Members Present: Vice President Bansal, Dr. Buchanan, Dr. Lorinzo Foxworth, Vice President Gabriel, Dr. Loochtan, Dr. Leidig, Dr. Ramsammy, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Dr. Elizabeth Harper, Associate Vice President for Student Services, Dr. Jennifer Lerner for Vice President Sachs, and Mr. Rick Tittmann, for Vice President Dimkova.

Dr. Templin welcomed the new Provost for the Medical Education Campus, Dr. Anne Loochtan, to the NOVA college family.

Access

• **Summer Enrollment**: Dr. Gabriel distributed the weekly enrollment figures and, while they show a negative 3.3 percent, this is better than last year. Two campuses contributed with positive figures: Manassas (1.8%) and Woodbridge (1.3%).

• **Fall Enrollment**: Dr. Gabriel distributed the weekly Fall enrollment numbers which showed a decrease of 3.3 percent. Three campuses were in positive figures: Loudoun (2.9%), Manassas (2.9%) and Woodbridge (2.2)

• **ELI Enrollment**: Dr. Gabriel distributed a new report reflecting ELI enrollment. Summer figures showed an increase of 12.8 percent and Fall enrollment is currently at a negative 1.8 percent when compared to last year.

While Dr. Templin expressed a level of concern over the Fall enrollment figures to date, he made the point that a majority of the VCCS colleges were in double-digit negative numbers for the summer, some as high as negative 17 percent, with the VCCS average of a negative 7 percent and NOVA far less at a negative 3 percent.

Student Success

**NOVA’s Student Success Plans for Submission to the VCCS**: The VCCS is requiring a 2% budget allocation from each college to create an institutional Student Success plan. NOVA already has an established Student Success Plan. Dr. Templin stated that there is no new money from the VCCS for this initiative, but the VCCS is requiring a 2% budget allocation from each college’s budget distribution. For NOVA, this 2% equates to $5M from this year’s allocation. Dr. Templin explained that each year the percentage of the College’s allocation from their annual budgets will increase by 2% per year until it reaches an 8% allocation. Therefore next year’s allocation will be 4% of our annual budget. NOVA will submit its already existing Student Success Plan for approval from the VCCS.
• **Policy Change Implementation/PCI Guidebook:** Dr. Gabriel distributed the ATD Student Success summary guidebook that will also be distributed to Academic Deans and Deans of Students. The guide is intended to provide information and assistance on the processes for the implementation of the six policy changes.

**NOVA Proposal for Select Group of Students to Move from ENF 1 to ENF 2**

Dr. Gabriel distributed a final draft proposal designed to allow faculty the option to move a select group of students from ENF 1 to ENF 2 when they have met the majority of ENF 2 entry-level competencies but have not satisfied the ENF 3 entry-level competencies.

Dr. Templin underscored the need for the pilot to be implemented consistently throughout the college and reiterated that the new option is not a policy change but a pilot program. Baseline data reflects that placing students in college level courses with support has a better overall success rate than putting them through the paces developmentally. He asked that the Administrative Council members review the proposal and report any concerns they might have to Dr. Gabriel by July 24.

**VCCS & Blackboard Plans**

Dr. Schiavelli reported that the VCCS has determined that a portion of the tuition increase approved by the State Board will be dedicated to a system-wide contract with Blackboard. The project will be implemented over a 3-year period with the System cost for year 1 being $1.9 million. The ultimate annual cost in year 3 is estimated to be $9 million. NOVA’s share of the first-year cost is approximately $580K. The first year will be a planning year for the implementation of Blackboard services for financial aid and student accounts. NOVA already uses the Blackboard support center services for our financial aid operation. The first year is to be dedicated to fully understanding the specific services to be provided by Blackboard to each college in the System and the definition of measures of success for the project. VCCS officers have indicated that the participation of NOVA and TCC is critical in this first year since both institutions already have a relationship with Blackboard. More details will be forthcoming as the project progresses this fall.

**Deferred Action for Childhood Arrivals/DACA Update**

Dr. Elizabeth Harper, Associate Vice President for Student Services and Enrollment Management, gave an update on Deferred Action for Childhood Arrivals/DACA, a Presidential Executive Order put into place June 15, 2012 that provides lawful presence for undocumented persons under the age of 31 who arrived in the U.S. before their 16th birthday, are in high school or have graduated from a U.S. high school or GED program, and have met certain other requirements. A ruling by Virginia’s Attorney General in April, 2014 allows individuals with DACA status to establish Virginia domicile and thus pay in-state tuition. Students must follow normal processes to establish domicile and must have had their DACA status approved for one year
before the start of classes. DACA eligibility status is good for two years and may be renewed. The earliest in-state eligibility for young persons in this category was the summer of 2014.

Dr. Harper explained that students in this status are not eligible for Title IV funds and are currently not eligible for state aid but the latter is currently under review. There are approximately 8,000 Virginia residents in the DACA category and early indications are that approximately 200-250 students will register for fall 2014 NOVA classes. Campus registrars are tracking the number and outcome of DACA domicile appeals.

At Dr. Harper’s request, the Council also approved a streamlined domicile appeal process to reduce the levels of appeal from four to three, ending with a Domicile Appeal Committee composed of the chair of the Deans of Students Council, the lead Dean for the Enrollment Services Work Group, and the Associate Vice President for Student Services and Enrollment Management.

**Administrative Council Retreat – August 5**

Dr. Templin stated that the August 5 retreat will focus on the College’s Strategic Plan. He reminded the Council members to forward their 2014-15 unit goals.

He would like the Retreat to be a reflection and discussion about areas where momentum has been created and a discussion of ideas and goals to continue the College’s forward movement. Another focus of discussion will be how NOVA’s goals will be aligned with the VCCS 2021 Strategic Plan.

He stated that in October the Administrative Council and other key stakeholders from the College will join the NOVA Board at their Retreat where they will be part of the update of the College’s Strategic Plan.

Dr. Templin and Dr. Cabrera of George Mason University made a joint presentation on July 22 to the State Council of Higher Education (SCHEV) on the changing demography in education in Northern Virginia. He stated that NOVA’s graduates who transfer to Mason have an 81% completion rate earning the baccalaureate within three years of transfer from NOVA.

**Curriculum Committee Recommendations**

The following items were reviewed and approved by the Curriculum Committee at its May 1, 2014, meeting and presented to the Administrative Council for final approval:

**200-level Literature Courses**

As requested by counselors and other advisors, the English Cluster listed those courses that they believed should be approved to meet the requirement in transfer degrees for a 200-level literature course. These courses ensure that students will have a comprehensive view of English literature and courses will transfer as literature electives. All of these courses transfer to George Mason University as 200-level literature courses or literature electives. The following courses were recommended for approval as NOVA 200-level literature courses:
ENG 230 - Mystery in Literature & Film  ENG 253 - Survey of African-American Lit I
ENG 236 - Introduction to the Short Story  ENG 254 - Survey of Afro-American Lit II
ENG 237 - Introduction to Poetry  ENG 255 - Major Writers in World
ENG 241 - Survey of American Literature I  Literature
ENG 242 - Survey of American Literature II  ENG 256 - Literature of Science Fiction
ENG 243 - Survey of English Literature I  ENG 257 - Mythology
ENG 244 - Survey of English Literature II  ENG 267 - The Modern Novel
ENG 245 - Major English Writers  ENG 270 - Non-Western Literature in
ENG 246 - Major American Writers  Global Context
ENG 249 - Survey of Asian American  ENG 271 - The Works of Shakespeare I
Literature  ENG 272 - The Works of Shakespeare II
ENG 250 - Children's Literature  ENG 273 - Women in Literature I
ENG 251 - Survey of World Literature I  ENG 274 - Women in Literature II
ENG 252 - Survey of World Literature II  ENG 276 - Southern Literature
ENG 279 - Film And Literature

Revisions to Early Childhood and Infant/Toddler Career Studies Certificates
The Early Childhood Cluster proposes changes to the curricula of two career studies certificates. These revisions were proposed in response to a recommendation by the VCCS Early Childhood Peer Group that VCCS colleges offer a common early childhood career studies certificate program. NOVA faculty recommended eliminating the “CHD 167 CDA Theories and Applications: Resource File or elective (3 credits)” requirement for the Early Childhood and the Infant/Toddler career studies certificates. In addition to maintaining consistency with other VCCS programs, the revisions reduce the number of required credits for each program from 19 to 16 credits. The revisions were supported by the advisory committee and Head Start will accept the program.

General Education Council as Official Committee
Since 2011, the Council for General Education has, with Administrative Council approval, provided oversight and guidance for all matters related to general education at the college. Although the group has been working for three years, it is not currently listed in the Faculty Handbook. As the work they do with general education is important to the faculty across disciplines, especially with the renewed focus on effective college-wide advising, the Council wished to establish a more visible presence. This would start with a listing as an official committee in the Faculty Handbook and changing the committee title to “General Education Council” rather than the more formal “Council for General Education.” While the Council was conceived as an independent committee, most of its recommendations are forwarded to the Curriculum Committee for final approval.

The Curriculum Committee supported adding the following committee purpose statement and membership to the Faculty Handbook:

The General Education Council provides oversight and guidance for all matters related to general education at the college. The Council promotes understanding within and beyond the institution of the criticality of general education as part of collegiate learning as well as the importance of general education in achieving the college’s General Education Goals. The Council makes recommendations for the improvement of the overall purpose, structure, and quality of the college’s general education program and the extent to which NOVA degree graduates attain the
broad-based competencies they need for success in further education, employment in their
career fields, and informed and committed involvement in their communities. The Council
provides assistance to disciplines and programs seeking to have new or existing courses
approved for the list of General Education electives, offering guidance on course content
summary writing and updates, and mapping course goals to General Education goals. The Council recommends the addition of courses to be accepted as General Education electives and
removal of courses from that list. The Council promotes assessment of general education goals. The Council reports to the Executive Vice President.

**CST 229 as “Other” General Education Course**
The General Education Council supported the CST faculty’s proposal to approve CST 229
Intercultural Communication as an “Other” General Education elective due to its strong
emphasis on culture. In 2002, SACS specifically stated that it is not a Humanities/Fine Arts
course because its primary purpose is to teach the skill of oral communication. However, it does
transfer well and has been mapped to show support for several General Education objectives.

**World Language Courses as “Other” General Education Courses**
The General Education Council supported the World Languages faculty’s proposal to approve
several 100-level world language courses as “Other” General Education electives. The courses
are ARA 101-102 Beginning Arabic I-II, ARA 111-112 Conversation in Arabic I-II, CHI 101-102
Beginning Chinese I-II, CHI 111-112 Conversation in Chinese I-II, FRE 101-102 Beginning
French I-II, FRE 111-112 Conversation in French I-II, GER 101-102 Beginning German I-II,
GER 111-112 Conversation in German I-II, SPA 101-102 Beginning Spanish I-II, and SPA 111-
112 Conversation in Spanish I-II. Although all of these courses primarily develop students’
language skills, they also include much information about the cultures where the language being
studied is spoken. The courses address several of the College’s general education objectives.

**Respiratory Therapy Competitive Admissions**
The Respiratory Therapy faculty requested permission to initiate a competitive admissions
policy. The program is accredited for and accepts 25 students per cohort but averages 60
applicants; more interested students do not apply once they learn that the slots have already
been filled. Each year, 5 – 10 students per cohort drop out. The program’s accrediting body
requires that attrition be below 40%. Currently, admissions are based on when applications
were mailed. In 2012 and 2013, the class was filled by the end of the first day when applications
could be mailed, and faculty expect this trend to continue. The only way a student can enhance
his or her chance of acceptance is to stand in line at the post office at midnight. Students with
transportation difficulties or who live in unsafe areas are at a disadvantage. Competitive
admissions would be effective for the cohort entering Respiratory Therapy Fall 2015.

**Radiography Replace Interview with TEAS for Competitive Admission**
In an effort to reduce attrition, the Radiography faculty proposed replacing the interview process
with objective testing as part of the competitive admission process. Already used for admission
to our Nursing program, the Test of Essential Academic Skills (TEAS Test) is a standardized,
170-question multiple-choice exam offered by the Assessment Technologies Institute, LLC. The
test covers English and language usage, reading, math and science, all of which are important
for Radiography majors. It is also diagnostic, providing remediation advice to students who need
it. Sample tests are readily available. The TEAS test was recommended since many
radiography programs within the VCCS are currently administering this test as a prerequisite for
entry. The initial cut score would be 70% correct. Students who score 70% or more would be
considered for the Radiography program; students would not earn more points toward
admission with higher scores. The TEAS test would be used for competitive admission beginning with the cohort entering Radiography in Fall 2015.

**Dental Hygiene Require TEAS as Prerequisite for Competitive Admission**
For the past several years the Dental Hygiene program has used a “B” in NAS 161 and 162 along with past dental assisting experience as a component of the competitive admission policy. As with the Radiography program, the faculty and advisory committee discovered a need to use an objective measure to help determine which students are most likely to succeed in the program. The faculty recommended using the TEAS test as a prerequisite for competitive admission. Dental hygiene faculty recommend a cut score of 75% to qualify for admission. Use of the TEAS test would be effective for the cohort entering the Dental Hygiene program in Fall 2015.

**Marketing Program Review Report**
Unique to the Annandale Campus, the Marketing AAS degree is designed for persons who seek full-time employment in areas involving the marketing and distribution of goods and for those presently in these fields who are seeking promotion. It has three specializations and four career studies certificates. Several of these programs can be completed through ELI. Since the 2001 Program Review, the Program has continued tracking industry trends, adding new courses, degrees and certificates, along with offering a student scholarship each year funded by various individuals and local companies. The Curriculum Committee recommended approval of the Marketing Program Review Action Plan. None of the Recommendations requires funding; one requires that the assistant dean request data from OIR.

The Administrative Council approved all of the recommendations described above with the caveat that when Curriculum Committee recommendations come to the Administrative Council with college-wide budgetary implications that the Dean for that discipline and the campus Provost be present at the Administrative Council meeting when those requests are presented for approval.

**Tracking**
- Administrative Council Retreat – August 5
- Chancellor’s Retreat – August 12-13
- CETL Advisory Committee – August 26
- Campus Safety Blue Call Box Proposal – Sept 23
- Veterans’ Issues and Organization
- Web Discovery Session
- Student Learning Outcomes