Administrative Council  
May 10, 2011

Members Present: Mr. Chamberlin, Dr. Dever, Ms. Dimkova, Dr. Edwards, Mr. Foley, Dr. Gabriel, Dr. Hill, Dr. Hinton, Dr. Leidig, Dr. Maphumulo, Dr. Sachs, Dr. Saperstone, and Dr. Templin.

Guests:
Mr. Martin Bredeck, Instructor of Mathematics, Annandale Campus
Dr. Kevin Chouinard, Professor of Mathematics, Loudoun Campus
Ms. Beverlee Drucker, Instructor of Mathematics, Woodbridge Campus
Ms. Patricia Lazzarino, Instructor of Mathematics, Manassas Campus
Ms. Teresa Overton, Assistant Professor of Mathematics, Woodbridge Campus
Mr. William Ruffle, Instructor of Mathematics, Manassas Campus
Ms. Jane Serbousek, Assistant Professor of Mathematics, Loudoun Campus
Ms. Susan Sherry, Associate Professor of Mathematics, Annandale Campus
Ms. Tonia Vaughn, Instructor of Mathematics, Alexandria Campus
Dr. Bruce Wahl, Professor of Mathematics, Alexandria Campus

Access

- Summer Enrollment
  - The Daily Enrollment Report for Summer 2011, as of May 10, 2011, shows an increase of 5.5% above the comparable date for Summer 2010.
  - Automated calls are being made to students who have registered but not paid.
  - Some campuses are also calling students. If the provosts would like a list of the students who have registered but not yet paid for classes, they should contact Dr. Gabriel.
- Dr. Gabriel’s office will be providing emergency management training for the new community outreach specialists in the next few weeks. Dr. Gabriel requested that the provosts communicate to their community outreach specialists the importance of attending this training.
- Dr. Gabriel distributed samples of the information packages being mailed to students enrolling in the summer term.
  - The NOVA web site will be tracking student online inquiries. This information will be used to help develop information packets that can be sent to students electronically.
  - Dr. Gabriel will be providing a demonstration of the electronic information packets at an upcoming meeting.

Student Success

- The Developmental Math Redesign Working Group provided the following overview of the pilot program implementation during Spring 2011:
  - How the new course works:
    - Ten units from what was Math 2, 3, and 4.
    - Students work half in lab and half in classroom.
      - In the classroom the students work just like in the lab but get to develop a sense of community and make a connection with an instructor.
      - In the lab students have the ability to work more hours than required and to get help anytime they need.
Advantages over Math 2, 3, and 4:
- Consistency among all classes and campuses.
- Students are only doing units needed to be successful in their college-level course.
- Students are able to move faster if they desire.
- If they do not pass, they do not need to repeat an entire course.
- Instructors are not re-teaching high school; they are preparing the students for college-level courses.
- Not every college-level course requires the same skills; therefore, there are different exit points depending on the college-level course required for the student’s major.
- Students receive individualized attention every class and in the lab. They cannot hide in the back of the classroom.

Pilot Spring 2011
- What is going well:
  - Students are moving on to MTH 151 more quickly.
  - Students are able to learn at their own pace.
  - The oversight and accountability promotes more responsible students.
  - The uniformity promotes student responsibility – no need to look around for an easier MTH 1 teacher.
  - Students who are weak in particular areas are able to focus on those areas until they have mastered them.
  - The overall structure/progression through the course has worked well.
  - The instructors feel well informed after the WebEx trainings and course policy meetings.
  - IT support from both NOVA and MyLabsPlus.
  - The embedded tutors.
  - Communication among the campuses and information on changes and polices.
  - Having weekly calls to pass information and discuss problems.
  - Students are engaged the entire time in class – active learning.
  - Students are responsible for their own progress and learning, with the instructor acting as a coach and resource.
  - Student math anxiety seems to be less.

- The challenges:
  - Low level of engagement with some students – need to foster personal relationships with individual students with coaching and encouragement.
  - Low level of text book use – need to encourage use by showing material that can be found in the book including extra problems with answers.
  - Students taking exams before they are ready, resulting in multiple failures to pass individual exams
  - Students complaining about noise distraction in the lab.
  - Students losing access to quizzes or tests due to power outages or system downtime.
  - Advertising and communicating the upcoming pilot to the campus community.
  - Attendance.
  - Technology problems.

- What data will be available by the end of the semester to measure the success:
• Comparison of selected questions.
• Attitude survey.
• Percentage of students that pass 0-9 units in the semester.
• Percentage of students ready for MTH 151 and MTH 163.
• Attendance grades.
• Also:
  o Number of students with S, R, and U grades.
  o The number of students who reenroll (persistence).
  o How the students perform in future credit courses.

o Full implementation of the developmental math redesign is anticipated to occur this fall. The group will use the interim to address the remaining issues.

o Using the shell course model is imperative to NOVA’s being able to effectively structure the learning experience for students. Due to the size of our institution, without the shell course model, we would be scheduling thousands of combinations of 1-credit courses.

o Dr. Templin added that we want consistency across the state, but not necessarily uniformity. The emporium-based approach using a shell course structure is evidence-based and has produced real outcomes for other higher education institutions.

o Dr. Templin commended the working group. They have created a model for the rest of the VCCS, and other colleges are seeking guidance from us.

• Developmental English Redesign Planning
  o As the work of the Developmental English Redesign Team has proceeded at the system level, Dr. Dever and Dr. Saperstone have met several times with the Developmental English faculty along with Dr. Robertson and Dean Hinds.
  o The faculty are committed to a successful implementation of the redesign at NOVA but are concerned that several matters will need considerable attention. They have shared their perspective with those involved in the system redesign, and Dr. Templin and Dr. Dever have noted several key points with the VCCS, to include:
    ▪ NOVA’s commitment to substantially improving student learning outcomes in all developmental offerings while reducing the cost per student.
    ▪ The need to restructure at NOVA to support the redesign goal for acceleration—most students being able to complete their developmental requirements within one year.
    ▪ Flexibility needed in the curricular design to meet the needs of special populations who come in large numbers to NOVA, e.g., second language (ESL) learners, “Generation 1.5,” and students with learning disabilities.
    ▪ Provisions for students who successfully complete some learning objectives but not all (not necessarily requiring them to re-take a complete course).
    ▪ Giving significant attention to addressing non-cognitive student needs—the attitudes, dispositions, and practices required to be a successful college student.
    ▪ Structuring the timeline for implementation to accommodate the complexities of learning in English, particularly given the integration of instruction in both reading and writing. Ensuring that there are opportunities for adjustments and revisions as results are assessed. Not going to scale without demonstration of superior results.
This fall a Curriculum Team for Developmental English Redesign will be convened to translate the discipline redesign ideas into specific courses.

NOVA has been invited to have two faculty members (1 reading and 1 writing) on the committee. Dr. Dever is working in consultation with the developmental English faculty leadership to identify these representatives.

A new placement test is being developed to replace the current COMPASS test.

At the request of Dr. Dever, developmental English faculty have presented a proposal for the resources needed for implementation of the redesign at NOVA.

FY2012 Budget Planning

- Mr. Pittman distributed the draft working document for the FY 2012 budget.
- The Administrative Council members are to send all input on the draft budget to Dr. Templin and Mr. Pittman by Friday, May 13.
- The Administrative Council agreed to hold a discussion at a future meeting regarding establishing ground rules for future special project requests.
- The Administrative Council requested clarity regarding the rules and guidelines of what is covered by the maintenance budget.
- The Administrative Council agreed to hold a future discussion to explore the possibility of establishing a college-wide fund to act as a safety net for emergency financial needs of students.

Commencement

- Commencement will be held this Sunday, May 15. Faculty need arrive by 1:00 p.m.

NOVA College Board Meeting

- The College Board will meet on Monday, May 16, at the Manassas Campus.
- Immediately following the meeting, a reception will be held to thank Senator Colgan for his library donation.

College Readiness Initiative – discussion deferred

Recommendations of the Task Force for Student Activities – discussion deferred

Other:

- At the Administrative Retreat this summer, Dr. Templin would like to discuss an integrated student success program to be implemented in Fall 2012.
- Dr. Templin noted that there are four initiatives that will require major investment from us over the next academic year:
  - Developmental Math Redesign.
  - Developmental English Redesign.
  - College Readiness.
  - The QEP.
- If we strategize appropriately, these initiatives working together could produce very powerful results.

Tracking
• Cooperative Education Initiative – May 24
• Web Services – May 24
• VCCS Reengineering Task Force Recommendations
• Adjunct Faculty Transcripts
• Analysis of Potential Students Who Did Not Complete Registration
• Update on Keys and Card Swipes
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