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

Guests: Dr. Jennifer Lerner for Dr. Sachs and Mr. Rick Tittmann for Vice President Dimkova.

Access

- **Fall Enrollment:** Dr. Gabriel distributed the weekly enrollment figures that showed a negative 2.0 percent decrease when compared to the same time period last year. Two campuses contributed with positive enrollment: Loudoun (4.6%) and Manassas (3.5%). He suggested that the six policy changes should help translate into increased retention for the Spring semester.

Student Success – Retention

- **Campus Initiatives:**

  Alexandria is focusing on student success by looking at preliminary data on the VPT and the ENF class success rates. They have a tutoring center in place called the Academic Center for Excellence/ACE where one-on-one sessions are offered. The campus Writing Center targets specific courses such as biology to help students acquire the necessary course specific reading and writing skills to make them successful. Brown bag tutorials are also offered and targeted to specific audiences.

  Annandale is focusing on the retention of non-GPS students. The Center for Academic Assistance will lead this initiative, called "Complete in 3", by reaching out to students who have completed 45 or more credits. Staff will invite students into the Center and assist them in completing a degree audit, connecting them with a faculty advisor, connecting with student support services and getting them on track to graduation.

  Loudoun has employed a retention committee that is implementing a wide variety of strategies. Two of the most important are a peer success center staffed by both students and first-year advisors to help students on time management, test taking skills, organization and engagement and the launch of “It Matters Campaign” to explore important factors for both students and faculty such as students attending the first day of class and faculty engaging students from the very first day. As part of this campaign, faculty will be encouraged to emphasize and tweet about retention. The initiative will be branded with t-shirts and with messages on why it matters to visit your advisor, join a club, and study effectively.
**Manassas** has retention as the number one focus and Dr. Ramsammy has tasked the departments to develop retention ideas, including actions to keep students engaged. Manassas is looking at expanding programs that are doing well in addition to exploring and evaluating weak areas that have a high dropout rate. The campus has brought in a cohort of highly trained George Mason graduate students to tutor NOVA students in math and science disciplines. Evening and weekend advising has been instituted to include the full array of services at the main campus and Innovation Park Center (MIP). Currently, the campus is moving and rebuilding laboratories and lecture classrooms to make room for specialized tutoring centers, including the Khan Academy and a biology dry lab. The Khan Academy is a non-profit organization that provides students the opportunity to use an extensive virtual library of college-level math and science tutorials that may be accessed from any electronic device. The Biology Center will allow students to work on models outside the laboratory with the support of tutors.

**MEC** employs a two-pronged approach for early intervention to provide early alerts and support services to retain students before they fail out of a course. Students are referred to tutors early on if they fail just one exam. As of October, 36 nursing students were referred by faculty for help. They are also working to get students with problems referred early on to NOVACares such as the nine homeless students currently studying at the MEC and receiving support through NOVACares.

**Woodbridge** created a newsletter called *Catapult* and a new campaign entitled “Got Your Spot” have been implemented to provide students with information on campus events and activities and important registration dates and information to help get them registered and the next semester paid for before the end of their current semester. This campaign includes multiple communication approaches to students, faculty and staff, and faculty have been provided a script to assist them. GPS advisors are tracking their students to make sure they are registered. The campus financial aid manager has developed a list of enrolled students with outstanding college debt to help them work through a process of repayment so they can register for the next semester. They are also reaching out to students who were awarded financial aid but did not complete the application forms on time. The title for the newsletter originated from the idea that NOVA is a launching pad to propel students to higher education, rewarding employment and bright futures.

**ELI Initiatives** include an outreach program for students who have received a D, F or W in an ELI course with student success coaches reaching out to let them know about what support services and resources are available to help them succeed. ELI’s Early Alert program also identifies students who may need extra attention, and student success coaches work with them to help support their success. ELI also continues to expand offerings of OER courses (courses with no textbook to purchase), including having launched a complete OER Associate’s degree. OER courses support retention because all students have access to the course materials from the start of the course. ELI is also expanding co-curricular activities: social media to engage students in various activities and an expanded virtual student union being launched in the Spring to connect and engage students with other ELI students. They are also looking at the possibility of degree progress audits for students doing a significant amount of coursework online to ensure they are taking the right courses and finishing on time.
Dr. Templin reiterated the need to look at the role of the first-year advisors from the initial focus of onboarding students and getting them class ready to the second stage of putting in support structures to build out the rest of the system and ensure that students graduate. He also asked that the Provosts look at whether it was now time to broaden the policy application to other student demographic groups.

- **Workforce Initiatives:** Dr. Foxworth reported that Workforce Development is looking at course schedules and student demographics to determine how many students start and how many continue, in addition to examining the reason a course is cancelled. They are looking at better marketing to the campuses with low enrollments, particularly in the core courses, and encouraging students to register in more than one course to be more fully engaged and connected to the institution. Dr. Foxworth distributed their newest corporate training brochure that provides information on customized training to workforce clients: local banks and businesses, the federal government, Chambers of Commerce, Healthcare systems and the military.

Dr. Templin suggested that in preparation for the conversations on retention there is the need to establish a baseline to define success and, secondly, a conversation initiated on the student move from noncredit to credit programs.

- **Satisfactory Academic Progress & Retention:**

Dr. Templin began a discussion on the issue of satisfactory academic progress and the lack thereof that affects the student’s ability to receive financial aid and translates into the loss of many NOVA students. Late grades also throw a “monkey wrench” into the entire process and he asked that Dr. Schiavelli look into areas that affect retention and need to be addressed.

**Student Success – Retention**

- **Impact of Policies Changes:** Dr. Gabriel distributed a preliminary early analysis of the impact on enrollment as it relates to the policy changes implemented in the Fall. Enrollment in Developmental Math, English 111, and SDV 100 all increased with decreases in Developmental English likely due to the change in the placement test.

Dr. Gabriel explained the point-in-time headcount comparisons from Fall 2013 to Fall 2014 that showed the number of students enrolled in the first day of classes in Fall 2014 was higher by almost 200 students. No definitive statement can be made yet on the results of on-time registration until another round of analysis is completed. Currently it appears that the net effect translates to a loss of approximately 150 students.

**Status Report on Vice President of Workforce Development Search**

Dr. Schiavelli reported that the preferred candidate rejected NOVA’s offer and the search committee is now returning to the pool of candidates.
Other:

Dr. Templin pointed out the remaining three Administrative Council meetings to take place before the end of the calendar year and three goals that needed to be addressed: student success, retention and the budget. In the context of the budget he called for a recasting and modifying of this year's budget to look at critical HR positions; salary increases for classified staff and adjunct faculty; and, the Reward and Recognition pool. In addition, he called for the redistribution of faculty vacancies and consideration of other big issues that might require additional resources.

Tracking

- Faculty Vacancies & Distribution – December 2
- Report on College Central Network & Student Employment
- FY15 Budget Recast Based on Enrollment – December 9
- FY16 Budget Reduction Planning – December 9
- Policies Project Report
- CETL Advisory Committee
- Veterans' Issues and Organization
- Web Discovery Session