Administrative Council Meeting  
October 1, 2013

Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Brian 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. Milan Hayward, Special Assistant for Career and Technical Education and Dr. Sharon Robertson, Associate Vice President for Academic Services.

Dr. Templin informed Council members that he was the recipient of the 2013 New Futures Community Leadership Award. New Futures is a non-profit organization that provides scholarships to at-risk youth and young adults seeking financial self-sufficiency through post-secondary education. The organization focuses on students who have little access to alternative sources of financing and who would not able to continue their education without this support.

Dr. Abe Eftekhar and the Annandale Engineering faculty received a Governor’s award for the 2013 High School of the Future Startup Weekend’s Best Final Pitch earning them a $20,000 seed grant. They were recognized for their hard work and dedication to making a significant difference in the lives of students and educators across the Commonwealth of Virginia. High Schools, Community College and four-year institutions participated in the weekend engineering competition.

Access

- **Fall Enrollment:** Dr. Gabriel distributed the daily enrollment report for the week of October 1 which showed a slight increase of .4 percent, but were also again in single digits. An increase should be realized from ELI in the third session as well as the second 8-week session. The VCCS average for all community colleges in the system was -2.16.

Dr. Templin followed up by saying the student success policy changes should not affect how we work with summer session, but will kick in during the Fall semester. He asked that some thought and attention be given to the Fall semester as the coming year would, in short, be different.

Analysis of Enrollment Demand

Dr. Gabriel distributed a preliminary analysis of college-wide data on enrollment demand from Fall 2010 through Spring 2013. Based on preliminary analysis it appears there will be continued demand in the following four areas: foundation disciplines/courses, NOVA required disciplines/courses, potential enrollment growth areas and STEM fields. Dr. Gabriel stated there was large and steady growth in the foundation disciplines/courses, unmet demand in the potential enrollment growth areas, and eventual high demand for SDV courses when they are mandated. He stated that campus-specific analyses would be done and could result in additional high areas of demand. The third step will include an analysis of the area industry growth and occupations connected to them.
Dr. Templin underscored the importance of looking at how the trends are affecting NOVA and the implications for next year, paying particular attention to position allocations. There is a need to look at unmet demand and fully understand where the growth areas are. In looking at the kinds of faculty that should be hired next year and how campus vacancies will be allocated, Dr. Templin suggested, for example, that Developmental Math was a strong candidate for use of the associate instructor position. He recommended a hypothesis be crafted, and possibly tested at one of the NOVA campuses. We should also be looking at growth areas at 5 or 6 community colleges, with a need to develop a point of view on unmet demand. Data analytics is an example of one field that is growing in the region. Dr. Templin called for analyses to be done on specific programs and asked that Dr. Gabriel use the data to develop some college-wide hypotheses (i.e., are we seeing less demand because there are insufficient faculty or because there is no interest).

Dr. Templin distributed a set of questions for Council members to answer:

- Where is the greatest growing demand for instruction?
- Where was there unmet demand?
- Where is there declining demand?
- Where was there excess capacity?
- What are the implications for staffing next academic year?
- What are the implications of Developmental Math and English redesign for next year?
- What are the implications of the new “student success” policy changes for next year’s staffing, in particular SDV 100?
- What is the best way to allocate vacancies and/or new positions for next year?
- Does it make sense for NOVA to consider broader adoption of the Associate Instructor role? If so, under what conditions does it make the most sense to hire new Associate Instructors?

Dr. Templin pointed out that where there is declining demand opportunities can be realized. Retooling can be applied where there is excess capacity. He called attention to having a common procedure to reach cut to students. There is also a need to analyze each campus and see where the ELI students originate.

Dr. Templin summed up the initial dialogue by highlighting that this was the start of larger and ongoing discussions geared toward making decisions before next the Fall schedule and recruiting cycle and, above all, this would not be business as usual. Vacancies will be filled only where there is growth. Dual enrollment and ELI must be more intentional, with strategies developed around growth opportunities, looking at alternative ways of in crediting and learning.

Dr. Ramsammy spoke on the state of the Manassas campus, their continuing success in maintaining high enrollment, and where innovation is welcomed and outreach is embraced by all faculty and staff. With creative class rearrangements and schedules, and rebuilding of all classrooms for the maximum number of seats, and including effective hybrid course classroom utilization, another major climb in enrollment is expected in the coming academic year.

Dr. Ramsammy explained that outreach has been and continues to be a core focus for everyone at the Manassas campus. Board members are heavily engaged and reach out on a continual basis to the local communities they represent. More than 3000 student outreach calls
were conducted in one day from a list provided by the Financial Aid office to resolve student issues.

Dr. Ramsammy indicated that they are studying the demographics in the elementary schools in order to understand who the future students will be at the Manassas campus. Data suggest that the Hispanic population is growing at the greatest rate, but with a correspondingly high dropout rate, and Manassas has a team in place to reach out to this demographic group. He described Manassas’ newly created Global Learning Center/GLC which is designed to reach out to the community to provide that support. GLC is also working with the Prince William County Schools and many community organizations to provide pathways to NOVA's workforce and into credit. He also talked about the infrastructure needed to support and retain these students and this will be a priority for the campus in the next academic year.

Manassas has an agreement in place with Prince Williams Schools to offer classes in the evenings in English and Math. Starting in January 2014, Manassas will launch “NOVA Next Door” in which students in Bristow, Haymarket or Gainesville will have the opportunity to take a variety of college classes during the afternoon and evening at their neighborhood public schools. The campus is also locking into weekend tuition discounts for courses at Innovation Center.

A key point raised by Dr. Templin was the necessity for a common procedure to reach out to students in order to predict strategic moments and create a successful communication strategy.

**Potential Impact of Federal Government Actions**

NOVA employs 19 staff who are federally grant funded, but the funds, while not available during the shutdown, were previously authorized under the 2012-2013 budget cycle and are therefore secure.

In order to be as budget conscious as possible until the Federal government returns to normal operations, Dr. Templin asked that Ms. Dimkova and Dr. Schiavelli look at each grant-funded position individually so as not to implement a one size fits all solution where a solution is needed.

More in-depth discussions will take place at the next meeting if the shutdown is still in place.

**Policies & Procedures on Advanced Standing – Credit for Prior Learning**

Drs. Hayward and Robertson explained the process on credit for prior learning, formerly referred to as advanced standing. While institutions must firstly be regionally accredited, prior learning credit generally involves nontraditional coursework. NOVA generally accepts recommendations made by the American Council on Education/ACE and NCCRS regarding credits earned in non-traditional educational/training programs (military, industry, state and federal government). NOVA also offers many other options: credit by examination, credit for evaluated training including online courses offered by low-cost organizations or for military occupations, and by portfolio.
The process of determining whether credit is appropriate is termed Prior Learning Assessment/PLA. NOVA has a rigorous process for determining whether to give credit for nontraditional learning. Discipline faculty evaluate prior learning and recommend credit. The Credit for Prior Learning Committee considers the request and if approved the request moves to the Curriculum Committee for consideration and approval and then on to the Administrative Council for consideration and final approval.

Recent credit additions include IT credit for Marine Corps MOS, course-specific credit for some StraighterLine courses, and course-specific credit for some Saylor.org courses. Soon, ADJ credit for graduates of the Northern Virginia Criminal Justice Training Academy will be considered by the Credit for Prior Learning Committee.

Recent high school graduates tend to request credit for well-known examination programs such as AP and IB. However, many students seeking credit are non-traditional and often attend part-time, delay college enrollment, work full-time, have children or other dependents, are single parents, have no high school diploma, are 22 or older or are Veterans.

At NOVA, students who wish to earn credit for life experiences do so through a portfolio process called PLACE = Prior Learning Activity for Credit Evaluation. The way NOVA applies PLACE needs to be more cost effective to students. Given that, a proposal has been forwarded that recommends charging students a flat fee for course and portfolio evaluation.

Courses for credit evaluation are evaluated by faculty members in the discipline, a process well respected in the state. Dr. Hayward pointed out that this is particularly relevant to our military Veterans. He did a study of students who could potentially take advantage of credit for prior learning and it resulted in a large huge number. Understanding how to serve adult students was mentioned as being an important feature at NOVA and a core component for success.

On the faculty side, the current PLACE portfolio model pays faculty evaluators 0.1 credits. This means full-time faculty who are teaching within their course limits receive no additional pay for evaluating a PLACE portfolio. Dr. Robertson pointed out the challenge of finding full-time faculty to evaluate portfolios. Accordingly, the new faculty evaluation structure will cost students less and will pay every faculty evaluator (full-time, adjunct, instructor, or associate professor) more than the existing model.

While Council members approved the fee changes, Dr. Templin pointed out the changes not only needed to be approved by the NOVA Board but also by the State Board for Community Colleges. He said it was important to realize that adults will be looking for free content and will want to be guided to those places, accumulate what they have learning and complete for a credential and will seek out institutions that will do that. He also indicated that this is a small piece in the credit for prior learning and that we need to identify other areas where assessments are needed.

**Shared Services Distance Learning Network/SSDL – Phase 2**

Dr. Sachs provided a draft of the SSDL Phase 2 program that will allow additional colleges to offer individual online courses and secondly to establish a process for sharing entire programs at colleges where they are not normally available, allowing the same SSDL revenue sharing as
established for individual courses. He explained that offering complete new programs online can be of significant benefit to a receiving college, even though part of the coursework and the degree/certificate must be conferred by the delivering college. Through the SSDL revenue sharing agreement, the receiving college will generate additional revenue that would not have been available if students in these new programs chose not to work through their local community college and went directly to an online college outside the VCCS. It therefore benefits all parties.

There will be one service center and it will be NOVA. The student would have to sign up and be a student at the receiving college and the degree granting college. Participating colleges will have to provide the success rates for their online courses offered through SSDL and the online teaching qualifications of the faculty teaching those courses.

Dr. Templin stated this will be good for NOVA not only at the course level but also because this is a way for colleges with declining enrollment to be sustained. He recommended that campuses with unique programs might want to look into putting them on the network.

Curriculum Committee Recommendations

Revisions of ACC 211-212 Principles of Accounting I-II: Dr. Robertson explained that on behalf of the VCCS Accounting Peer Group, NOVA's Accounting Cluster proposed revisions to ACC 211-212 Principles of Accounting I-II. As part of the VCCS reengineering project, the Accounting Peer Group was asked to create statewide learning objectives to help ensure student success in ACC 211 Principles of Accounting I, which in turn necessitated changes to ACC 212. A VCCS committee with one representative from each VCCS college and two representatives from NOVA was formed to review both ACC 211 and 212. Ms. Barbara Gershman, who chaired the committee, and Mr. John Ahmad, who chairs NOVA's Accounting Cluster, represented NOVA. The committee worked from Fall 2012 through Summer 2013.

Shortly after the committee began its work, Virginia Tech (VT) announced that its faculty were not satisfied with VCCS's ACC 212 and would no longer accept that course for equivalent credit. Instead, the entire sequence of ACC 211 and ACC 212 would be required in order to earn equivalent credit for the first course in their sequence and VCCS students would have to take VT's second course. Christopher Newport University and Old Dominion University plan to make similar changes to their Accounting courses. The changes mirror changes to the accounting profession and reflect a nationwide trend in the material covered in an Accounting principles course sequence. It is likely that other universities will follow suit over time.

Therefore, the committee rewrote the courses to correspond with VT's course content, which is roughly 50% Financial accounting and 50% Managerial accounting. The VCCS currently spends much more time on Financial than Managerial accounting. The revised sequence provides greater breadth but less depth. Students who will be majoring in Accounting at a community college or a university will gain that detail when they take Intermediate accounting. For those students who are not Accounting majors, this additional coverage will add to their understanding of analyzing and monitoring costs—essential for the success of any organization. An informal inquiry was sent to the appropriate deans at the 4 year public schools in Virginia for their thoughts on whether the changes would remain to be acceptable as transfer courses. George Mason University (GMU) answered in the affirmative.
The course revisions for ACC211 and ACC 212 were approved by the entire VCCS committee. The entire Peer Group was asked for feedback; few people responded and of the respondents, most supported the revisions. The course revisions also were shared with NOVA’s Accounting Advisory Committee.

Currently, ACC 211 and ACC 212 each may be offered in the VCCS for 3 or 4 credits, so the new course descriptions had to include the 3 or 4 credit hour option. NOVA will continue to offer the 3-credit version of ACC 211 and 212. As attractive as the increase to 4 credit hour classes may have been, the Accounting cluster decided that changing the credit hours would not be feasible for several reasons. Doing so would add to the cost of the degree for our students and would add to the number of credit hours necessary to graduate. In addition, GMU currently accepts our 6 credit hours as equivalent to their 3-credit ACCT 203 plus a 3-credit Accounting elective. Asking our students to take the sequence at NOVA for 8 credit hours that would only count as 3 credits toward a required accounting course and 5 credits toward accounting electives would be disheartening for our students as they would be limited in the other accounting classes they could complete at GMU.

The new ACC 211 will first be offered in Fall 2014 and ACC 212 in Spring 2015. A few members of the Accounting cluster are participating in pilot course development sponsored by VCCS. This ACC 211 pilot will be taught in Spring 2014.

- The Administrative Council approved the proposed revisions to ACC 211-212 Principles of Accounting I-II, to be effective Fall 2014.

Revisions of MDL 277 Clinical Immunohematology and Immunology Technique:

Dr. Robertson stated that, supported by their dean and advisory committee, the Medical Laboratory Technology faculty proposed changes to MDL 277 Clinical Immunohematology and Immunology Technique. The proposed revisions include removing serology from the course description and changing the title to Clinical Blood Banking Techniques to be more descriptive of the revised content.

Since the original course description was written, many serological screening tests have become available in kit form and are performed in the core area of the laboratory rather than the blood banking department. To offset the lack of exposure to immunology methods in the clinical setting, our students participate in the online Immunology virtual lab procedure through the Howard Hughes Medical Institute (HHMI).

Only NOVA and Tidewater Community College offer this course currently, and TCC supports the revisions. However, several other colleges have offered MDL 277 in the recent past, and several colleges have the Medical Laboratory Technology program. All will have to be contacted and their support given before I forward the course to the VCCS Deans’ Course Review Committee.

- The Administrative Council approved the proposed revisions to the title and content of MDL 277 Clinical Immunohematology and Immunology Technique, to be effective Fall 2014.
The meeting adjourned at 1:00 p.m. with the next Administrative Council meeting scheduled for Tuesday, October 8, in the large boardroom of the Fairfax Administrative complex.

**Tracking**

- Grants Program and Management – Oct 8
- Emergency Management Presentation – Oct 8
- Rationalizing NOVA's policies and procedures – Oct 8
- 2014-15 Faculty Allocation Model – Oct 15
- Update on Faculty Evaluation Plan – Oct 15
- Procurement Update
- Clery Act Follow Up