Strategic Enrollment Growth Subcommittee Minutes
Monday, March 28, 2022
3:00 PM

Webb Center SGA Chambers and Virtual: https://odu.zoom.us/j/7576836937

I. Co-chairs Debbie Bauman and Jane Dané welcomed committee members attending in person and on zoom.

Committee attendance:

- Bauman, Debbie
- Bulysheva, Larisa
- Case, Robert W
- Chandler, Caitlin B.
- Cook, David P.
- Dané, Jane
- Guadano, Luis
- Hawkins, Kate
- Klijn, Elko
- Kozoyed, David A
- Kraj, Barbara J
- Nicholas, Kyle H.
- Raymer, Stacie
- Scribner, Jay P.
- Slauson-Blevins, Kathleen S
- Smolova, Alona
- Stafford, Lanah
- Tomovic, Mileta M.

II. Discussion of subgroups were created based on themes from the Opportunities and Strategies subcommittee’s work. The Opportunities and Strategies were reviewed for further consideration for the Strategic Planning Enrollment Growth Committee noted as (C.4) in the source document found on page 31 located in Teams. Fifteen items were designated within the scope of the SEG’s charge. As a starting point, the list was grouped into four related themes and a lead from the committee was designated for each of the four working groups. Those in attendance at the meeting joined the various teams and those not in attendance were evenly assigned across the topic groups. As the groups get underway this week, the committee members may still exchange seats as interests emerge through discussions. You might think of this week as a cooperative, drop/add period. See the group assignments in
Subgroups are asked to convene at least biweekly and identify a discussion leader and another member to serve as recorder. It was suggested that each team share their upcoming meeting plans, times and zoom links as topics may have cross-over from other working teams. The meeting details can be added to the master calendar posted in Teams.

III. **Review of Work and Resources** – Debbie Bauman and Jane Dané

   a. *Microsoft Teams Updates*–
      - Minutes and Committee membership posted
      - Resources: Opportunities and Challenges
      - Master Schedule for duration - *Full Group = Biweekly, Sub committees on alternate weeks*

IV. **ODU Global Task Force Presentation** – Morris Foster, Co-chair

Dr. Foster shared highlights of the work of the ODU Online Task Force and the following content was shared from the Task Force’s Summary document which is posted in the Teams site under *Documents > General > Resources > SP SEG March 28 2022 documents* for the working teams to reference. The focal point of their work that relates to the Enrollment Growth subcommittee team’s scope follows:

Old Dominion University (ODU) has served a large number of fully online students for a number of years. Prior to the pandemic, that number was more than 6,000 and today more than 9,000. The goal is to double the fully online student enrollments in the next five years from the pre-pandemic period. Recommendations of the Task Force are founded on evidence-based best practices, and these general principles will apply:

Existing online programs and courses are essential for our on-campus students and will continue to be supported. Departments will continue to have academic authority over course and program content, with training and oversight of full-time instructors, adjunct instructors and teaching assistants as needed to meet student demand.

New business models for ODU Global and existing online programs and courses will provide greater incentives for departments to participate in online education at ODU. ODU Global will continue to serve our on-campus students, as well as non-traditional students with different demographic profiles and geographic footprint.

In all our online offerings, ODU will follow evidence-based best practices in how we employ technology for teaching and learning. ODU is committed to serving our fully online students, as well as serving our on-campus students. ODU Global will leverage our proven track record in online higher education for ODU to become a world-class leader in fully online teaching and learning. The summary of recommendations includes:

**ONLINE LEARNING**
1. Educational offerings at ODU Global should follow standards derived from research-based best practices for online program/course development. Recognized best practices standards will be used to drive ODU Global, such as the Quality Matters Certificate. These standards should be implemented to underpin consistent, high-quality practices at ODU Global.

2. Faculty content experts should be the course leads and work with instructional designers to develop the ODU Global programs. Faculty should be compensated as course leads who are responsible for supervising ODU Global instructors teaching sections of the pre-designed courses to ensure quality, consistency, and alignment to the course objectives.

3. ODU Global should offer multiple entry points throughout the year and accelerated course length to meet student learning needs and preferences.

4. Greater freedom should be provided in ODU Global to offer courses in fully online programs on an as-needed basis, engaging adjunct instructors who meet hiring criteria agreed between ODU Global and ODU departments and colleges.

5. Continuous professional development should be provided to ODU Global faculty leads, instructional faculty, and instructional designers to align with discipline and pedagogical best practices.

6. Pedagogies enhanced by technology should support students at ODU Global by allowing students to learn in an accessible student-centered environment developed with best practice pedagogical approaches, including collaborative learning, problem-based learning, and real-world connections facilitated by technology.

7. Standards-based, integrated platforms with consistent student experiences, expectations, and requirements should be used for course delivery.

8. Credit should be given to faculty participating in ODU Global for evaluation purposes. Consistent with the ODU Faculty Handbook on evaluation, recognition should be given to the time and effort spent on training, preparation, teaching, and assessment for ODU Global.

9. Support should be provided throughout the student life cycle to help them succeed in fully online programs. This includes initial interactions through to graduation at ODU Global and online-specific student success coaches to assist fully online students who encounter challenges.

10. ODU Global should work with institutional units to leverage technology platforms, data, and AI-enabled processes to identify at-risk students and respond with coordinated interventions.

TARGET MARKETS

1. A fully online strategy should use data to focus on specific programs with the highest quality and best growth potential.

2. An external marketing consultant should be engaged to assess ODU’s competitive advantages in specific program areas.

3. A regional Mid-Atlantic strategy and performance are evident in the enrollment patterns of existing ODUOnline programs, which is ODU’s immediate opportunity for growth. ODU Global should build on those regional advantages in targeting national opportunities for specific programs.

4. To benefit from marketing synergies, all ODU Global investments should be scalable and coordinated with other investments, such as ODU membership in the Sun Belt Conference.

5. ODU’s existing expertise with first-generation, non-traditional, and minority students should be further developed within ODU Global to create programs tailored to student populations interested in social mobility.
6. Pathways should be coordinated and developed, connecting ODU Global programs with Continuing Education programs to articulate non-credit credentials with for-credit programs. The relationship between ODU Global and Continuing Education should be explored further.

BUSINESS MODEL

1. ODU Global’s business model should fully account for online program costs and support costs.
2. Students should formally declare their status as fully online students enrolled in an online program. The process for declaring their status should be online and student friendly. Students should undergo a formal process for moving from an online student to an on-campus student or vice-versa.
3. Business models and processes at ODU Global should be market-driven and data-informed, emphasizing quality and accountability.
4. ODU Global should adopt a differential tuition approach for its fully online programs.
5. Appropriate resources should be given to departments, colleges, and support units to engage in ODU Global through shared governance, with resources based on strategic opportunities and historical performance measures.
6. A transitional business model should be developed at ODU for existing “legacy” online programs that are not selected initially for developmental investment as ODU Global.

ORGANIZATIONAL STRUCTURE AND OPERATIONS

ODU’s future investments in fully online education should adopt agile, equitable, scalable, and sustainable best practices informed by research. ODU should develop an institutional culture that embraces and resources student-centered programs. These should include immediate responses to inquiries, flexible course length and start dates, experiential competence credit for degree completers, multiple instructional modalities, accelerated programs, comprehensive student support and services, and a documented Quality Matters certification.

1. Re-branding should involve extensive marketing research before settling on a new name for ODU’s fully online programs. “ODU Global” is used in this report to indicate that new brand.
2. In addition to subject expertise at ODU, the institution should also leverage its online instructional advantages, such as tools and expertise in computer science, modeling & simulation, and artificial intelligence, to create a "Center for the Research and Teaching of Online Education" to inform ODU Global activities and as outreach for supporting other higher education institutions in their online enterprises.
3. All student success and support services should be tailored to the unique needs of ODU Global Students and provide for an engaging fully online experience.
4. The operational aspects of ODUOnline should be organized as a new, separate division, with a new brand title, such as ODU Global, led by a Vice President recruited through a national search. The creation of ODU Global as a new division at the Vice President level will empower differing business plans and growth strategies separate from on-campus and hybrid educational operations.
V. The comprehensive meeting schedule for the full team and working groups follows. Working teams are encouraged to provide their meeting schedule and zoom links on the master schedule document. Documents > General > Meetings > Agendas > Master Schedules SEG Committee & Working Groups

Schedule

1. ☒ Friday, March 11, 2022 – Kick-off and Charge

2. ☒ Tuesday, March 16, 2022 – Enrollment Presentation

3. ☒ Monday, March 28 – 3:00pm – 4:30pm (Webb Center - SGA Senate Chambers)
   or virtual meeting https://odu.zoom.us/j/7576836937
   Subcommittee Meetings (1)
     - Team 1:
     - Team 2:
     - Team 3:
     - Team 4:

4. ☐ Thursday, April 14 – 3:00pm – 4:30pm virtual meeting only
   https://odu.zoom.us/j/7576836937
   Subcommittee Meetings (2)
     - Team 1:
     - Team 2:
     - Team 3:
     - Team 4:

5. ☐ Friday, April 22 – 9:00am – 10:30am virtual meeting only
   https://odu.zoom.us/j/7576836937
   Subcommittee Meetings (3)
     - Team 1:
     - Team 2:
     - Team 3:
     - Team 4:

6. ☐ Monday, May 2 – 2:00pm-3:30pm virtual meeting only
   https://odu.zoom.us/j/7576836937
Subcommittee Meetings (4) [if needed]
☐ Team 1:
☐ Team 2:
☐ Team 3:
☐ Team 4:

7. ☐ Wednesday, May 18 – 10:30pm-12:00pm virtual meeting only
   https://odu.zoom.us/j/7576836937

8. ☐ Thursday, May 26 – 1pm-2:30pm [only if needed] virtual meeting only
   https://odu.zoom.us/j/7576836937