ADMINISTRATIVE COUNCIL
JANUARY 15, 2013

Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Vice President Gary, Dr. Hill, Dr. Leidig, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Dr. Sheri Robertson, Associate Vice President for Academic Services, Dr. Charles Errico, Ms. Stacy Rice and Mr. Paul Fitzgerald, Honors Program leadership.

Access

- **Spring Semester Enrollment**: Dr. Gabriel explained that as a result of earlier data collection at other community colleges when compared to NOVA, the growth rate from Spring of 2012 to Spring of 2013 is slightly lower at 1.4 percent. The next report will likely show a growth rate of between two and three percent. Sixty to sixty-five percent of the previously dropped students were recovered.

- **Session Enrollment Trends**: Dr. Gabriel distributed a report of enrollment trends from the Fall of 2008 to the Fall of 2012, which included looking at comparisons between eight and sixteen week sessions. The data show that more and more students prefer shorter class sessions: during this period NOVA experienced a 20.9 percent growth rate for the first eight week session, 18 percent growth rate for the second eight-week session, and 3.2 percent growth rate for sixteen-week sessions.

Dr. Templin advised that the standards for each type of class session should be clear not only to reduce student confusion but to optimize campus space usage. He specified the need for a systematic approach, piloting something in a controlled environment and then looking at the data.

Student Success

**Student Learning Outcomes/SLO Follow-up**: Dr. Gabriel reported that there were no outstanding issues raised by the SACS team on the final SLO report. However, the major recommendation from the on-site team was that the "institution identify expected outcomes (including student learning outcomes), assess the extent to which it achieves these outcomes, and provide evidence of improvement based on the analysis of the results for all of its educational programs." The Office of Institutional Research completed an evaluation of the overall process and recommended a number of changes in the structure, process, communication and training for the coming year.

Dr. Templin stated that the standard for the college requires continuously looking at student outcomes at all levels, as part of the way NOVA does its work, and added the following:

- Defining and assessing student learning outcomes (SLOs) are important parts of teaching and learning. They are ways for us to indicate what we expect our students to know and to be able to do as a result of their education with NOVA. SLOs are ways to assert that our students are learning and show evidence of that fact. SLOs are the means by which higher education institutions measure their effectiveness. Assessing
SLOs and using our findings from those assessments are expressions of our quality improvement process at NOVA. Student learning outcomes are at the core of NOVA's educational mission.

- The U.S. Department of Education and regional accrediting organizations require that colleges and universities document their effectiveness through the assessment of SLOs. Reaffirmation of accreditation and qualifying for federal student financial aid programs are essential to the survival of any college or university.

- SACS must demonstrate high levels of rigor to the federal government in assuring institutional effectiveness as a part of the accreditation process. This is one of the reasons the federal government assigned a U.S. Department of Education observer as part of our SACS reaffirmation process. Every one of NOVA’s programs must give evidence of defining and assessing SLOs.

- Student learning outcomes are going to be part of the ongoing reality at NOVA and in American higher education for the foreseeable future. Consequently, they will be an integral of our annual planning and evaluation process and an ongoing institutional priority.

Dr. Templin reiterated that NOVA has raised its profile in the community and has now become a national leader as the best community college in the nation. Demonstration of real learning outcomes has become a public expectation.

As a result of the discussion, Council members agreed to the following actions, to be finalized at the next Administrative Council meeting:

- Assistant Deans will be assigned responsibility for annual SLO reports. Those assistant deans who are responsible for annual SLO reports will share that responsibility with their respective academic deans.
- The criteria for appointment, role, responsibilities, and compensation of assistant deans will be defined and consistently applied across the college, including responsibilities for annual SLO reports.
- The SLO planning, assessment and reporting process will be defined in writing by OIR, including a working calendar.
- Student learning outcomes training will be designed for and offered to Administrative Council members, Deans and Provosts, and Assistant Deans. A plan for this training will be developed and administered by OIR.
- The questions of how SLOs fit into larger program evaluation and with larger institution level outcomes will be issues preliminarily addressed by Drs. Gabriel and Schiavelli sometime later during 2013.

Fall 2013 Enrollment Planning:

Dr. Gabriel explained that the overall projected Fall enrollment growth rate of 3.5 (including ELI) was conservative and a placeholder in order to look at the budget calculation. He informed Council members that the enrollment management process will be improved and will include tools to help campuses reach their targets. Some tools will be implemented now to assist
campuses in their scheduling. Drs. Gabriel and Schiavelli will look at a new class schedule date and will send out the date to the Provosts.

Dr. Templin recommended a weekly conversation from now through spring on student success, retention, high school recruiting, and innovations in ELI, with a focus on meeting the enrollment targets. Each strand will be discussed on a weekly basis, with this week's meeting being the kickoff.

**Student Activity Recommendation (name change)**

The Student Activities Leadership Team, through the Deans Working Group, asked for approval to change the name of Student Activities to Student Life within the division of Student Services as they feel the change more accurately reflects the current work of the division. The recommendation was approved by the Administrative Council.

**Curriculum Committee Recommendations**

Dr. Sheri Robertson, Associate Vice President for Academic Services, provided Curriculum Committee items for consideration by the Administrative Council. They were asked for either an "objection" or "no objection" with final approval if no objections were voiced before the next Administrative Council meeting.

**Astronomy Course Prefix:**

The Physics and Geology clusters and their deans proposed that NAS 130 Elements of Physics be moved into the Physics (PHY) course prefix, with a suggested number of PHY 150. The concepts and knowledge gained are firmly based in physics, and the course acts as an introduction to both topics of astronomy and physics. Students often search for the course under the PHY prefix. The Curriculum Committee discussed the possibility that changing the course prefix to PHY might reduce enrollment; however, the committee decided that it is best to enroll only students who are prepared for the level of difficulty and the subject matter. If this change is approved, the Curriculum Committee recommends that the VCCS change the prefix of the other two astronomy courses, NAS 131-132 Astronomy I-II to PHY as well.

- No objections were voiced by the Administrative Council.

**New ENV Course in Cross-disciplinary Explorations in Science and Society:**

The Environmental Science (ENV) faculty proposed a new multi-disciplinary laboratory science course, ENV 1xx Cross-disciplinary Explorations in Science and Society. It is designed to promote student retention and success in science. Developed with VCCS sponsorship, the course is designed to promote student retention and success in science and intended for students who would benefit from gaining a broad background in science and from learning how all sciences are connected to real life. STEM educators from math, chemistry, biology, and geology hope that this course will emphasize the important connections between the disciplines. It has been approved by the science faculty and was very well received at a VCCS New Horizons meeting. A successful pilot version of the course ran in Fall 2011 at the Loudoun
campus. It is proposed under the ENV prefix, which transfers better than the NAS prefix, and fulfills a four-credit science requirement at George Mason.

- No objections were voiced by the Administrative Council.

**New VET Course in Animal Dentistry:**

The Veterinary Technology faculty proposed a new 200-level VET course, Animal Dentistry. The field of veterinary dentistry has expanded markedly in recent years and Veterinary technicians assist with the delivery of dental services to animals in the same way that dental hygienists are essential to the practice of dentistry for humans. The Veterinary Technology program hopes to remain current with new advances by instructing students in veterinary dentistry, while also satisfying requirements listed in the AVMA essential skills list for veterinary technology students. This course reorganizes and consolidates what is already being offered into a coherent one-semester course.

- No objections were voiced by the Administrative Council.

**Veterinary Technology AAS Curriculum Revisions:**

In response to the VCCS request to reduce the number of credits required for an AAS to no more than 67, and upon the recommendation of the Veterinary Technology Curriculum Advisory Committee, the Veterinary Technology faculty proposed that the one-credit PED/RPK elective be removed from the Veterinary Technology curriculum.

The faculty believed that eliminating this course would not reduce the awareness of, nor the physical benefits of, physical activity because the actual veterinary technology work is active and because OSHA safety requirements are embedded within VET courses. If approved, removal of the PED/RPK elective would reduce the total number of credits required from 69 to 68, one more credit than the target set by the Chancellor. However, the advisory committee felt strongly that the remaining courses and the number of credits required for the VET courses were crucial for preparing veterinary technologists and to meet AVMA standards.

- No objections were voiced by the Administrative Council.

**Geographic Information Systems Career Studies Certificate Curriculum Revisions:**

The Geographic Information Systems (GIS) faculty proposed revisions to the GIS career studies certificate. Most revisions simply reflect the reduced number of credits for several GIS courses that have been reduced from four to three credit hours per course. The reduced number of credits for the already-required GIS courses also permits the inclusion of an additional GIS course, Introduction to Cartography for GIS. This addition was strongly recommended by the curriculum advisory committee. Together, the revisions would reduce the total number of credits required from 29 to 28.

- No objections were voiced by the Administrative Council.

**Diesel Technology Career Studies Certificate Revisions:**
The Manassas Campus Automotive faculty proposed changes to the Diesel Technology career studies certificate. These changes include replacing MEC 161 Basic Fluid Mechanics, Hydraulics and Pneumatics (4 cr) with DSL 150 Mobile Hydraulics and Pneumatics (3 cr), and adding WEL 120 Introduction to Welding (2 cr). The proposed revisions would increase the total number of credits required for graduation from 27 to 28, but would promote graduation. The welding course is needed to teach students to fabricate components and perform repairs. This course is also in demand for automotive students who are able to move directly into the program with this introductory course. All changes were recommended by the Diesel Program Advisory Committee.

- No objections were voiced by the Administrative Council.

**Welding Career Studies Certificate Revisions:**

With the support of his dean, assistant dean, and advisory committee, the Welding faculty member proposed two revisions to the Welding Basic Techniques career studies certificate. He recommends replacing WEL 116 Welding I (Oxyacetylene) (2 cr) with WEL 120 Introduction to Welding (2 cr). Oxyacetylene welding is no longer used much, so a separate course is not needed; WEL 120 provides a sufficient introduction to this form of welding. The Welding faculty member also recommended adding WEL 150 Welding Drawing and Interpretation (2 cr) because he often has to teach his students basic math skills, which are needed in technical drawings. These changes will increase the total number of credits required from 16 to 18, which is far below the limit of 29 credits.

- No objections were voiced by the Administrative Council.

**Economics Discipline Review:**

The Economics (ECO) discipline review covers the period from 2006 through 2011. It includes a discussion of the curriculum, focusing on ways in which ECO courses address the college’s General Education Goals and examining their transferability. Since the review was completed, the faculty revised their course content summaries to update them to improve the course objectives, and to clearly show how each course relates to the General Education Goals. The review discusses SLO assessment in ECO 201 Macroeconomics and ECO 202 Microeconomics. Assessment of SLOs in other ECO courses is recommended in the Action Plan. The report also described faculty and instruction, and discussed resources available to Economics students. The Action Plan included seven recommendations, two of which were added in response to suggestions by the Curriculum Committee.

- No objections were voiced by the Administrative Council.

**Honors Program Briefing**

Dr. Errico, Mr. Fitzgerald, and Ms. Rice, gave a presentation on the new NOVA Honors Scholarship program. The objective of the program is to attract the best and brightest high school students in Northern Virginia to NOVA with a two-year scholarship, which will pay for all
tuition, books and related expenses. The program hopes to increase enrollment, and the perception of the community college - to be the college of choice. The plan is to fund twenty students for the 2013-14 academic year and continue payment of tuition/books in the 2014-15 academic year when they would receive their associates degrees. The Honors Committee is currently communicating with four-year institutions in the state to seek agreements for graduating NOVA honor students to be accepted at and move directly into their honors programs.

Dr. Templin asked that as the program is launched, that “we find a way for it to be a catalyst – a force for students who don’t yet realize their abilities, or the horizon of opportunities open to them, in order to create an environment of new possibilities for all students.”

Tracking

- Update on College Safety and Security- Jan 22
- FY2013 Budget Forecast
- Clarus Corporation Planning
- GPS for Success Planning Report
- ELI Associate Instructor Positions
- SySTEMic Solutions
- Workplace Violence Prevention & Threat Assessment Policy Guidelines
- AD/PH Release Time Work Group