Administrative Council Zoom Meeting
October 20, 2020
10:30-12:30

Members Present: Vice President Dimkova, Vice President Gabriel, Dr. Haggray, Dr. Hilbert, Dr. Hill, Dr. Knights, President Kress, Dr. Leidig, Dr. Lynch, Vice President Partridge, Dr. Reaves, Dr. Robertson, Vice President Villagran-Glover

Standing Guests: Mr. Allen Sinner, Deputy CIO, Ms. Charlotte Calobrisi, Associate Vice President of Human Resources, Ms. Corinne Hurst, Executive Office Manager, Ms. Lindsay Mills, Executive Assistant and Recorder

Guests: Dr. Alison Thimblin, Dr. Tamara Warren-Chinyani and Ms. Emily Miller - QEP Development Team

SACSCOC – QEP Update

Dr. Tamara Warren-Chinyani and Emily Miller (co-chairs) and Dr. Alison Thimblin (resource) provided an update on the development of the QEP. A draft document of the QEP was shared with Administrative Council for feedback. The document follows the format suggested by SACSCOC. Since the QEP has not yet been fully developed, it is not a complete draft.

Dr. Thimblin reviewed the suggested steps for QEP development, as outlined in the SACSCOC Handbook for Institutions Seeking Reaffirmation (pp. 32 – 40). The QEP Development Committee started meeting in August 2020, continuing the work done last year by a subcommittee of the SACSCOC Steering Committee. The Development Committee is currently refining student learning and student success outcomes, in an effort to further focus the QEP.

Dr. Warren-Chinyani discussed the focus of the QEP, specifically improving student academic success through equity-based and culturally inclusive focused classroom practices and supplemental instruction. The QEP does not have a title yet, but this will emerge as part of the development process. The high-level outcomes include (1) improving student learning in foundational math and English courses; and (2) reducing equity gaps in foundational courses. The QEP Development Committee is currently working towards identifying the specific student learning and student success outcomes that will be assessed as part of the QEP.

More focused outcomes are necessary for the QEP. The QEP Development Committee investigated the success data for "foundational courses" (those with high enrollment and satisfying a requirement for many programs of study) and identified eight courses with low success rates or equity gaps. Three of these courses, ENG 111, MTH 154 and MTH 161, are instrumental in the success of all NOVA students. The learning outcomes for the QEP will be directly tied to the Student Learning Outcomes already established for these three courses. The student success outcomes are still being developed and will focus on success in the foundational courses.

As a result of the research conducted by the Development Committee, High Impact Practices and elements of supplemental instruction will inform the actions to be implemented as part of the QEP. By December 2020, the QEP Development Committee will have completed the first draft of the QEP document, including refined outcomes, proposed actions to be implemented, recommended resources needed for implementation, and an assessment plan. The draft will be shared with the College for feedback in January 2021.

Performance Based Funding Model Overview

Dr. George Gabriel and Vice President Ina Dimkova presented how Performance Based Funding is distributed to colleges by the Virginia Community College System (VCCS). VCCS allocates funds to all 23 community colleges based on enrollment (80 percent of the budget) and performance (20 percent of the budget).

Performance Based Funding is based on the following five metrics: Complete College-Level Math or English; Retained for One Year and Two Years; Retained with the Required Number of Credit Hours and Grade Point Average; Earn Awards (Degrees, Diplomas, and Certificates); and Transfer with 16 or More Credit Hours.

For each in-state student who achieves these metrics, the college receives 0.5 point and in some instances 1.0 points. The points are totaled for each college to determine their allocation of Performance Based Funding. Once the points for each VCCS institution is determined, 20 percent of the VCCS budget is allocated based on the number of points each college attains.

Approximately $71.5 million was allocated in 2019-2020 by VCCS for distribution to the colleges. This is 20 percent of the total VCCS budget. Based on the points, NOVA received 30 percent of $71.5 million which equates to approximately $21 million.

Ms. Dimkova suggested it will be beneficial for the Administrative Council to review the performance funding model to analyze areas of opportunities and to discuss strategies worth implementing to improve results. She went on to explain it's imperative to assess every performance we are measured by as the Chancellor has requested a review of all the metrics of this performance-based budget. This review, she explained, was supposed to take place in the summer of 2019, but was postponed.

Dr. Kress stated it would be valuable to have a discussion, beginning with the deans, regarding the relationship between student enrollment and retention and the College's budget as it exists beyond tuition. Dr. Kress also reiterated how performance aligns perfectly with the QEP, NOVA's KPI's as well as the work being done with Achieving the Dream.

Curriculum Committee Items

Dr. Sheri Robertson provided the Administrative Council with the following proposals for their review and approval:

1.) Database Specialist CSC Revisions:

- Remove ITP 100 (3 cr). It is no longer a prerequisite for ITP programming courses and the concepts are covered in programming courses.
- Remove MTH 154 (3 cr). It was only in the CSC because it is a pre-/co-requisite for ITP 100.
- Add SDV 100 or 101 (1 cr). Students who do not already have a degree must take SDV before enrolling in the 16th credit.
- Add a 4-credit programming elective. Specific choices will be listed in a footnote in the curriculum layout. Any programming course will work because students need to understand the programming needed to manipulate a database.
- These revisions reduce the total number of credits from 18 to 17.

Because the CSC can be plugged into the IST AAS, the faculty will consider making related changes to the AAS.

2.) Reduce Credits for ARA and CHI 101-102

- The World Language faculty and the Liberal Arts Pathway Council recommend reducing the number of credit hours for ARA 101-102 and CHI 101-102. NOVA offers other beginning world language courses for 4 credits per semester, while ARA and CHI are offered for 5 credits per semester because students must learn new characters as well as the languages themselves. The extra cost and additional class time are barriers to some students. Further, the courses usually transfer for either 3 or 4 but not 5 credits each. The faculty acknlowledge that it will be difficult for students to gain reading and writing proficiency with the reduced time, so the faculty do NOT recommend reducing the credits for Intermediate ARA or CHI—currently 4 credits each versus 3 credits for other world language Intermediate courses. The faculty also plan to modify the course content summaries to include only student learning outcomes the are truly needed.
- The committee also discussed the declining enrollment in world languages nationwide and at NOVA. Dr. McClellan noted that offering them through NOL has helped our world language enrollment.

3.) Reinstate ENG 273 Women in Literature I

- The English faculty and the English and Deaf Studies Pathway Council recommend adding ENG 273 Women in Literature I to the catalog. Offered in the past as one of many literature electives, the course had a 10-term total enrollment of 76. It generally would transfer, although not always as an equivalent course and not to met general education requirements.
- A one-semester Women in Literature course is being developed as part of Transfer VA; it will become ENG 273. As part of Transfer VA, most literature courses will become a single semester rather than a 2-semester sequence. This, combined with a promise to schedule courses in a rotation across all comprehensive campuses may

lead to satisfactory enrollment in the course. The course meets the Mason Common Core: Literature requirement and transfers in some form to several Virginia universities, and transfer will improve with Transfer VA collaboration.

- In addition, the course responds to the call for courses that increase the diversity of NOVA offerings. Although some other literature courses may include female authors, this is the only course that specifically teaches students about female authors and has students read a wide range of female authors.

Without objection, the Administrative Council unanimously approved the proposals as outlined.

Strategic Enrollment Management (SEM) /Ruffalo Noel Levitz (RNL) Summit: Recruitment & Retention

Dr. Villagran-Glover shared an update with the Administrative Council following the second Strategic Enrollment Management summit with Ruffalo Noel Levitz on September 15 and 16. She outlined the goals, recommendations and immediate next steps such as the opportunity to create a ONE NOVA virtual structure by leveraging the efforts put forth through the seven taskforce teams developed in spring 2020 in response to COVID-19. Other areas of focus are:

- Recruitment – NOVA Virtual On-Campus Events
- Virtual Information Sessions
- Campus Informational Videos
- Communication
- Social Media Audit
- Organizational Structure/Staffing

In addition, Dr. Villagran-Glover shared the results following the launch of Signal Vine (texting tool). The launch date of Signal Vine was October 6 and of the 6,963 prospective students, 2,713 responses were received. Amongst the 38% response rate, three main inquiry categories included financial aid, advising and application status and holds.

Ad Hoc Holds Group Action Plan

Dr. Lynch provided the Administrative Council with the Ad Hoc Holds group action plan which outlined the recommendations for the review of holds and service indicators as well as the suggested leads for each recommendation.

Ms. Dimkova stressed the importance of communicating these recommendations and action steps to the individuals on the front lines to ensure they understand the process and expected outcomes.

Professional Development Committee Survey

Dr. Leidig led the brief discussion by referencing NOVA's Professional Development Committee's survey which has been created in order to uncover areas of opportunity for growth, expansion of knowledge and additional workplace training. This comprehensive needs survey would be distributed to faculty and staff in order to obtain feedback on their values, interests and recommendations for professional development opportunities that could be implemented.

One area in question Dr. Leidig wanted to address with the Administrative Council was the tuition assistance portion of the survey. Tuition assistance currently stands at $1900 per individual per year, which was established years ago, and the annual assistance fund is exhausted each year. The $1900 figure was set when the average cost for graduate school tuition and fees was lower. Some employees have asked for more assistance with meeting the full cost of a course. After some discussion, the Administrative Council agreed that the question should be on the survey.

A few suggestions were offered to enhance the survey. Dr. Kress would like to list "Health and Wellness" as a development opportunity for faculty and staff. In addition, Dr. Hilbert requested campus and classification information be listed. Lastly, Dr. Lynch recommended asking if faculty and staff would like to continue to participate in these opportunities virtually.

Dr. Leidig has requested Dr. Gabriel's assistance in creating a formal survey from the template she has shared. Once it is updated, the survey will be distributed to faculty and staff.

Other Business

Dr. Kress explained to the Administrative Council that following her review of each individual's goals, she noted some indicated leadership development an area of interest and, more specifically, promoting leadership across the college. She stated she will be reaching out to those individuals with the recommendation of becoming a thought leader regarding how to implement such an initiative.

In addition, Dr. Kress would like to strategize on how to create positive and beneficial approaches to performance management and 'hot topic' conversations involving conflicting ideas and opinions that tend to arise across the College. She recommended engaging the team behind *Crucial Conversations*, an all-purpose toolkit, that can improve conflict resolution skills. If the team is interested, Dr. Kress will look ahead to the Spring to conduct a retreat with this area of development as its focus.

Lastly, Dr. Kress informed the Administrative Council that the VCCS announced NOVA has reached Phase 2 of the Direct Enrollment Phase-In Plan. The timeline for implementation of Phase 2 is as follows as indicated by the VCCS:

- Winter/Spring 2020-2021 – Review prerequisites, adjust enrollment processes, adopt learning support courses, and plan other learning support strategies, train faculty and student support staff
- Spring/Summer 2021 – Enroll students for fall using Direct Enrollment placement
- Fall 2021 – Implement Direct Enrollment

Upcoming Meetings

November 11: Zoom, 9:00-11:00 *(Information Session)*
December 1: Zoom, 10:30am-12:30pm
December 15: Zoom, 9:30am-11:30am