In Attendance: Debbie Bauman, Larisa Bulysheva, Robert W Case, Caitlin B. Chandler, Xin Chunsheng, Jane Dané, Lesley Greene, Luis Guadano, Kate Hawkins, Etta Henry, Leslie Hoglund, Barbara J Kraj, Ron Moses, Stacie Raymer, Jay P. Scribner, Kathleen S. Slauson-Blevins, Alona Smolova, Lanah Stafford, Mileta M Tomovic, Lynn Wiles

Welcome: Debbie Bauman and Jane Dané welcomed the committee back for the fourth meeting.

Presentation: Caitlin Chandler, AVP for Marketing, Lisa Litwiller, Interim Director of Undergraduate Admissions & Matt Newton, Director of CRM and Integrated Systems presented on the ODU Marketing Brand, Summary, Research Survey, Key Audiences and Target Audiences, and Key Influencers. Discussed were marketing tactics and call to actions across the marketing funnel stages. Included were discriptions of typical outreach and engagement and the communication journeys for multiple prospect types. Tactics and multiple samples of those executions were presents with samples of collateral used on outreach to traditional and online markets. Also shared was a report with consumer segmentation and environmental impact. Data shared pertained to both ODU and wider market segments. The presentation was followed with a question and answer session.

Working Group Reports: The four subgroups shared reports following their first team meetings. Their conversations were centered on the work from the Opportunities and Challenges team with themes around enrollment (C.4). Those were divided into four groups for the enrollment working teams. The teams started to identify goals and strategies and will continue to perfect their work over the next few meetings. Team members, categories and an early draft are referenced in Appendix A.

Resources in Teams folders were noted for review:
1. Mission & Values in General >Approved SP Steering Committee files
2. Goals and Draft goals for working groups in General > Goal Submissions for Steering Committee
3. SEG Subcommittee minutes in General > Meetings > Minutes
4. Working team minutes in General > Working Groups & Membership
5. Timeline for Subcommittees’ work in General > Timeline
6. Program demand data for potential online growth in General > Resources & Meeting details
7. 2020-2025 Enrollment Subcommittee Themes in General > Prior Years Strategic Planning Documents

Established Deadlines were discussed: Details were posted in Documents > General > Timeline

Highlights: Committee Final report due by May 31, 2022 and working team goals and strategies are to be completed, including approximated KPIs (key performance indicators), timelines, budgets by April 29, 2022. The expanded timeline is shown below.
### Meeting Schedule:

is posted in Teams showing biweekly full meeting and working teams

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

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


   ☒ Working Team Meetings (1+)

4. ☒ Thursday, April 14, 2022, 3 - 4:30pm (virtual) Marketing & Recruitment Presentation

   ☐ Team Meetings (2+)

5. ☐ Friday, April 22 - 9:00am – 10:30am (virtual)

   ☐ Working Team Meetings (3+)

6. ☐ Monday, May 2 – 2:00pm-3:30pm (virtual)

   ☐ Working Team Meetings (4+) [if needed]

7. ☐ Wednesday, May 18 – 10:30pm-12:00pm (virtual)

8. ☐ Thursday, May 26 – 1pm-2:30pm [if needed]
### Team Membership, Opportunities & Challenges, and Goals for Consideration

**Team 1**: Etta Henry (Lead), Caitlyn Chandler, Lynn Wiles

1. **Opportunity 1.** Consider tuition methodology from a per credit hour to flat cost structure. This opportunity promotes expedited degree completion and reduced student loan debt.

2. **Opportunity 8.** Increase new revenue streams through new program initiatives, differential tuition, investments strategies, etc., including innovative use of campus facilities, and expanding to a NOVA campus.

3. **Challenge 6.** Redundant programs and outflow of funds on campus, which wastes resources. This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).

### Team 1’s goals and strategies for early consideration

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<tr>
<th>1. Develop plan/model to transition from a per credit hour to flat cost structure.</th>
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<tr>
<td>1a. Analyze available research/resources to identify appropriate model for ODU (flat rate equivalent to per credit price, flat rate and differential tuition by program, flat rate tuition w incremental price increases for over 12 credit hour load, or hybrid).</td>
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<td>1b. Upon model determination, develop transition plan with pre-determined allowances for exceptions.</td>
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<td>1c. Track graduation completion rate following implementation of revised tuition model.</td>
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<td>1d. Develop marketing and communication strategies to increase transparency of total costs of college, promote benefit and value of new tuition model, and promote pathways for timely degree completion in four years. Consider additional messaging opportunities.</td>
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<th>2. Increase revenue streams through various innovative strategies.</th>
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<td>2a. Identify existing University facilities, and equipment potentially available to support local, regional education, and certification needs. (Examples - corporate partner training at university facilities. Negotiation class in College of Business - corporate business partnership opportunity)</td>
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<td>2b. Identify support staff and associated resources needed to implement plans for partnerships.</td>
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<td>2c. Develop marketing and communication strategies and targeted audiences for these new revenue opportunities.</td>
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<td>2d. Identify revenue generation opportunities within each College and major functional areas (ex - Simulation center, Nursing Clinic similar to PT Clinic, Dental Clinic). Identify associated staffing and resources needs and annual revenue generation projections.</td>
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<tr>
<td>2e. Identify facilities available for community events (youth tournaments, events, camps, etc.) Identify resources, staff needed. Multi benefits - revenue generation, bringing youth and parents to campus, exposure to ODU.</td>
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<th>3. Maximize economies of scale where appropriate through reduction of redundant programs and outflow of funds.</th>
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<td>3a. Identify opportunities for consolidation of programs (cross-disciplinary needs, support) Ex - research methodology related course (stats, qual, quant methodology) Policy courses</td>
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<td>3b. Identify opportunities and potential associated costs for consolidation for technical systems and/or supporting resources.</td>
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4. Identify in-demand degrees and programs with high growth potential.

4a. Use available resources (Program Prioritization Report, corporate partner input on high demand sectors) to identify specific program growth expansion.

4b. Identify the limitations or barriers to identified program growth expansion (ex - insufficient number of faculty to expand enrollment in high demand sectors, physical classroom space limitations, support staff resource limitations).

Team 2: (The Medley Team: Graduate, Community, Advising/Staffing needs, and more)
Lesley Greene (Lead), Miletta Tomovic, Stacie Raymer, Lanah Stafford, Jaylin Hunter, Ron Moses, Bob Case

Opportunity 2. Invest in joint programs for undergraduate students (4+1). These programs allow a student to earn both a bachelor's degree and a master's degree in just five years.

Opportunity 4. Leveraging resources to empower the community: ODU's offerings of interest to the community may help with continuing education (can develop and deliver certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing education— e.g., Resilience, public health, cybersecurity, maritime). ODU can also provide value in the community through evening sessions, other outreach on basic computer and online skills, and other services that provide value to the community on their schedule (e.g., Dental Clinic, K-12 programming and camps, small workshop trainings).

Opportunity 5. From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise.

Challenge 1. Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 (Research 1) status. Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.

Challenge 3. Systemic retention concerns regarding support and service staff; large caseloads for advisors and success coaches. The delivery of high-quality student support and services is dependent on the acquisition and retention of staff. As student needs become more complex and holistic advising is critical; large caseloads among advisors and success coaches may impact the student experience.

Challenge 4. How does ODU define the role of engagement, and how does the community define engagement for ODU? Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means, including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.
Challenge 5. How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g., communities of color, low-income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)? Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.

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<th>Team 2’s goal and strategies for early consideration</th>
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<td><strong>Goal 1.:</strong> Increase graduate enrollment in areas in which there are industry/professional needs.</td>
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<td><strong>Strategy 1.a.:</strong> Survey industry to see what their needs are / Set-up meetings with industry and community groups/institutions to present and discuss university and community priorities.</td>
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<td><strong>Strategy 1.b.:</strong> Survey what courses are needed by the community to advance individual learning and the needs of community institution / Develop specific certificates aligned with industry needs.</td>
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Team 3: (“The Global Team”) Kate Hawkins (Lead), David Cook, Larisa Bulysheva, Kyle Nicholas, Katie Slauson-Blevins, Barbara Kraj, Andy Casiello, Chunsheng Xin

Opportunity 3. ODU Global growth and expansion. As we approach a predicted enrollment cliff, how can we leverage the expansion of ODU Global to reach untapped audiences for student enrollment?

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<th>Team 3’s discussions for goal consideration centered around potential growth by populations</th>
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<td><strong>Graduate programs geared toward working professionals:</strong> need to include stackable micro-credentials, badges, and other building blocks toward degrees; special interest in programs that address public health needs and business-related fields that require additional credentials (e.g., Doctor of Business Administration, a terminal professional degree).</td>
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<td><strong>Military (active duty and veterans):</strong> degree programs that will appeal to this audience should build on education that takes place outside the traditional classroom; will require identifying a program’s learning outcomes and then aligning those with military training outcomes that can be documented to utilize a “competency-based education” approach for this group; will invite Petros Katsioloudis (work with Coast Guard) and Bob Clark (Credits-2-Careers, Coast Guard and U.S. Navy interest in additional education) to discuss programs that already exist that can be leveraged to reach additional potential students in this group.</td>
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<td><strong>Returning adult learners:</strong> reach those with some college who need to complete an undergraduate degree to assume management positions, particularly in manufacturing, ship-building and other industries in the region; can also utilize a “competency-based education” approach for this group; will invite Petros Katsioloudis to discuss his program with creating business-to-business models for</td>
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developing industrial managers; will invite Renee Felts to talk about her work with business-to-business models, including building bridges with community colleges.

**Domestic Hispanic and multilingual students:** represent a growing group of potential students; many require English-language skill development; could leverage our English Language Center to offer language education.

**International students:** challenges with allowing international students to complete 100% online programs; currently not allowed by federal law; may be able to identify and engage Americans living abroad as a potential source of new students; will invite Paul Currant and Steve Risch to discuss potential opportunities.

**Team 4: (“The Cliffhangers”)** Leslie Hoglund, (Lead), Elko Klinjin, David Kozoyed, Jay Scribner, Luis Guadano

**Opportunity 6.** Focus on pipeline development, including K12, international students, and corporate partnerships

**Opportunity 7.** Focus on regional K12 partnership development efforts on undergraduate pipeline development; college readiness and institutional affiliation/identification. Expand focused and strategic online programming.

a. Identify degree and bridge programs that we can partner with ‘corporate and industries,’ high schools, to provide a pipeline for new students

b. Recruit more international students (and out-of-state – currently 8%), especially graduate students. R1 status should improve prospects (many countries limit financial support to students based on whether the US school is R1)

**Challenge 2.** The value of higher education and workforce development, combined with elevated debt & default rate. The value of a college degree continues to be questioned, especially paired with historic amounts of student debt. How can ODU position itself as an affordable investment for students making these critical decisions?

**Challenge 7.** Declining student applicant pool because of the enrollment cliff and competition from other universities for our typical (first gen, underrepresented) student pool.

**Team 3’s topics for discussion:**

- Consider new models for K-12 relationships
- Start in middle school and develop more camps
- ODU is a hub and leader of education in community
- Build partnerships within the workforce using programs like Drexel’s Co-op model
- Offer shorter sessions (8-week sessions like in Athletic Training)
- Maximize employer tuition waivers
- Bring alumni to the table
- Consider integrating gen eds throughout the curriculum and not just in the beginning
- Connect with the Latinx community and we must go to them to add value.