Members Present: Dr. Buchanan, Ms. Calobrisi, Vice President Dimkova, Dr. Foxworth, Vice President Gabriel, Dr. Hill, Dr. Leidig, Dr. Loochtan, Dr. Ramsammy, Dr. Sachs, and Acting President Schiavelli.

Guests: Dr. Sheri Robertson, Associate Vice President for Academic Services.

Enrollment Report

Dr. Gabriel distributed the summer weekly enrollment figures that showed a negative 7.9 enrollment decline. He reported that enrollment would likely be around negative 5 percent by the end of the summer. Dr. Gabriel distributed the weekly Fall enrollment figures to date which showed a negative 4.8 percent when compared with the same time period last year.

OIR is initiating actions now for Fall semester to include micro targeting to specific groups. They will develop an algorithm to look at students who were enrolled last semester but dropped out and students who have shown interest in NOVA but did not register. Micro targeting was done previously on 3,000 students and out of the past group selected, 25 percent ended up registering and paying for classes. Dr. Gabriel will devote the next several Administrative Council meetings to actions that will be taken to increase enrollment.

Retention issues were discussed with agreement on the need to keep and connect students to the right classes and for campuses to manage class schedules. Dr. Schiavelli called for data on fall to fall retention by campus for discussion at the next meeting.

Curriculum Committee Actions

The following items were reviewed and approved by the Curriculum Committee and presented to the Administrative Council for approval:

- Expand Engineering AS and Specialization to Loudoun:

  With the support of the Annandale, Alexandria and Manassas Campuses, the Loudoun Campus requested the expansion of the Engineering AS program and its Electrical Engineering specialization to the Loudoun Campus. The campus already has permission to offer the 100-level introductory engineering (EGR) courses, as well as EGR 245 Engineering Mechanics-Dynamics. Of the students currently placed in the Engineering AS, 220 identify Loudoun as their home campus and 63 students placed in the Electrical Engineering specialization identify Loudoun as their home campus. Among students who are program placed in either Engineering or the Electrical Engineering specialization and have chosen Annandale or Manassas as their home campus, over 50 have home addresses in communities that would be considered part of the Loudoun campus's service area. Of the students enrolled in Spring 2015
200-level math and physics courses at Loudoun, 66% are placed in the Engineering program. Requiring those students to travel to Annandale or Manassas to take their required EGR courses may deter some students from choosing engineering as a major at NOVA or push students to transfer to a four-year school before completing their AS at NOVA.

The campus plans to hire an EGR faculty member who is qualified to teach both the entry-level and the 200-level EGR courses. Several other members of the Loudoun Campus full-time and adjunct faculty have engineering degrees and are credentialed to teach EGR courses. The campus is equipped with the resources needed to successfully offer engineering courses.

The Administrative Council approved the expansion of the Engineering AS degree and its Electrical Engineering specialization effective Fall 2015.

- **NYU Exams for World Language Credit:**

  Many NOVA students are proficient in languages not currently taught at any of our campuses. At present, students can earn credit by taking tests through CLEP, AP, IB, or SAT Subject Tests but these assessments have very limited language choices. With the support of the World Languages Cluster and deans, two Spanish faculty members researched world languages proficiency assessments.

  The faculty reviewed four major world language assessments. For each assessment, they considered a description of the test, cost, convenience, and how many languages it can assess. Presenting their findings to the World Languages Cluster in August 2014 and to the Credit for Prior Learning Committee in November 2014, the faculty provided a description of each test, noted the cost, listed the languages available for testing, explained the pros and cons, and indicated recommendations. The Cluster accepted the faculty recommendation to offer credit for New York University (NYU) tests because there are 53 languages for which they can assess the listening, reading, and writing learning outcomes and objectives of our 201 and 202 levels of world languages and do so within a cultural context. It is also reassuring that UVA accepts NYU exams. At its November 2014 meeting, the Credit for Prior Learning Committee approved this proposal to give world language credit for certain scores on the NYU exams.

  This option is intended for students who were educated in a different language and are almost certain they can pass the test for their language. Students would be required to take the tests at a testing center where the exams would be proctored. Faculty anticipate no more than 20 students per academic year requesting this exam at NOVA.

  The Administrative Council approved the use of New York University world language exams for advanced standing credit, effective Fall 2015.
• **Professional Writing for Business, Government and Industry Certificate Revisions:**

The English faculty and their deans recommended several changes to the Professional Writing for Business, Government and Industry certificate. According to the Fact Book, this certificate offered on all 5 comprehensive campuses produced only 3 students per year each year from 2008-09 through 2011-12. The faculty believe that there is a market in our region for this program, so rather than ask to discontinue it, the English Cluster created the Professional Writing Committee to research the problem and recommend revisions. The committee included English faculty from each of the comprehensive campuses, as well as a member of the Communications faculty.

Proposed changes and the rationale for each are the following:

- **Change the name of the Certificate to “Professional Writing Certificate.”** The shorter name is considered more professional and more marketable.
- **Maintain the current total number of credits for the certificate, but create a three-tier structure for advising purposes.**
- **Expand the pool of courses that qualify as Professional Writing electives to allow students to prepare for specific areas of professional writing, including appropriate courses from other disciplines.**
- **Replace CST 115-Interpersonal Communications with CST 227-Business and Technical Communications.** This change originated with the CST faculty in response to the Committee’s request for suggested changes to the certificate program. In addition to having more closely related content, the Committee notes that CST 227 is offered more frequently and on all Campuses and through ELI.
- **Drop ENG 297-Cooperative Education as a choice and make ENG 290-Coordinated Internship a Professional Writing Elective, requiring students to take ENG 298 Seminar and Project.** This will allow students who have an internship opportunity to take advantage of it, but those students who are already working as professional writers can complete a project that is useful for them.

The Administrative Council approved the revisions proposed for the Professional Writing for Business, Government and Industry Certificate, to be effective Fall 2015.

• **Diagnostic Medical Sonography Revisions:**

The DMS faculty recommended several revisions of the Diagnostic Medical Sonography AAS curriculum. These changes, requested in response to results of student learning outcomes assessments, restore some of the original curriculum and are designed to give students more background in breast sonography and sectional anatomy. To accommodate the addition of DMS 217 Sectional Anatomy Laboratory (1 credit) and DMS 243 Breast Sonography (1 credit), the faculty recommended replacing the 4-credit PHY 101 Introduction to Physics I with a 2-credit Acoustical Physics course. The Allied Health Division is working with the physics faculty and dean of the Manassas Campus Science and Applied Technologies Division to create the Acoustical Physics course. However, for now it will be offered as a PHY 295 course; the physics faculty will request an official course number if the course is successful.
The Administrative Council approved the revisions proposed for the Diagnostic Medical Sonography AAS, to be effective Fall 2015.

- **Health Information Technology Career Studies Certificate Revisions:**

  The Health Information Technology (HIT) career studies certificate requires 8 Health Information Management (HIM) courses. The HIT faculty and their dean proposed replacing all of the HIM courses with HIT courses that are similar but that emphasize technology rather than management. Because several years ago NOVA proposed changing HIT to HIM, in several cases the courses have the same number, title, and course description although the content summaries may differ somewhat. Now the Division of Allied Health offers both HIT and HIM, so proposed that the HIT career studies certificate include HIT courses.

  The Administrative Council approved the revisions proposed for the Health Information Technology career studies certificate, to be effective Fall 2015.

**PCI Expectations for 2015-16**

In response to a request from Dr. Schiavelli to craft expectations for the use of funds dedicated to student success initiatives, Dr. Gabriel distributed two drafts: program-level expectations; and, expectations regarding the use of resources.

Suggested program-level expectations were:

- Deliver student services with minimal intercampus variation so that students receive the same quality and level of service at each campus for each policy change.
- Deliver improved orientation sessions and give special attention to ensuring continuous improvement.
- Engage in good coordination among policy change implementation managers on content and delivery of services working closely with their respective campus teams.
- Reach campus-level targets for each of the six policies, including the numbers of students who should participate in orientation. Campus targets will be provided by OIR.

Suggested resource use expectations were:

- Keep campus allocation levels the same for 2015-16.
- Develop more effective protocols for expenditure tracking.

Dr. Schiavelli suggested that while campus needs can be retained, they should also be integrated into a college-wide structure, concentrating on delivery of services to make students class ready and not the addressing the entire two years all at once. The concept of “one NOVA” is important.
FY2016 Discretionary Allocations and Methodology — final allocations

Ms. Cline distributed the campus discretionary budgets, the methodology of which was approved by the Budget Advisory Committee, and is the same methodology employed in past years. Three steps were designed and used to determine the final funding: 1) determining the program mix; 2) determining average allocation percentage by campus; and, 3) final reallocation of the discretionary funding based on all of the data collected. Ms. Cline stated that an analysis using a 3-year average on the discretionary budgets will also be done next year to get a better overall calculation of the funding needed.

Dr. Schiavelli asked that a discretionary budget be drafted for a reallocation based on FTES for a final budget decision on June 9. He will send out the two campus funding models this week for Council member review.

FY2016 College Budget — final draft

Council members approved the final FY 2016 college budget of $272,018,926.

In summary of all of the budget discussions, Dr. Schiavelli highlighted the need for a discussion on the new funding model. While funding will remain constant, the distribution will be changed, with more funding specifically targeted each year to student success and with data required to demonstrate results of the college’s student success initiatives. He also again asked that Provosts think over the next five-year period about the use of more part-time P3 employees instead of relying solely on P14 employees as the use of P3 employees offers benefits that the P14 status does not. In addition, the use of P14 employees is intended for a finite period of time and employing so many at NOVA may be considered exploitive.

June 9th Meeting

Dr. Schiavelli reported that the agenda for the Council member only meeting would be sent out to Council members.

Other

Dr. Schiavelli asked that Dr. Sachs and Ms. Calobrisi put a plan together on OER resources in a way that provides college ownership and control over the plan.

College Recorder: Ms. Norie Flowers