Administrative Council  
October 11, 2011

Members Present: Mr. Chamberlin, Mr. Foley, Dr. Gabriel, Mr. Gary, Dr. Hill, Dr. Hinton, Dr. Leidig, Dr. Maphumulo, Dr. Sachs, Dr. Saperstone, Dr. Tardd, and Dr. Templin.

Ms. Dimkova was represented by Mr. Ben Pittman

Guests
Dr. Marilyn Deppe, Financial Aid Coordinator of Student Support Services, Annandale Advisor  
Mr. Samaritan Johnson, Financial Aid Education Support Specialist, Annandale Campus  
Mr. Mitch Markham, Business Manager, Loudoun Campus  
Mr. Bob Moran, Moran Consulting  
Dr. Sheri Robertson, Associate Vice President, Academic Services  
Ms. Magda Valencia, Financial Aid Advisor, Manassas Campus  
Ms. Joan Zanders, Director of Financial Aid

The NOVA Student Bounce Process Improvement Team:
Ms. Mary Beth Bradley, Testing Center  
Mr. Mark Bumgarner, Counseling Coordinator  
Ms. Emily Burrell, Workforce Development  
Ms. Shirley Delgado, Financial Aid  
Ms. Lori Engel, Business & Social Science  
Ms. Lynn Feist, I.T/LTR  
Ms. Deena Furry, Business Office  
Ms. Theresa Hall, Natural Science & Math  
Ms. Zina Jemison, Admissions & Records  
Mr. Tom Kinback, Financial Aid  
Ms. Tanya Ludutsky, Counseling  
Ms. Pamela Manuel, Counseling  
Ms. Lesley Nyborg, Communications & Humanities  
Ms. Barbara Thurston, Student Services  
Ms. Margie Wildblood, Quantico

Report on Customer Service: Student Bounce at Woodbridge
• The student bounce issue involves many processes, it is a systemic issue. The process improvement team reviewed the problem to identify the causes of student bounce.
• The team has been following these process improvement steps:
  o Brainstorming causes.
  o Streamlining causes into common themes.
  o Exploring why the cause exists.
  o Brainstorming potential solutions.
  o Formulating recommendations.
• The team identified these common themes as to why students are getting bounced:
  o Lack of sufficient staff training.
  o Staff and students do not have access to accurate and consistent information.
  o Processes are not clearly identified and documented.
  o Communication problems.
Lack of employee ownership of responsibility.
Lack of student ownership of responsibility.

- The process improvement team recommends the following actions to address the themes identified:
  - Lack of sufficient staff training.
    - Cross-training - FAQs (frequently asked questions) and a glossary of terms, presentation for each department/function.
    - Technology - SIS/Blackboard training: offer more training at local campuses when possible, print, and web based tutorials.
    - Campus New Hire Orientation - to campus processes, SIS, Blackboard, cross-training, FAQs, introduction to campuses, community and vision.
  - Staff and student do not have access to accurate and consistent information.
    - Create an Intranet – accessible to all faculty and staff.
      - Handbooks (classified, adjunct, administrative).
      - Departmental folders.
      - Updated policies and procedures.
      - FAQs, department presentations, tutorials, items not relevant to students or visitors.
    - Create an Intranet Management Team to manage the content and keep it current (campus/college).
    - Create a Website Management Team to manage the content and keep it current (campus/college).
    - Update of Outlook Address Book and Website Directory Regularly.
  - Processes are not clearly identified and documented.
    - Build a Structure for Process Management
      - Repository - an Intranet location where processes are kept and easily accessed
      - A clear identification of college (core/critical) and campus processes
      - Assign a process owner for college and campus level processes
      - A standard format for documentation
      - Include standards for review, updating, communicating, testing, evaluating, and capturing feedback
      - Train process owners on how to manage, review and update, communicate, and train others
      - Provide process improvement training to include leading a process team and process documentation.
  - Communication:
    - Review Organizational Communication
      - Commit to two-way communication, top down/bottom up.
      - Analyze both organizational structure and committee practices to identify and improve ineffective communication.
      - Process improvement teams are an example of empowering front line staff and also improving communication with leadership.
    - Designate a Communication Liaison
      - Serve as a campus-wide moderator. Should be well trained in information technology and social media, knowledge of NOVA and the campus, conduct standard monthly communication meetings, and update campus information daily (what is shown on the TVs, bulletin boards, etc).
• Responsible for the Inter/Intranet functions including streamlining and updating processes, issuing personnel updates, and utilizing social media (i.e., blogs, chat).
  o Ownership of responsibility by faculty and staff.
    ▪ Accountable to the NOVA Service Excellence standards.
    ▪ Establish performance measures for each function.
    ▪ Evaluations will be based on performance measures.
  o Ownership of responsibility by students:
    ▪ Mandatory Student Orientation Advising and Registration.
    ▪ Mandatory New Student Orientation.
    ▪ Mandatory SDV 100 College Success Skills Course.
• Going forward the team plans to have active student involvement in the improvement process.
• Some of the recommendations will require working with the Administrative Council, such as revising the current forms process.
• The Council requested that the team provide a list of the processes they have identified that are problematic.
• NOVA employees are being trained as process improvement team leaders so that we are not dependent on outside leaders, and can continue process improvements efforts at NOVA.
• Dr. Hill has presented each team member with a commendation letter for their personnel file.
• Dr. Templin and the Administrative Council thanked the team for all their hard work and for the remarkable results they are realizing.

Access
• Analysis of Fall Enrollment
  o As of October 10, 2011, we are at 95.7% of the targeted high school graduate enrollment number for Fall 2011.
  o 306 recent high school graduates enrolled and registered for classes, but then were dropped.
  o Dr. Gabriel noted three particularly productive practices in reaching these students:
    ▪ The Alexandria Campus has been calling and reaching out to the students.
    ▪ The Loudoun Campus is using student case managers to contact the dropped students, and they have also involved financial aid staff so that they are able to employ a full-service approach.
    ▪ At the Manassas Campus inroads previously made by the high school outreach coordinator proved very useful in reaching these students.
  o Dr. Templin noted that we need to learn more about what happened to these 306 students. If those students had not been dropped, we would have reached our enrollment target.
  o As we consider our redesign processes for next fall, this is a critical opportunity. We will be committing resources to the advising specialists. There must be a link between the advising specialists and the high school outreach specialists.
  o Pathway to Baccalaureate is another link in this process. We need to look at the inroads they have made in the high schools and the processes they are employing. We
need to be sure that we fully consider how these will overlap, and that they are complimentary.

- Ms. Kerin Hilker, Director, Pathway to Baccalaureate, will be invited to present on Pathways at a future Administrative Council meeting.
- The new associate vice president for marketing and outreach will be responsible for leading the way and bringing all the parties together to create a harmonious and complimentary outreach program.
- Dr. Templin added that need to solidify our market share, be consistent with our approach, adopt best practices, and create a team approach.

- Dr. Templin told the Council that he would like to know more about the students who applied but did not register for classes.
  - 6,227 students applied but are not currently registered for classes.
  - OIR called a representative sample of these students and asked three questions:
    - Question 1: You applied for admission for the fall but are not currently registered. What led you your decision to not register for classes?
    - Question 2: Did you experience any issues with the registration process?
    - Question 3: What could NOVA have done better to assist with the registration process?
  - About 1/3 of these students replied that payment and/or process issues prevented them from registering. This is a significant number and we need to identify and address these issues.
  - Mr. Mitch Markham, Business Manager, Loudoun Campus distributed information about Nelnet, NOVA’s current payment plan option for students.
  - Nelnet is designed to spread out payments for our students.
  - Approx 5,475 student this fall applied for Nelnet. 4,581 of these students made it through the process and signed payment agreements.
  - Dr. Templin asked why we do not accept Visa payments. Mr. Pittman advised that Visa charges a per-transaction fee, but we are still looking into it. A Visa payment option may result in slight raise in the cost to the student.
  - The Nelnet contract is directly with the student.
  - Nelnet is the only currently authorized plan in the VCCS.
  - UMUC offers a monthly payment plan with no interest. Dr. Sachs noted that UMUC self-funds this plan, working with Sally Mae. Dr. Templin would like to meet with UMUC to discuss further how this works.
  - Dr. Templin asked if financial aid could identify students who are very likely to clear financial aid, but not in time to avoid being dropped. He would like to explore how we might be able to offer them a bridge loan.
  - Ms. Zanders said this is very doable. The current payment plan is helping many students, but there are students in the gap that we might be able to serve better.
  - The financial aid process is very difficult, especially for new Americans. First year students are not as aware of the importance of their NOVA email and NOVA Connect as they need to be.
  - Dr. Templin summarized that based on the data, 1/3 of the students who do not complete the registration are held up for financial reasons. If a process improvement could have recaptured 1,000 of the 2,000 the 1/3 represents, then we would have met our enrollment target.
We will establish an interdisciplinary front line team from across the college who will work with Mr. Bob Moran and the Financial Aid Council to explore process improvements.

The charge to this group will be to focus on the most productive strategy to retain these students.

2011-2012 All USA Student Nominations

- Dr. Templin assigned the provosts to be the camps nominators for this award at the August 12th Administrative Council meeting.
- Each campus is eligible to nominate two students.
- The Administrative Council will re-visit the status of nominations at a meeting in late October or early November.
- Dr. Templin wants all NOVA applications submitted by November 29.

Curriculum Committee Items

- Dental Assisting Certificate:
  - The Medical Education Campus proposes to establish an accredited certificate program in Dental Assisting.
  - The program will prepare students to project a professional image, exhibit effective communication skills, and perform certain intraoral duties under the direction of the dentist as delegated by the Virginia Board of Dentistry.
  - Upon successful completion of the program once it is accredited, graduates will be eligible to take the Certification Examination in General Chairside Assisting and Radiation Health and Safety administered by the Dental Assisting National Board. Graduates who pass the examination will earn the credential of Certified Dental Assistant (CDA).
  - The 43-credit program will consist of two 16-week semesters with one 6-week summer session, and use courses that already exist in the VCCS Master Course File.
  - The program would use the already existing faculty (with additional hours for adjunct faculty), supplies and equipment.
  - Since NOVA already graduates more dental hygienists than are needed in our area, offering a Dental Assisting program is a way to use the facility more productively without increasing the number of dental hygienists. There is no overlap between hygienist and assistant; the graduates will not compete for jobs.
  - Offsite clinical facilities will serve as part of the educational experience designed to perfect a student’s competence in performing dental assisting functions. These offsite clinical facilities will be dental offices which include general practice and specialized areas of dentistry.
  - The Administrative Council approved the recommendations. The recommendations will now go to the College Board, and then to the VCCS and SCHEV.

- Marketing Curriculum Revisions:
  - Based on the Chancellor’s Re-engineering Task Force recommendation that all programs conduct a credit audit, the Marketing faculty recommend revising the Marketing AAS degree requirements to reduce the total from 69 to 66 credit hours by removing the requirement for MKT 221 Public Relations or MKT 275 International Marketing.
In addition, to update the curriculum, the faculty recommend requiring MKT 284 Social Media Marketing rather than MKT 283 Ethical, Legal & Privacy Issues in eCommerce in the parent Marketing degree and all three of its specializations.

The faculty also recommend revising two career studies certificates in the Marketing program. They propose removing BUS 125 Applied Business Math and CST 110 Introduction to Communication from the Marketing career studies certificate to reduce the total number of credits from 28 to 22.

They propose removing BUS 125 from the Retail Management program, also reducing its total from 28 to 22 credit hours.

The assistant dean explained that these two certificates were established over 30 years ago and the advisory committee believes the courses should be removed to allow the programs to focus on career training.

All recommendations have been approved by the Marketing faculty, the dean, the provost, and the Marketing Program Advisory Committee.

The Administrative Council approved the recommended changes.

Changes to the title of two Sociology courses:

With the deans’ support, the Sociology cluster requests changes to the title of two Sociology (SOC) courses. They propose changing SOC 225 from “Gender and Sex Roles” to “Sociology of Gender” to reflect current terminology used by other colleges because the concept of sex role is not as central to gender analysis as it once was.

This title change is supported by several sociologists at George Mason University and VCCS colleges that offer the course.

The faculty also propose changing SOC 266 from “Minority Group Relations” to “Race and Ethnicity” to reflect current terminology used at most colleges. The course description has been revised to reflect current American’s ethnic relation thus a title needed to be changed to emulate the course description.

Several colleges, including George Mason, support this change.

The Administrative Council approved the proposed changes.

ENG 150 Children’s Literature change to 200-level course:

The English Cluster recommends that ENG 150 Children’s Literature be changed to a 200-level course because the course content and objectives for ENG 150 align with the rigor of other 200-level literature offerings at our colleges.

All other literature courses included in the VCCS Master Course file, with the exception of Introduction to Literature—which is a composition course-- are 200-level courses. As such, a 200-level designation would better represent the Children’s Literature course. All four-year colleges in Virginia that offer Children’s Literature offer it at the 200- or 300-level.

Making ENG 150 a 200-level course increases the likelihood our senior institutions will consider it for equivalent transfer credit; Georgetown, Virginia Tech, William and Mary, and CNU, for example, have confirmed this.

The course description and course content summary have been updated to reflect the change to a 200-level literature course. The faculty have added a prerequisite and changed the focus from teaching children’s literature to, focusing on analysis of texts for literary qualities and in terms of audience.

The Administrative Council approved the changes.
• **TOEFL Proposal from ESL**
  o The ESL cluster recommends using TOEFL to place international students with TOEFL iBT scores of 95 or higher directly into ENG 111 College Composition I without having to sit for any further ESL or ENG placement testing.
  o This request came originally from Mr. Steve Bennett, International Student Services Coordinator. It is also supported by Associate Vice President Paul McVeigh as a move that will make NOVA more inviting to a certain population of international students.
  o The cut score of 95 is recommended based upon research done on students who came to NOVA over the past two years. Over the past two years, roughly 100 international students submitted TOEFL scores. It was found that students who score 95 or higher consistently placed in ENG 111.
  o The Administrative Council approved the changes.

• **VCCS Credit Audit of Academic Programs**
  o The Chancellor has directed all VCCS colleges to undertake an audit of all degree programs. Each college is expected to “make a concerted effort to reduce credit totals of programs that are at or near the maximum number of credits allowed by VCCS policy through careful analysis of the general education goals and/or program-specific learning outcomes.” The process will take place in stages, with colleges examining transfer programs first, then career-technical degree programs, and finally certificate programs.
  o We must first respond with regard to our AA and AS degree programs. However, rather than wait while we complete NOVA’s response for the AA and AS programs, this month Dr. Robertson will distribute to coordinating deans and cluster chairs the College Matrix of Academic Programs for AAA and AAS degree programs. They will need time to complete the spreadsheet for their programs and to think about ways to reduce the number of credits required.
  o By November 1, we must provide a status report on the credit audit. A progress report will be shared at ASAC. By December 2, we must identify programs targeted for credit reduction and provide justifications for retaining current credit totals of more than 61. Colleges are expected to have completed the needed curricular changes by December 2.
  o Dr. Robertson provided an outline of the suggested process for responding. She asked the Council to provide any input to her by October 29th.

**Other**
• Dr. Tardd will be emailing information to the Administrative Council on the following three awards:
  o The Chancellors Faculty Fellowship award.
  o The Chancellors Commonwealth Professorship award.
  o The Presidents Sabbatical award

**Tracking**
• Great Expectations – Oct 25
• Inclement Weather Policy – Oct 25
• College Emergency Operations Plan Approval – Oct 25
• Developmental English Redesign & Implementation – Oct 25
• Financial Aid Call Center – Oct 25
• Review of 2012 Working Calendar – Oct 25
• Student Satisfaction Survey Results – Nov 1
• Contagious Disease Proposed Policy – Nov 1
• FY2012 Budget Update & FY2013 Planning – Nov 1
• Approval of 2012 Working Calendar – Oct 25
• Internal/External Customer Satisfaction Survey - Nov 22
• Task Force on Testing – December 1 report due
• Chancellor’s Town Hall visit – Dec 1
• AD/PH Release Time Work Group
• Analysis of Potential Students Who Did Not Complete Registration