Administrative Council
April 22, 2014

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. Keri Bowman, Director of Academic Planning and Advising, Mr. Mark Mannheimer, College-wide Coordinator of Student Success; Campus Coordinators of Student Success: Mr. Titus Lane, Dr. Tanya Ingram, Mr. Wes Hillyard, Dr. Khaseem Davis, Ms. Rhonda Myers, Ms. Ruthe Brown, Director of Dual Enrollment, and English Redesign Chairs Mr. Ray Orkwis, and Dr. Susannah Givens.

Access

• **Spring Enrollment:** Dr. Gabriel distributed the spring enrollment figures for the week that showed a slight increase of 0.7 percent when compared with the same time period last year. NOVA is only one of four community colleges in the system that experienced enrollment growth; the others were Germanna, John Tyler, Piedmont and Virginia Western. The average growth for all community colleges in the VCCS was 0.74 percent and total growth for all community colleges in the system was negative 1.57 percent.

• **Summer Enrollment:** Dr. Gabriel explained that although the current summer enrollment is in negative figures, the summer also does not necessarily reflect fall enrollment figures. The expectation is that the summer figures will be around a negative 2 percent. Manassas was the only campus experiencing positive enrollment.

Student Success

• **Developmental English Redesign Preliminary Results:** Redesign Chairs Mr. Ray Orkwis and Dr. Susan Givens provided an overview of the basic structure that was implemented a little over two years ago. They shared redesign data, which included the following key points:
  o The VPT-English is placing significantly higher numbers of students into ENG 111, with less than 15% needing ENF 1 or ENF 2; and Dr. Givens and Mr. Orkwis indicated that there are concerns about the validity of the test. A small comparison study showed very little correlation between VPT and COMPASS placements, and reading levels at the ENF 1, 2, and 3 levels range from the fourth grade level to college level. In addition, data on the essay prompts show that students are disproportionately choosing one prompt over the other and scoring higher on the more frequently chosen prompt. This is continuing to occur despite the use of two new essay prompts.
Since implementation of the redesign, data also reveal a drop in success rates in the lower level Developmental English courses and similar success levels between ENF 3 and ENG 9 and between ENG 111 before and after implementation of the VPT-English. In Spring 2013, the first semester of implementation, students who had placed into ENG 111/ENF 3 had much higher failure rates than students who placed into the course on the COMPASS and students who came from Developmental English and ESL courses.

Students placing into ENG 111 and ENG 111/ENF 3 on the VPT-English are not succeeding in high enrollment courses like BIO 101, HIS 101, and PSY 201 at the same rate as students who were placed into ENG 111 and ENG 111/ENG 9 using COMPASS.

Dr. Givens and Mr. Orkwis shared data that show students who do not pass ENF 1 are generally not reenrolling in the 8-credit course. Even students who earn a grade of “R” and make substantial progress but not enough to pass and move to ENG 111/ENF 3 are not retaking the course, and they suspect the financial impact may play a role. Some of those students have the potential to move to ENF 2, which would boost students’ confidence and reduce the financial impact of failing an 8-credit course.

Dr. Givens and Mr. Orkwis presented two recommendations for improving the redesign. These were also presented to the Chancellor:

- Provide ENF 1 faculty with the option to move a select group of students from ENF 1 to ENF 2. The rationale is that while the acceleration through the developmental sequence is most successful for top-achieving students, the inability of teachers to selectively move marginal students, they must retake the entire 8 credit course over again, creating a severe financial impact and driving some away from college entirely. Dr. Givens and Mr. Orkwis presented a plan to pilot this movement from ENF 1 to ENF 2 for select students.

- Reexamine the scoring of the VPT-English so that it reflects the skills needed to succeed at each placement level and the placement process in general in light of best practices regarding assessment and placement. The rationale is that the VPT-English appears to be placing a great number of students into levels higher than those for which they are prepared, making it impossible for some students to meet the learning outcomes in a semester.

Dr. Templin recommended that Administrative Council members be given the opportunity to reflect on the recommendations and bring their thoughts back at the next Administrative Council meeting. He expressed appreciation to Dr. Givens and Mr. Orkwis for their leadership in comprehensively evaluating the Developmental English redesign.

- **Preliminary Results of GPS for Success:** Dr. Keri Bowman, Director of Academic Planning and Advising and Mr. Mark Mannheimer, College-wide Coordinator of Student Success, presented the GPS for Success preliminary results for the initial year of full implementation. They reported that the pre-process activities were key components because students that are engaged early are more prepared and successful.
GPS implementation was done in two phases. Phase one was implemented at the Loudoun and Woodbridge campuses and phase two at the Alexandria, Annandale and Manassas campuses and the number of GPS students who were retained from fall 13 to spring 14 was 79.5 percent as opposed to retention rate for GPS students of 78.9 percent for Fall12 to Spring 13.

Some areas to be focused on in the future include working more closely with financial aid in order to be more proactive in the process, refining intercampus communication and assignment processes, devising a plan for measuring the faculty involvement, better Faculty Advising Manager/FAM data collection and examination of the handoff methods between advising specialist and faculty advisor.

Dr. Templin summarized the briefing by stating that with the new policy students will be required to assess those who place into developmental must take those courses immediately. The goal line to cross is to have all processes: assessment, testing, placement and financial aid done by the first day of class. We therefore need process consistency, a clear design, and then tracking each stage, looking specifically at where we are losing students to better understand where we can make a difference.

- **Update on the Policies:** Dr. Gabriel distributed a recap of the policies mandating Developmental English and Mathematics, an explanation of the impact of the AtD policy changes on Veterans, and the execution plan for implementing the six policy changes for military students. Dr. Gabriel stated there would be heavy focus on outcomes.

**Dual Enrollment Report & Proposal**

Dr. Leidig introduced Director of the Office of Dual Enrollment, Ms. Ruthe Brown, and Coordinator for the Manassas and Woodbridge campuses, Ms. Courtney Hill, and highlighted one of the most significant accomplishments to date - the increased demand for dual enrollment. In 2014, a 16 percent increase was realized in the number of students served, 18% increase in annualized FTES with a planned growth of 20 percent for 2015, a conservative estimate, and likely be closer to 30 percent.

Growth promotion strategies are currently being crafted that assign coordinators to specific school districts and who will work with the Provosts for a “packaging” approach to school divisions which includes:

- College Entry Package: English Composition, Math for Liberal Arts or Pre-Calculus, plus SDV 100
- STEM Academy designs for 30 or more credits applicable to STEM disciplines
- HB 1184 Certification Completion Strategy by School Division: Moving more courses from AP to DE options
Some of the barriers for dual enrollment growth include a continued preference for AP over dual enrollment, sophomores not automatically allowed to participate in CTE certificate programs (auto, welding and some IT certificates), lack of good communication on dual enrollment options and testing issues requiring students to take math placement tests even if they are taking English classes, a major barrier.

More students are taking dual enrollment courses and more students taking additional courses once they participate the first time. More parents are also becoming enthusiastic, including home school parents. There are still however some NOVA deans and faculty clusters that do not support dual enrollment. Ms. Brown and Dr. Leidig will be meeting with each Provost to assist in setting their targets for next year.

The proposed dual enrollment budget was presented to Administrative Council members for approval and Dr. Templin asked that the proposal be added to the overall 2015 budget proposal. He also reiterated that it is the policy of the Commonwealth that community colleges and high schools are mandated to provide dual enrollment to their students.

Dr. Templin thanked Dr. Leidig, Ms. Brown and Ms. Hill for their successful year and major accomplishments to date.

**FY2015 Budget Planning**

Ms. Dimkova distributed the fiscal year draft budget figures and the list of special projects. The budget draft was presented in three scenarios to account for differing projected enrollment increases. The proposal includes a 5.2 percent tuition increase.

Ms. Dimkova recommended that the same level of FTEs be maintained and called for a reduction in the amount for special projects as the budget would not support the current requests.

Dr. Templin stated that while state funding allocations have not yet been decided, the college needed to move ahead with the next year’s budget planning, include the dual enrollment requests, and confirmed there would be a level of discretionary spending. He also recommended putting funds aside until the final fall enrollment figures are in.

Dr. Templin asked that the Provosts look at their special project list to ascertain those projects they feel are priorities.

**Associate in Arts in Liberal Arts English Specialization**

This agenda item was tabled until the next Administrative Council meeting.

**Institutional Memberships**

This item was tabled until the next Administrative Council meeting.
The meeting adjourned at 12:45 p.m. with the next Administrative Council meeting scheduled for Tuesday, April 29, at the Medical Education campus.

**Tracking**

- Office of International Student Admissions Proposal – April 29
- Shuttle Bus Service – an update and request for next phase – April 29
- VCCS Funding Model Task Force Recommendations – April 29
- Veterans' Issues and Organization – May 6
- Faculty Reward & Recognition – May 13
- High School Recruitment – May 13
- Assistant Dean/Program Head Compensation- May 13
- Web Discovery Session
- Education Summit Follow Up