

2022

**ODU ONLINE TASK FORCE
EXECUTIVE SUMMARY**



OLD DOMINION
UNIVERSITY®

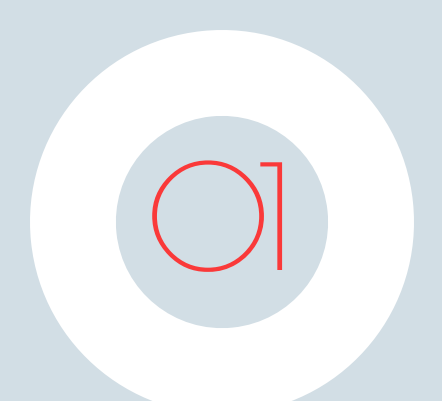
Introduction

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. Most of these are non-traditional college students. Improving the quality of our online courses and programs is critical both for these students, many of whom cannot attend classes on campus, as well as for the future of the University. We are in a period in which competition for online enrollments is rapidly increasing. ODU would be greatly diminished as an institution if we failed to keep pace nationally in the pedagogy, technology, and marketing of our online offerings.

ODUOnline has been an important contributor to ODU's success, but it is time to update that organization and its relationship to the academic programs it serves to create a comprehensive online strategy for the entire University. The recommendations of the Task Force are founded on evidence-based best practices, as demonstrated in the online programs of other public universities and as documented in the peer-reviewed literature on online teaching and learning. Students, faculty, and staff will have many opportunities to be involved in decisions as to how these recommendations are implemented. As we do so, 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.



Task Force Process

President Brian O. Hemphill, Ph.D. convened and charged the ODUOnline Task Force in September of 2021 to develop a set of recommendations to increase the engagement and success of fully online students by at least doubling enrollment in the next five years. The Task Force had 90 days to provide recommendations during the Fall 2021 semester. Associate Professor of Teaching and Learning Helen Crompton, Ph.D. and Vice President for Research Morris Foster, Ph.D. co-chaired the Task Force.

President Hemphill assembled the 21-member Task Force to represent all of the academic colleges at ODU and ensure expertise across the various aspects involved with ODUOnline. Five subcommittees were created to focus on key aspects of Data and Modeling; Benchmark; Teaching and Learning; Technology; and Market Analysis. Additional members were added to the subcommittees' weekly/biweekly meetings to include subject matter experts from inside and outside of ODU. Expertise was also provided by guest speakers from various universities with strong online programs. The subcommittee members worked within and across the subcommittees and with the overarching Task Force to share and consolidate information. Two Task Force meetings were dedicated to eliciting data and perspectives from ODUOnline management. Altogether, the Task Force and its subcommittees met for more than 120 hours during the 90-day period of work.

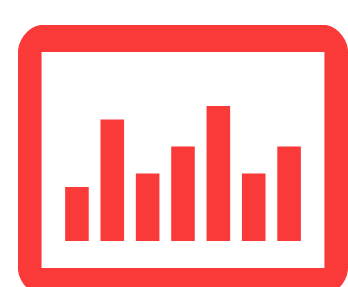
Task Force Members

- Mr. Bruce Aird, University Budget Officer, University Budget Office
- Dr. Carin Barber, Director of Special Projects, Student Engagement & Enrollment Services
- Dr. Helen Crompton, Associate Professor, Darden College of Education and Professional Studies
- Dr. Charlie Daniels, Senior Lecturer, Frank Batten College of Engineering & Technology
- Dr. Kevin DePew, Associate Professor, College of Arts & Letters
- Dr. Morris Foster, Vice President for Research, Office of Research
- Ms. Nina Rodriguez-Gonser, Associate Vice President for Academic Affairs
- Dr. Scott Harrison, Associate VP for Administration, Student Engagement & Enrollment Services
- Mr. Nathan Luetke, Master Lecturer, Frank Batten College of Engineering & Technology
- Dr. Ron Moses, Executive Senior Associate Athletic Director, Chief Diversity Officer, Internal Operations/S-A Welfare, Intercollegiate Athletics
- Mr. Murry Pitts, CEO of Burlington Medical and Bar-Ray Medical Products, ODU Board of Visitors
- Dr. Bryan Porter, Associate Dean of the Graduate School & Professor, Graduate School
- Dr. Mark Rehfuss, Professor and Online Human Services Program Director, Darden College of Education and Professional Studies
- Dr. Bruce Rubin, Associate Professor & Chair, Finance, Strome College of Business
- Dr. Avi Santo, Associate Professor & Chair, College of Arts & Letters
- Mr. Dwayne Smith, Director of Classroom Central & Learning Technology, Information Technology Services

- Dr. Jeff Tanner, Dean, and Professor of Marketing, Strome College of Business
- Ms. Karen Vaughan, Head, Scholarly Communication & Publishing, University Libraries
- Mr. Rusty Waterfield, Associate Vice President for University Services & Chief Information Officer, Information Technology Services
- Dr. Eric Weisel, Executive Director of VMASC & Associate Vice President, Virginia Modeling, Analysis & Simulation Center
- Dr. Suzanne Wright, Associate Professor & Chair, School of Nursing, College of Health Sciences

Figure 1

The Scope of the Five Subcommittees



Data & Modeling - Provided enrollment, financial, and instructional data and reports for analysis and developed a financial model for generating and distributing revenue and cost of online programs.



Benchmark - Determined key facets of fully-online public research universities' online units.



Teaching & Learning - Provided a report of recommendation on instructional course design, student experience, and student support.



Technology - Determined overall technological aspects for administrators, instructors, and students of online learning.



Market Analysis - Evaluated the current market for online degrees and review the competitive landscape to identify potential market segments and strategies.

Summary of Recommendations

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.

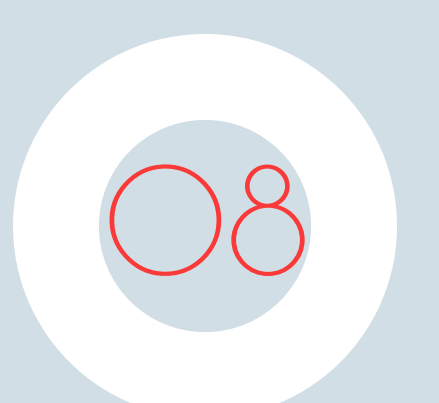
Organizational Structure and Operations

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.

Transition

- A steering committee or implementation team should be formed to assist ODUOnline in implementing some of these recommendations prior to the designation of a new Vice President for ODU Global to avoid losing time in adopting best practices in a dynamic, competitive market.
- A transitional budget model and strategy should be developed for “Legacy” online programs that are not initially selected for ODU Global investment. The ODU Program Prioritization Initiative (PPI) recommendations should be considered based on ODU Global investments.



Top Online Providers

University	Fully Online Enrollment 2018	Centralized Online	Organization
University of Maryland Global Campus	48,432	Yes	Separate accreditation
Arizona State University Skyong Campus	37,000	Yes	Separate accreditation
Purdue University Global	30,512	Yes	Separate accreditation
The University of Texas at Arlington	18,425	Yes	Global Education (Vice President)
Penn State World Campus	14,458	Yes	Separate accreditation
Colorado State University Global Campus	12,476	Yes	Separate accreditation
Florida International University	11,785	Yes	Student Affairs
Fort Hayes State University	11,012	Yes	Student Affairs
Thomas Edison State University	10,836	Yes	NJ's online college for adult learners
University of Central Florida	10,269	Yes	Academic Affairs (Vice Provost)
Ohio University	7,975	Yes	Academic Affairs (Chief Strategy and Innovation Officer)
Eastern Carolina University	6,812	Yes	Academic Affairs (Executive Director)
Oregon State University	6,565	Yes	Academic Affairs (Associate Provost)

Northern Arizona University	6,304	Yes	Academic Affairs (Director)
University of Cincinnati	6,280	Yes	Academic Affairs (Dean of Separate College)
Old Dominion University	6,011	No	Academic Affairs (Colleges)
University of Alabama at Birmingham	5,603	No	Academic Affairs (Colleges)
University of South Florida	5,468	No	Academic Affairs (Colleges)
Utah State University	4,905	Yes	Academic and Instructional Services (Vice President)
University of Illinois Urbana- Champaign	4,767	No	Academic Affairs (Colleges)

2022

**ODU ONLINE TASK FORCE
EXECUTIVE SUMMARY**



OLD DOMINION
UNIVERSITY®