice President Gary and Ms. Adamson presented a program overview to the Administrative Council.
• ACLI has established relationships across the college campuses. A strong support system has evolved, and Ms. Adamson acknowledged and thanked the provosts, vice presidents, and their staffs for their support.
• ACLI has evolved and replicated on every campus and now includes ESL, TESOL, and cultural exchange programs.
• ACLI:
  o Supports the internationalization initiative.
  o Contributes to academic learning community, student activities, and cultural exchange programs.
  o Serves the community:
    ▪ US residents
    ▪ New Americans
    ▪ Generation 1.5 (students who begin education in another country, then immigrate here).
o Positioned to generate $5,023,000 in Revenue (2011).

- Enrollment:
  o ACLI students academic year 2011 = 7,545
  o International students academic year 2011 = 4,435
  o Transfer students - estimated 30% transfer to academic programs.
- Dr. McVeigh added that the international recruitment initiative has set in place a worldwide marketing campaign using all forms of media. We market NOVA and identify the services, including the Intensive English Program offered by ACLI.
- He added that when students go for a Visa interview they have to lay out their plans for the next few years. Learning English and then moving into a degree program is a logical and common plan.
- In previous years the Intensive English Program and ACLI were locally marketed, but now that we are marketing worldwide we are enrolling increasing numbers of international students. They come with the expectation of a collegiate experience, and it is important that NOVA meet that expectation.
- Ms. Adamson expressed that the on-going space issues faced by the college as a whole are also impacting ACLI.
- The Administrative Council noted that the facilities challenges ACLI is experiencing should be part of the larger conversation that is on-going in the Council.
- The Council added that when there is a facilities related problem, it is important to report it through the appropriate channels. We need to be tracking and documenting these issues in order to affect better resolution of the problems.

College-Wide Priority Position Requests
- Dr. Templin distributed a draft list of FY 2012 college priorities for Council review and input.
- Dr. Templin provided a draft position description for the proposed new Campus Operations Officer position, which lists a common set of functional areas for management or interface with Financial Services and Administrative Services.
  o The campus operations officer reports directly to the campus provost. The primary emphasis of the position will depend upon the priorities of the campus as determined by the provost.
- During 2011, the college will initiate pilots/conversations between the campuses and Financial Services and Administrative Services about improving customer service and business processes through redesigns, staff training and the addition of new positions in the following functional areas:
  o Purchasing/procurement (Annandale, Manassas, and Woodbridge Campuses).
  o Human resources (Alexandria Campus and the Medical Education Campus).
  o If these pilots are successful, the improvements will be scaled across the college and new pilots will be launched in 2012 with the following functional areas:
    ▪ Business office.
    ▪ Parking and auxiliary enterprises.
    ▪ Budget.

Other:
- Dr. Dever expressed his appreciation for the work of Dr. Carol Sinwell and Ms. Ruth Stanton to address current challenges faced by the Testing Centers. The VCCS has
requested new tests for Developmental Math (placement and diagnostic), and this involves testing 460 students during a two-week end-of-the-semester period when the Centers are already highly used.

- On Friday, April 8, 2011, Ms. Donna VanCleave, Chief Financial Officer of the VCCS, will be visiting the campuses and discussing building and classroom plans for each campus. Dr. Templin and Mr. Dana Kauffman will be escorting her to the campuses, and will be emphasizing the unprecedented growth occurring in the Northern Virginia area, and the unique challenges that result from growth at this level. Dr. Templin will be discussing the need to identify breakthrough strategies that will help address the increased demand for NOVA services.

**Tracking**
- Developmental Math Redesign Implementation – April 19
- Developmental English Redesign Planning – April 19
- NOVA Leadership Program Final Report Out - April 29
- Adjunct Faculty Transcripts
- Analysis of Potential Students Who Did Not Complete Registration
- Update on Keys and Card Swipes