Distance Learning, Defined.
### Student Experiences

#### Here’s what ODU Distance Learning Students have to say.

“Working 60 hours a week makes finding time for reaching goals difficult. But, ODU Distance Learning has made completing my goal a reality.

- Sheena
  Part-time Teacher Licensure Post-Baccalaureate Program, Richmond, VA

“I chose the ODU Distance Learning Program for multiple reasons. One reason was the initial ease of navigating the website to find answers to the simple questions I had while researching a degree plan. College education is pushed on almost a daily basis from all areas of the “chain-of-command” in the military. Many of the popular programs are from small schools that required minimal output from sailors to earn a degree. I wanted a degree that actually taught me a trade, not something to simply allow me a small point advantage on advancement exams. ODU seemed like a challenging program relative to what I was looking for. The program offered a great exchange of college credit for my military experience and training. Another factor was that ODU is located in a huge Navy town. I figured that the longer I stay Navy, the more likely I would be to end up in the Norfolk/Virginia Beach area. That scenario would be a major opportunity to take both online and traditional, on-campus, classes.

- Mathew
  Part-time Health Sciences Student, U.S. Active Duty Military, Columbus, IA

“Residing on the campus of a four-year institution was not an option for me, so through a simple and seamless process, I earned my associate degree at Dabney S. Lancaster Community College (DSLCC) and transferred to ODU. The ODU distance learning option was an essential part of my current success. I have since completed my MBA and was recently promoted to Vice President for Finance and Administrative Services at DSLCC.”

- Angela
  Community College Administrator, Clifton Forge, VA

“I have benefited greatly from ODU Distance Learning. While I work part-time, I am able to schedule my classes around work and the ease of commuting to and from the site is especially important. I am a transfer student with an associate’s degree under my belt and my course requirements for this particular degree were met by the classes that I’ve previously acquired through Southside Virginia Community College.

- Isaac
  Part-time Human Services Student, Employed Part-time, Charlottesville, VA

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Dear Colleagues:

This is an exciting time for ODU’s Distance Learning operation. Representing the incredible work of the faculty of the six colleges of ODU, this operation is responsible for Old Dominion’s academic outreach via technology including distance and online education. Additionally, we provide a wide host of faculty development and media production and delivery resources and services. Reporting to Provost Carol Simpson, Distance Learning expands ODU’s outreach beyond the borders of campus via technology throughout the Commonwealth and around the globe.

Distance Learning at ODU began with the University’s involvement in the Commonwealth Graduate Engineering Program in the 1980s. Its role greatly expanded in the 1990s with the advent of the TELETECHNET 2+2 relationship with the Virginia Community College System. Now involving a wide array of communication technologies and approaches, Distance Learning supports the needs of the Commonwealth, the military, and individual students in need of access to ODU’s world class faculty and educational opportunities.

As proud as we are of these distance learning activities, I often remark that our name, “Distance Learning,” is a misnomer, in that distance learning is only a part of what this organization offers to the university community. With the Center for Learning and Teaching, we provide a wide range of faculty development opportunities related to teaching and learning pedagogies and instructional approaches. Workshops and seminars are available throughout the year, as is one-on-one consultation support.

Media production, such as television production, graphic arts, multimedia development, and web and online development services are available to the entire university. Technical development and engineering services are also available through this operation.

In the past two years, we’ve greatly expanded ODU’s portfolio of online degree programs, created new and exciting partnerships with our community college colleagues, extended our teaching and learning support services to the campus, and overhauled our web and marketing outreach efforts significantly to help tell the story of this wonderful university in Hampton Roads. Enrollment has grown, and we plan to continue to expand outreach in the high need areas within the Commonwealth.

As we move forward, we’ll continue to grow ODU’s online programs and overhaul our distance learning technologies to expand all distance classroom-based activity to two-way video. We’ll continue to develop our partnership with the Virginia Community College System in online program development as well as our outreach to individual students across the Commonwealth and beyond its borders. Closer to home, we’ll continue to expand our support of ODU’s faculty with customized faculty development programs that help faculty improve retention, student learning, and student and faculty satisfaction rates.

I’m proud to be the spokesperson for this incredible team and outstanding set of resources and services. We are devoted to improving the University in many ways, and look forward to exciting times in this fast-moving environment.

Please stop by and see us in our new welcome center on the first floor of the Gornto Building when you are on campus. You are always welcome, as we look forward to serving the needs of ODU’s growing family.

Letter from Andy Casiello

Andy Casiello
Associate Vice President for Distance Learning

Right Where You Are
Organization Structure and Mission

The Office of Distance Learning is comprised of five units: Planning and Development, Operations, Technology Services, Military Services, and the Center for Learning and Teaching. Two units, Technology Services and the Center for Learning and Teaching, serve target audiences in addition to that of the Office of Distance Learning.

Office of Distance Learning
The mission of the Office of Distance Learning at Old Dominion University is to provide effective and efficient educational environments, support systems and technologies necessary for faculty and students to successfully achieve their teaching and learning goals.

Technology Services
The Technology Services unit’s mission is to support the technology, facilities, production and pedagogy to deliver instruction at a distance. Additionally, Technology Services offers creative and technical services to ODU faculty, staff, business, industry, and government organizations in the areas of graphics and multimedia, instructional design, and video production and broadcast.

Center for Learning and Teaching (CLT)
The mission of the Center for Learning and Teaching is to support, promote, and enhance teaching, learning, and research, and to foster innovation. CLT provides instructional design and multimedia services to the Office of Distance Learning and is responsible for serving the University’s faculty.
Delivery Technologies

The delivery of instruction to students at a distance has evolved over time to take advantage of new technologies and to make use of expanded broadband access throughout the Commonwealth of Virginia. Over the years, the Commonwealth and the University have invested in a robust technical infrastructure designed to support the delivery of instruction at a distance both on-site, at extended learning locations, and online via computer or portable devices such as iPhones and iPads.

What follows is a list of each of the delivery technologies employed by the Office of Distance Learning.

**Online Asynchronous** - Students access course material online from any location and complete coursework at their own pace (some same-time activity may be included). Each course has been developed by experienced faculty and an instructional design team to provide the best learning experience possible in a structured online environment. Courses are accessed through Blackboard, the University’s learning management system, requiring little to no synchronous (same-time) scheduled class meetings. Students and faculty can communicate using various tools, such as e-mail and/or discussion boards. Course content is organized into learning modules with defined learning objectives and assignments. While students can complete course work at their own pace, assignments and exams are often scheduled.
Online Synchronous or Web Conferencing - Students access class online during a live broadcast, sometimes using Adobe Connect or other 2-way desktop video conferencing options. The web conference can include a combination of 2-way chat, audio, or video. Faculty may choose to use audio only, or audio with video. Students can chat and text with one another and/or the faculty.

Video Stream - A video streamed course consists of synchronous, scheduled classes that meet regularly. Some students participate in the class online, and other students participate from one of up to 24 extended campus locations in classrooms using one-way video and two-way audio. The instructor is located at an origination location, usually on-campus, that is broadcast to extended campus classroom locations and online via video stream. A specially designed web-interface is used to see, hear, and communicate with the instructor and other students during the class sessions.

Archived Video Stream - While this is a very limited option, there are times when a faculty member may permit a student to take a class using archived video streamed classes. In this case, students watch archived streams of each class following the scheduled live class session. Archives are available online within 24 hours after the completion of each video streamed class.

Wide Area Network (Satellite) - Students attend class at an extended campus site and participate in a live, broadcast course where the students and instructor can talk to each other and can see the instructor. Classes appear on displays in the classroom, and there are microphones on the desktops to use to communicate with the instructor and other students.

2-Way - Students attend class at an extended campus location to participate in a live, broadcast course where the instructor and extended campus students can all see and talk to each other. The instructor is located at an origination location, usually on-campus, and students at all locations are displayed in multi-window displays. When any individual speaks, the display goes to full-screen on that particular student.

Hybrid - A combination of technologies are used to deliver an entire program.

Face-to-Face - Students attend class in the room with the professor where the broadcast or streamed class originates. Class activities are broadcast to distance learning extended campus locations.
On-Site Locations

The Office of Distance Learning has supported extended campus locations where students can earn their degrees close to home, but in a more traditional classroom setting since the early 1990s. Over the years ODU DL has partnered with community colleges, military installations and state-supported higher education centers throughout Virginia as well as in Arizona and Washington state to provide numerous on-site learning opportunities.

As technology in the online environment has advanced to enable improved instruction asynchronously and synchronously, and student demand for more flexible learning options continues to grow, ODU Distance Learning’s locations have evolved to provide support for a variety of delivery technologies. While the more traditional extended campus location may include classroom space for classes delivered in a live, satellite broadcast environment or 2-way system, other partnership locations are based upon online learning solutions requiring little or no physical campus space.

Learning Locations:

Community Colleges

Arizona: Yavapai College – Prescott campus and Verde campus

Washington: Olympic College

Military Sites:
Virginia: Fort Belvoir, Fort Lee, Fort Myer, Joint Expeditionary Base-Little Creek – Fort Story, Naval Station Norfolk, Wallops Island, the Pentagon, Quantico Marine Corps Base

Washington: Everett Naval Station, Naval Station Kitsap – TTF Bangor

Other Sites:
ODU-Dahlgren, ODU-Luray Page County Center, Peninsula Higher Education Center*, Roanoke Higher Education Center*, Roanoke Higher Education Center, Southern Virginia Higher Education Center, Southwest Virginia Higher Education Center, Tri-Cities Higher Education Center*, Virginia Beach Higher Education Center*

*In-region Higher Education Centers are not part of the Office of Distance Learning. Together we partner to provide on-site learning solutions.

Service Locations:

Online Learning Community College Partners
Northern Virginia Community College Extended Learning Institute (ELI), Paul D. Camp Community College, Dabney S. Lancaster Community College

Military Service Locations
Virginia: Fort Eustis, Langley Air Force Base, Oceana Naval Air Station, Regional Medical Center/USCG Portsmouth at Tri-Cities Higher Education Center

Washington: Naval Station Kitsap – Bremerton
Services and Support

Services
The Office of Distance Learning provides a diverse array of services to faculty, staff and students. Additionally, these services are available to external constituents in private and public organizations.

Graphics and Multimedia Services
A complete multimedia development facility is available to provide professional design services to faculty and administrative staff for teaching, research, scholarly publications, conferences, seminars, meetings, etc. The Faculty Multimedia Development Lab provides walk-in or drop-off services, as well as demonstrations and training for faculty on the use of new media tools and technologies. Services provided by the Office of Distance Learning’s Center for Learning and Teaching and Technology Services units include:

- Posters and Prints
- Graphics Design and Development
- Design Consultation
- Original Artwork
- Digital Image Enhancement/Manipulation
- Scanning
- Charts/Graphs/Illustrations/Maps
- Text Input Manipulation
- Changes/Edits
- Large-form Color Inkjet Printing
- Media Duplication
- Video Streaming
- Multimedia Production

Instructional Design
The instructional design group is staffed by instructional designers, instructional technologists, and a pool of talented students who provide learning strategies, instructional technologies, and course development services to faculty members and their assistants. One-on-one consultations and workshop sessions are available through the Center for Learning and Teaching. Services include:

- Faculty Training
- Classroom Instructional Development
- Classroom Instructional Evaluation
- Learning Assessment
- Online Course Development

Video Production and Broadcast
Professional broadcast-quality production services in both standard and high definition formats are available to all University offices, departments, and faculty, schedule permitting. This award-winning team of producers, directors, videographers, and editors has created programs, presentations, commercials and educational content for delivery on broadcast and cable television, via satellite, on custom-designed DVDs, as well as live and asynchronous internet-streaming and podcasting.

Location production services include single and multi-camera crews with digital broadcast cameras and complete location lighting and audio packages. Recent projects have included University events, presentations for sales and marketing, and studio and field productions for academic and research purposes.

Distance Learning’s Technology Services unit also offers a full spectrum of production services to off-campus clients such as NASA, NOAA, the cities of Norfolk and Hampton, the Virginia Department of Education, the Virginia Space Grant Consortium, and community service organizations of all types.

Video Production
- Pre-production
- Electronic Field Production
- Studio Production
- Post Production/Editing

Broadcast
- System Setup (Fiber, Satellite, Stream, Podcast, Control Room)
- Broadcast Classroom
- Video Conferencing Services
- System Design/Planning and Engineering Consultation
- Design and Integration Services

Grants and Awards
The Office of Distance Learning’s Planning and Development unit supports faculty and staff pursuing grant opportunities involving production services and distance delivery technologies or awards for knowledge products and other creative uses of technology in instruction.

Support
Support services for instructors teaching at a distance and students learning at a distance are provided by trained staff located in the Office of Distance Learning either on-campus or at extended campus locations.

Distance Learning’s Center for Learning and Teaching provides faculty orientations to delivery technologies used for instruction at a distance, as well as support for the logistics involved in offering these courses, including use of the University’s learning management system, ordering textbooks, obtaining copyright clearance, ordering software, preparing coursepaks, submitting syllabi, downloading student rosters, and managing exams.

Students taking technology delivered courses at a distance are supported by dedicated staff, capable of serving as the first line of support for remote students in need of quality support services to guide them through the University’s processes. Whether a student is a new applicant, a current student navigating a program’s curriculum, or a student in need of specialized services provided by the University, Distance Learning staff provides individualized support to help each student succeed. Individualized student support service continues to be recognized as the signature strength and value of Old Dominion University’s Distance Learning program.
In support of improving intra- and inter-departmental communications, Distance Learning conducted a student survey on community in preparation for the 2010-11 distance learning website redesign initiative. Additionally, focus groups with prospective and current students, and alumni were conducted as part of a usability study designed in support of the website design and functionality development phase.

The University’s goal to build strong civic and community relationships resonates well with the overall mission of the Office of Distance Learning. Partnering with community colleges for expanded workforce development is at the core of ODU Distance Learning. We have collaborated with the Virginia Community College System (VCCS) office to establish a joint planning team charged with examining nearly every aspect of our partnership to plan for the future and to grow in new areas together. Staff at each location work in concert with main campus to collaborate with partner institutions to provide access to high quality learning opportunities in their local market areas. This extends beyond the Virginia community colleges to include military installations, higher education centers and out-of-state partnerships.

**Goal 1: Resources - To optimize the use of resources so as to improve efficiency, scalability, and sustainability.**

**Efficiency**

Since 2009, the Office of Distance Learning has focused on building the requisite knowledge and skills to advance from what was an organization designed to support a site-based extended classroom environment to an agile organization capable of adapting to rapid changes in technology and student preferences. Over the past two years, the Office of Distance Learning has expanded its capacity to develop and provide instruction in an online environment and via portable devices. In addition, Distance Learning has developed a competitive online presence to serve prospective students and current students alike. This work has enabled the organization to function in the best possible manner in support of all learning environments, emerging and existing.

At on-site learning locations in Virginia, alternative operating environments have been implemented to reduce space demands and optimize learning environments for smaller class sizes. The Office of Distance Learning has researched, designed and deployed learning pod systems for two-way course delivery that foster social learning, video and audio collaboration across distances, and better support small group discussions. Currently, seven locations have learning pod arrangements: Blue Ridge Community College, J. Sargeant Reynolds Community College, Piedmont Virginia Community College, Quantico, Wallops Island, Roanoke Higher Education Center, and ODU main campus.
New approaches to marketing programs and supporting students at partner institutions with little overhead are being piloted as well. In 2011, the Office of Distance Learning partnered with Paul D. Camp Community College to re-establish a presence on the community college campus to provide higher education opportunities to residents in this market area using a virtual support infrastructure. Working with Paul D. Camp staff, we distributed materials to promote online programs, and inquiring students are directed to the ODU DL customer support team at main campus for support. This model permits the Office of Distance Learning to support a smaller market area by relying upon existing Distance Learning staff.

In 2012, Dabney S. Lancaster Community College (DSLCC) contacted the Office of Distance Learning to discuss partnering to promote higher education opportunities in their community. Again, at this location, we are deploying a virtual presence and promoting online opportunities beginning in Fall 2012. Old Dominion University previously operated an on-site learning center at DSLCC and closed its doors in 2008. Working closely with Dabney S. Lancaster staff and sharing resources from other locations in that region, ODU Distance Learning intends to meet the demand in this market area at little cost. There will be no space commitment and no full-time staff. Ongoing site evaluation is underway to examine partnership locations and operating models in order to improve efficiency and optimize resources throughout the on-site learning environment.

**Scalability**

Several functional areas of the organization are involved in making certain the organization adapts well to increased demand for convenient program delivery technologies. Recognized as a leader in quality student support, ODU Distance Learning has worked hard to maintain this standard while developing a responsive, online infrastructure for both service and instruction.

Technology solutions are routinely analyzed, tested and deployed to accommodate instructional strategies and improved communication environments. For example, working in collaboration with partner institutions, Distance Learning’s Technology Services unit has explored resource-sharing options to expand two-way instructional services and make better use of existing Commonwealth investments.

The Center for Learning and Teaching plays a pivotal role in meeting the increased demand for online programs. A new Personal Learning Environment (PLE) is now in place as the primary design for courses offered in online degree programs. As faculty collaborate with teams of CLT instructional designers and technologists to convert course offerings to the online format, a structured and methodical approach is followed to ensure high quality consistent results.

Since the launch of the new Distance Learning website in May 2011, the Office of Distance Learning has experienced a significant increase in prospective student inquiries. In order to provide high quality, responsive support for prospective students, the organization has built out this functional area and devised new methods for managing student inquiries originating from Virginia, across the country, and beyond. This methodology leverages existing resources by distributing the inquiries to ODU Distance Learning service market areas or main campus Distance Learning staff.

### 2011-2012 Goals and Accomplishments

- **97.5%** Senior students were Satisfied or Very Satisfied with the degree of academic challenge.
- **96.5%** Were Satisfied or Very Satisfied with the knowledge and skills needed for future work provided by ODU.
- **94.2%** Either Satisfied or Very Satisfied with their experience in the Distance Learning program.
- **93.6%** Agreed or Strongly Agreed that they felt comfortable asking questions of the instructor and other students.
- **91.6%** Said they were Satisfied or Very Satisfied with the degree of interaction they had with other students.

### 2010-11 Survey

- **97%** Senior students were Satisfied or Very Satisfied with the quality of faculty in their major.
- **95%** Seniors indicated they were Satisfied or Very Satisfied with their overall experiences with Old Dominion University.
- **95%** Satisfied or Very Satisfied with the attitudes of faculty towards students.
- **95%** Satisfied or Very Satisfied with the attitudes of staff towards students. (90% of on-campus students responded this way)
- **95%** Agreed or Strongly Agreed that they felt they had opportunities for communication with instructors and fellow students.
- **93%** Would recommend ODU to others. (85% of on-campus senior students would recommend ODU to others)
- **60%** Worked, on average, over 40 hours a week while attending the university.

**Sustainability**

- **In 2009-10,** it became clear that there was a need for strategic direction to develop and promote online learning opportunities. To compete, a new website designed to inform and attract prospective students was needed. Additionally, marketing materials to present a consistent brand for ODU Distance Learning had to be developed. By 2011, the Office of Distance Learning had prepared and communicated its strategic direction, launched an attractive and informative online presence for ODU Distance Learning, and deployed a new campaign designed to attract prospective students to Distance Learning at Old Dominion University.

- **Between 2006-2008,** Old Dominion University’s relationships with the Office of Distance Learning’s primary feeder institutions, the Virginia community colleges, deteriorated. ODU Distance Learning locations at six community colleges were closed and enrollments in the traditional site-based delivery format continued to fall. We have since taken action to re-establish relations with the VCCS by working collaboratively to examine all aspects of the partnership and to establish modernized approaches to serving students across the Commonwealth.

### New Approaches to Marketing and Supporting Students at Partner Institutions

- New approaches to marketing programs and supporting students at partner institutions with little overhead are being piloted as well.
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### Scalability

- Several functional areas of the organization are involved in making certain the organization adapts well to increased demand for convenient program delivery technologies.
- Recognized as a leader in quality student support, ODU Distance Learning has worked hard to maintain this standard while developing a responsive, online infrastructure for both service and instruction.

### Technology Solutions

- Technology solutions are routinely analyzed, tested and deployed to accommodate instructional strategies and improved communication environments.
- For example, working in collaboration with partner institutions, Distance Learning’s Technology Services unit has explored resource-sharing options to expand two-way instructional services and make better use of existing Commonwealth investments.
2011-2012 Goals and Accomplishments

In July 2011, the administration approved a revenue share plan that distributes a portion of the revenue earned to participating Colleges, Departments, the Office of Distance Learning, and central administration. In 2011-2012, we began to refine the processes we use to respond to potential student inquiries. In the 11 months since the launch of the new ODU Distance Learning website, we have been contacted over 5,000 times. Over 80% of these contacts were from prospective students inquiring about our programs and services.

> The work completed between 2009 and 2012 to establish ODU Distance Learning as a competitor in the online marketplace is the start of what is needed to help maintain the health of the institution at large. New program offerings online will only result in better enrollment numbers for the University. To grow further in this area, academic colleges and departments involved in the process of creating and supporting online opportunities needed incentives to participate. The implementation of a revenue share plan was essential.

In 2010, the Office of Distance Learning was charged with developing additional online programs in high demand areas and began to develop a process to work with colleges and departments to identify programs that were prepared to move forward in an asynchronous online format. To date, eight online programs are part of the new initiative, and in 2012, twelve more agreements are either signed or in development. Thirty additional programs remain under consideration for online development, with more being added each month.

Goal 2: Service - To serve our varied markets and constituents well.

As a service organization for both internal and external clients, we seek to be responsive to the needs of our constituents. Additionally, as the needs of our constituents change, we need to be able to adapt to ensure that we are providing the most needed and effective services. Over the past two years, Distance Learning has worked hard to assess and improve its support services.

One of the most significant ways we improved our service was through the redesign of the Distance Learning website. The new website offers easy access to the most frequently needed areas of information during a student’s career with ODU DL. The redesign project produced a site with rich content that is edited specifically for easy digestion of information online. Content is arranged to reflect the behavior of online users – how they scan content, what cues they best respond to, and how they expect features to function. One of ODU DL’s distinguishing features, the accessibility of ODU advisors and support staff, is brought to the forefront in this new environment.

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Equally important are the programs available to students at a distance. In 2010, the Office of Distance Learning was charged with developing additional online programs in high demand areas and began to develop a process to work with colleges and departments to identify programs that were prepared to move forward in an asynchronous online format. To date, eight online programs are part of the new initiative, and in 2012, twelve more agreements are either signed or in development. Thirty additional programs remain under consideration for online development, with more being added each month.

Prospective Students
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Programs Currently Part of New Online Initiative

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2011-2012 Goals and Accomplishments

This increase in interest in ODU Distance Learning programs provided us with an opportunity to examine the processes we use to respond to inquiries from prospective students, and others. While we continue to partner with a vendor to provide 24-hour telephone support, we have implemented an online inquiry form, which is how over 65 percent of inquiries are now received.

Prospective students are referred, depending upon their program of interest, to a site director or a program advisor; to learn more about becoming a Distance Learning student with ODU.

To address inquiries from people looking to pursue undergraduate degrees, we created advising group email addresses, by area of interest. Inquiries are forwarded to the appropriate group email account. These people serve as the first point of contact and provide information to help a student decide upon a program, begin the application process, and prepare to take classes via distance technologies.

As graduate programs can be more unique, we rely on the Graduate Program Directors to provide the more detailed information directly to prospective students. We reply to every email and encourage prospective students to explore the information available about a program on our website. We copy the Graduate Program Director and include his or her contact information so that people know who they can contact directly to get accurate answers to more detailed questions.

Currently, an internally developed system is used to track and report on inquiry activity. In 2012, the Office of Distance Learning began working with the Hobson Implementation Committee to launch a comprehensive system for communicating with prospective students, tracking activity and reporting analytics. With this tool, an integrated solution will be in place to support students from inquiry through graduation.

**Preferred Type of Learning Selected by Prospective Students**

59.6% Online  37.4% Both

3% Extended Campus

**Percentage of Prospective Students Affiliated with the Military**

19.3% Veterans  15.5% Active Duty Military

**Top 5 States Represented by Inquiries to ODU Distance Learning**


**FY 12 DL Inquiries (July 1, 2011 to March 31, 2012)**

July 222  
August 421  
September 526  
October 500  
November 494  
December 604  
January 892  
February 689  
March 692  
Total = 5040

**How are People Hearing about ODU Distance Learning?**

<table>
<thead>
<tr>
<th>Type of Inquiry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Search</td>
<td>47.4%</td>
</tr>
<tr>
<td>Advisor/School Counselor</td>
<td>19.8%</td>
</tr>
<tr>
<td>Email</td>
<td>20%</td>
</tr>
<tr>
<td>Print Materials</td>
<td>15.7%</td>
</tr>
<tr>
<td>Family/Friend</td>
<td>14.3%</td>
</tr>
<tr>
<td>Direct Mail, Movie Theatre Ad</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

**How are People Hearing about ODU Distance Learning?**

*Less than 1% each

**Current Student Demographics**

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2,433</td>
<td>36.35%</td>
</tr>
<tr>
<td>Female</td>
<td>4,260</td>
<td>63.64%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>45</td>
<td>0.70%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>288</td>
<td>4.50%</td>
</tr>
<tr>
<td>Black</td>
<td>1,332</td>
<td>20.82%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>233</td>
<td>3.64%</td>
</tr>
<tr>
<td>Other</td>
<td>134</td>
<td>2.15%</td>
</tr>
<tr>
<td>White</td>
<td>4,364</td>
<td>68.22%</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>3,212</td>
<td>47.97%</td>
</tr>
<tr>
<td>Half-time</td>
<td>2,074</td>
<td>30.97%</td>
</tr>
<tr>
<td>Less than Half-time</td>
<td>1,409</td>
<td>21.04%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>2,759</td>
<td>41.04%</td>
</tr>
<tr>
<td>25-30</td>
<td>1,396</td>
<td>20.77%</td>
</tr>
<tr>
<td>31-35</td>
<td>796</td>
<td>11.84%</td>
</tr>
<tr>
<td>36-40</td>
<td>603</td>
<td>9.97%</td>
</tr>
<tr>
<td>41-50</td>
<td>812</td>
<td>12.08%</td>
</tr>
<tr>
<td>51+</td>
<td>354</td>
<td>5.27%</td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,539</td>
<td>67.62%</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,182</td>
<td>32.46%</td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus, In-region</td>
<td>487</td>
<td>7.30%</td>
</tr>
<tr>
<td>On-campus</td>
<td>3,434</td>
<td>51.47%</td>
</tr>
<tr>
<td>Off-campus, Out-of-region</td>
<td>2,127</td>
<td>31.88%</td>
</tr>
<tr>
<td>Out of State</td>
<td>622</td>
<td>9.32%</td>
</tr>
</tbody>
</table>

Students taking classes online from locations not near an on-site learning facility are supported by Distance Learning staff located on-campus. Together, all DL staff serve as the students’ advocates and work tirelessly to assist them with their individual needs.
2011-2012 Goals and Accomplishments

In 2012, Distance Learning focused on building its website’s student support section to connect students taking classes via technology at a distance with services available to them from various offices on campus. In 2011-12, the President of Student Government reached out to the Office of Distance Learning to collaborate on engaging students at a distance in student government activity. As a result, more information has been made available to students and several have stepped forward expressing interest in the opportunity.

We proudly serve military service members, veterans and their family members. Consistently ranked “military friendly,” ODU Distance Learning has skilled and friendly staff in place to assist military students with everything from admissions to program specific requirements. We are proud to be part of several military education affiliations, many of which offer financial aid to military personnel and veterans. In 2011, a $1,000 scholarship for disabled service members and eligible family members was established at ODU. This is the first endowed scholarship specifically for distance learning.

Alumni

Over the years, the Office of Distance Learning has collaborated with the Alumni Relations Office to provide alumni information about distance learning opportunities. Most often this was in the form of an article in an alumni magazine. In 2012, Distance Learning collaborated with their office to distribute the first email communication to specific ODU alumni encouraging them to consider a graduate degree at ODU. In the future, Distance Learning hopes to partner with Alumni Relations to reach more alumni and to encourage those who took classes via technology to get involved in their local communities to support ODU Distance Learning.

Faculty and Staff

The Provost has been supportive of refocusing the Office of Distance Learning’s Center for Learning Technologies to expand support to encompass both teaching and learning. In 2011, the Center changed its name to reflect growth in this direction and is now referred to as the Center for Learning and Teaching.

CLT creates opportunities for faculty members to explore new approaches to teaching and learning by encouraging the introduction and application of effective tools for pedagogy. During 2011, a new liaison to the faculty was added to partner with the University’s academic departments to help their new adjuncts and faculty members use best practices in teaching.

CLT staff and faculty members routinely provide workshops and seminars. Some of the events offered during 2011 included:

- A new workshop, Foundational Strategies for Online Teaching and Learning, to support the burgeoning number of instructors teaching online courses.
- Hands-on workshops held in our faculty development lab to acquaint faculty members with the use of teaching and learning tools like Blackboard, Adobe Connect, Respondus, LockDown Browser, TurningPoint, ODUEdit, podcasting, and ways to use audio and video in courses.
- CLT’s annual Faculty Summer Institute, a two-day event whose focus is best practices in teaching.
- A Teaching and Learning Fair, a half-day event that allowed faculty members using clever technologies in their courses to share them with colleagues.
- Orientations for teachers of broadcast courses to help optimize their content’s display and in managing their courses.

Additionally, CLT has designed a more friendly online course interface for both faculty and students, making it easier for faculty to update and maintain online course content. In 2011, 23 new online courses...
2011-2012 Goals and Accomplishments

Agreements:

Community Colleges:
- Olympic Community College
- Virginia Community College System
- Yavapai Community College

Military Installations:
- Ft. Belvoir
- Ft. Lee
- Ft. Myer/Pentagon
- Joint Base Little Creek/Ft Story (formerly NAB Little Creek)
- Marine Corps Base
- Navy Region Northwest (Covers all locations in the region)
- Naval Station Norfolk
- Wallops Island

Other:
- Defense Activity for Non-Traditional Education Services (DANTES)
- Department of Defense Memorandum of Understanding
- Department of Veterans Affairs
- Oceana NAS (Education Services Agreement)
- Navy College Program Distance Learning Partnership
- Peninsula College (Memorandum of Agreement)
- Virginia Community College System
- ODU Distance Learning
- ODU Distance Learning’s Foundation
- Yavapai Community College
- ODU College of Arts and Letters
- ODU College of Business
- ODU College of Engineering
- ODU College of Education
- ODU College of Health Sciences
- ODU College of Liberal Studies
- ODU College of Nursing
- ODU College of Sciences
- ODU College of Social Sciences
- ODU College of Visual and Performing Arts

Contracts:
- Navy College Program for Afloat College Education (NCPACE)
- Special Arrangement Contracts (various)

were developed with the assistance of CLT instructional designers and technologists. Three were for courses within the College of Arts and Letters, one for the College of Business, eleven for the College of Education, four for the College of Engineering, one for the College of Health Sciences, and three for the College of Sciences.

Later this year, the Office of Distance Learning will complete the development of a faculty resource section on the Distance Learning website to provide faculty easy access to information and resources needed for teaching at a distance.

Partners

The Office of Distance Learning maintains a variety of partnership agreements with community colleges, military installations, and regional centers to provide the technology and support services necessary to permit students at these locations access to instruction from Old Dominion University.

Goal 3: Partnerships - To establish and maintain partnerships that benefit university faculty, students, and citizens of the Commonwealth.

Virginia Community College System

ODU Distance Learning’s foundation at the undergraduate level is built upon a partnership with the community college system. The community college programs are articulated with ODU’s bachelor degree programs, creating a two-plus-two partnership. The first two years of a four-year undergraduate degree curriculum are completed at the community college and the last two years are completed at Old Dominion University. This long standing relationship continues to be as pivotal in 2012 as it was in 1994. While technologies have changed and how we work together has evolved, the importance of the original mission behind the partnership, to provide Virginians access to degrees within their local communities to promote economic development, remains.

In 2009, the Virginia Community College System and Old Dominion University Joint Planning Team was established to examine the long-standing relationship between the two organizations, to strengthen and improve its relationship, and to plan for a dynamic and exemplary future. VCCS Chancellor, Glenn DuBois, and ODU President, John R. Broderick, enthusiastically supported the Joint Planning Team initiative and appointed Joy Hatch, Vice Chancellor for Information Technology Services of the VCCS Office, and Andrew Casiello, Associate Vice President for Distance Learning at ODU, to lead the group.

In the spirit of collaboration and innovation, senior leaders from both organizations worked together toward accomplishing the following ten goals:

1. Improve the communication and the exchange of ideas between institutions
2. Jointly plan the future of the VCCS/ODU distance learning relationship in order to most effectively benefit both institutions and our mutual students
3. Work with, and understand, each community college’s unique characteristics and demands in order to identify and implement effective solutions
4. Advance the program planning aspects of the relationship
5. Develop articulation agreements to establish clear pathways for community college students to obtain the last two years of their four-year degree at ODU
6. Provide for changes in technologies and learning environments, so as to keep the program innovative and relevant to all involved
7. Ensure the productivity, efficiency, and effectiveness of all aspects of the relationship
8. Mature, improve, and streamline systems, such as enrollment and financial review; contract review and payment data exchange; and articulation of the programmatic and business aspects of the relationship
9. Further our mutual interests in, and the exploration of, new learning environments
10. Focus on opportunities for collaboration involving technologies, faculty, facilities, and programs

The work of this group is ongoing, and subcommittees have been established for several areas to lead activity throughout the year. The workgroup meets annually as a whole to review activity and discuss planning for the future.

In April 2011, Governor Bob McDonnell and former Secretary of Education Gerard Robinson joined ODU President John R. Broderick, VCCS Chancellor Glenn DuBois and 23 community college presidents as the schools officially launched the partnership at an event in Richmond, Virginia. Both parties signed a new partnership agreement that reflects the intended spirit of collaboration, better leverages the assets of each institution, and commits to future collaboration to further the goals the Governor has set for Virginia higher education.
Old Dominion University Program Offerings:
69 Bachelor’s degrees
56 Master’s degrees
41 Doctoral degrees
2 Educational Specialist degrees

Degree Programs Available At a Distance:
16 Bachelor’s degrees
14 Master’s degrees
5 Doctoral degrees
1 Educational Specialist degree
(Note: Concentrations and specializations were collapsed by degree program).

Overall,
36/168 = 21% of ODU Programs available via distance

Total Number of Graduates = 8,729

Planning for online program collaboration between ODU and Northern Virginia’s Extended Learning Institute (NOVA ELI) is underway. Beginning in Fall 2012, four program areas will be offered, Nursing, Criminal Justice, Human Services, and Psychology. A new website to promote the online undergraduate partnership is under development and will be available later this year.

Review of technological requirements and space at various VCCS locations resulted in several locations now having new learning pod solutions in place. These locations are a mix of satellite broadcast delivery technologies and high definition 2-way technologies. Discussions toward cooperative delivery of live classroom content via two-way technology are ongoing and planning to test the use of an all 2-way solution, using VCCS network and ODU hardware, at new/upgraded locations has begun.

Opportunities for resource sharing, particularly in the area of faculty development, have also been explored. VCCS faculty and staff have been invited to attend ODU’s Summer Institutes and other training opportunities on an on-going basis.

> In August 2011, ODU Distance Learning presented to Governor McDonnell’s Higher Education Advisory Committee regarding distance learning environments in Virginia. This was an opportunity for ODU and the VCCS to collaborate on a shared vision for the future of distance learning in the Commonwealth. Both organizations have long histories as providers of distance education to citizens in the Commonwealth of Virginia and have established infrastructures to support ongoing growth in this area.

ODU Distance Learning is positioned well to support the goals of the Virginia Higher Education Opportunity Act of 2011. This act was established for the purpose of fueling strong economic growth and preparing Virginians for the top job opportunities in the knowledge-driven economy of the 21st century. As part of Old Dominion University’s six-year planning process, the Office of Distance Learning prepared a plan that would expand access to online program offerings through an aggressive program development initiative and further partnering with the VCCS to expand online offerings in programs identified as being in high-demand, or high need areas within Virginia.

Goal 4: Attitudes/Perceptions - To positively impact the experiences of current students, faculty and others engaging in distance learning activity.

Several survey instruments are in place to collect information about the attitudes and perceptions of students and faculty. The Office of Distance Learning collects and reviews this information in order to make improvements to its operations and support services for both faculty and students.

2010-2011 ODU Senior Student Satisfaction Survey
### 2011-2012 Goals and Accomplishments

The Office of Institutional Research and Assessment (IRA) administers a Senior Student Satisfaction Survey to students upon graduation. The version for students who have completed programs at a distance allows us to compare satisfaction rates to those who have completed coursework on-campus. This survey has been administered for a number of years and student satisfaction with distance learning overall has consistently been on par with that of main campus students.

Indicative of student satisfaction is course completion rates. If students are satisfied and performing, they are capable of progressing through the curriculum of their chosen degree program. Based on data prepared by the Office of IRA, students taking distance learning classes are as likely to complete classes as students taking face-to-face classes. In the chart below, course completion rates are provided by distance delivery technology as compared to face-to-face delivery of instruction.

#### Course Completion Rates • Distance Delivered versus Face-to-Face Courses

<table>
<thead>
<tr>
<th>Delivery Mode</th>
<th>Completed</th>
<th>Not Completed</th>
<th>Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid (mix of face-to-face and technology delivered)</td>
<td>977</td>
<td>53</td>
<td>94.9%</td>
</tr>
<tr>
<td>Interactive Technology (satellite)</td>
<td>7,296</td>
<td>156</td>
<td>93.2%</td>
</tr>
<tr>
<td>Two-Way</td>
<td>1,402</td>
<td>94</td>
<td>93.7%</td>
</tr>
<tr>
<td>Video Stream</td>
<td>1,782</td>
<td>956</td>
<td>92.0%</td>
</tr>
<tr>
<td>Web Delivered</td>
<td>9,579</td>
<td>965</td>
<td>90.8%</td>
</tr>
<tr>
<td>Face-to-face</td>
<td>137,029</td>
<td>9,776</td>
<td>93.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>157,065</td>
<td>11,906</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

In Fall 2010, the Office of Distance Learning conducted a community survey for current students to gain insight on their perceptions about being part of the ODU community. Findings from this survey resulted in incorporating greater access to on-campus events for distance students through the ODU DL website. Focus groups with prospective students, current students and alumni were also held to determine insight on their perceptions about being part of the ODU community. Findings from this survey resulted in our incorporating greater access to on-campus events for distance students through the ODU DL website. Focus groups with prospective students, current students and alumni were also held to determine their interests, expectations, needs and values regarding the ODU Distance Learning website. Nearly every element incorporated in the newly developed website for Distance Learning at ODU was as a result of feedback received from these studies. We continue to explore opportunities to build an inclusive community environment for students at a distance.

During 2011, CLT offered 151 different events or workshops to the campus community. CLT surveys participants to collect satisfaction information regarding various aspects of each event. In addition, CLT surveys those who have used the services provided by the Center to determine their satisfaction. Feedback from each experience is used to improve the services and offerings provided by the Center.

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#### Goal 5: Student Learning - To positively impact student learning in distance learning courses and programs.

We are currently working with the Office of Institutional Research and Assessment to collaborate on an analysis of student final grades in core courses by degree program area for all 36 distance delivered degree programs. The comparison of this information to the equivalent face-to-face course offerings by program will be a first step in assessing student learning for distance learners.

There have been a number of conversations over the last year or two regarding the assessment of student learning and some planning is underway to begin a process for completing this work in the coming years. It is a complex, program specific undertaking that requires the collaboration of the Colleges, the Office of Institutional Research and Assessment and the Office of Distance Learning.

The Center for Learning and Teaching has implemented a departmental teaching improvement plan that focuses on classroom observations and review of best practices in teaching and learning. Additionally, as faculty engage in online course development projects, the instructional design process will be leveraged as a teaching and learning improvement tool. These and other services provided by the Center will help faculty grow as educators which should in turn result in improved student learning.

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#### Objectives for 2012 - 2013

**Goal 1: Resources - To optimize the use of resources so as to improve efficiency, scalability, and sustainability.**

In support of the Commonwealth’s Higher Education Opportunity Act (HEAC) and the University’s Strategic Plan objectives, we will continue to work toward fulfilling our commitments to departments across campus to develop, support and promote online program offerings; expand our capacity to attract new students; improve and expand our capacity to provide exemplary customer service to prospective and current students; and, positively impact the University’s ability to retain students and graduate students in a timely manner.

As Distance Learning continues to see more student activity in the online environment, we will further examine on-site location operations to identify ways to provide students services and learning environments using the most effective models and technologies. In addition, we will continue to enhance services provided on the ODU DL website.

Distance Learning Technology Services will continue to upgrade technologies and streamline workflows in support of online class development. Working with the Center for Learning and Teaching, phased plans to migrate to full high definition content origination from video production facilities will continue. This implementation will also finalize the transition away from tape-based production to a building-wide Storage Area Network for nonlinear sharing of video and audio content and projects between DL production staff.
Objectives for 2012-2013

Distance Learning Technology Services will continue to research, develop, and implement new instructional technologies. Initiatives underway that will continue include the transition to seamless, fully interactive learning environments, enhanced support for both telepresence classrooms and mobile learners, and strengthened support for video production of online course modules and other University events. These new synchronous learning environments and asynchronous online production capabilities will also be harnessed to support other programs and projects to generate additional revenue and support continuing education programs.

Goal 2: Service - To serve our varied markets and constituents well.

In support of the University’s strategic objective to strive for teaching excellence in classroom and distributed models, the Center for Learning and Teaching will continue its effort to create and support a culture of teaching excellence to enhance the educational experience of ODU students. Workshops for new faculty and adjuncts, resources and services, and events such as the educational technology fair (CLT’s teachFAIR), and the Faculty Summer Institute will continue to be provided with emphasis on new approaches and applications of the latest technology. Additionally, opportunities for sharing best practices and new approaches will be explored.

To serve the growing number of inquiring students, as well as currently enrolled students, Distance Learning will collaborate with university administrators to integrate the use of the newly implemented Hobsons Constituent Management System. Additionally, we will deploy a 24-hour online chat functionality available from the Distance Learning website.

The Office of Distance Learning will continue to serve prospective and current students affiliated with the United States military by providing customized student support services and military affiliated degree program opportunities.

Goal 3: Partnerships - To establish and maintain partnerships that benefit university faculty, students, and citizens of the Commonwealth.

With the closure of the Northern Virginia Higher Education Center and the impending completion of the teach-out of current students, ODU will no longer have staff or a physical presence in Northern Virginia. In support of the ongoing collaboration with NOVA leadership, Distance Learning plans to employ an individual in Northern Virginia to promote the online degree programs available through the NOVA ELI and ODU partnership. Further collaboration with NOVA ELI to develop joint online 4-year degree programs and to align student support services to establish clear pathways for students to transition from the community college to ODU for a bachelor’s degree will be ongoing.

The work of the VCCS-ODU Joint Planning Team will continue with emphasis on core aspects of the partnership including program planning, technology, facilities, and marketing. Specifically, we will be collaborating on the implementation of an on-site, location-specific marketing campaign for ODU sites to use in their local communities to promote the community college and ODU partnerships. This campaign will extend beyond the community college locations to include other ODU on-site distance learning locations.

In addition, we will work with ODU administrators and partner institutions to continue to put articulation agreements in place to simplify the two-plus-two arrangement for students. As articulation agreements are unique by program and location, the management and coordination of this process will be something that we focus on in 2012-13 in order to accelerate the process.

ODU Distance Learning offers two-way video conferencing as a delivery modality for graduate programs serving ODU students at VCCS, military and higher education center locations. In support of the ongoing use of this system, Distance Learning will update the aging two-way video conferencing system. This system supported over 1,700 student registrations in over 140 course sections during the 2010-2011 academic year. On average, the system supports over 125 events each week including ODU classes, internal ODU conferences, special events and revenue generating conferences for external clients. These upgrades will also allow for more effective support for mobile and individual two-way students, expanding access beyond current capabilities.

This initiative will also provide the infrastructure to migrate from lecture based interaction models to realtime interactive learning environments. Technology Services will begin pilot studies at VCCS locations of completely 2-way site classrooms. These pilot programs will provide the opportunity for ODU Distance Learning, the Office of Computing and Communication Services (OCCS), and the VCCS to analyze and plan for the impact of ODU video traffic on the VCCS network, and refine the design and support processes of new ODU classrooms. Planning for a complete systemic technology transition will be based on this development and feedback analysis.

Military Affiliations

- DANTES (Defense Activity for Non-Traditional Education Support)
- GoArmyEd
- Military Spouse Career Advancement Accounts (MyCAA)
- Navy College Program for Afloat College Education (NCPACE)
- Servicemembers Opportunity Colleges (SOC)
- Troops to Teachers (TTT)
- U.S. Air Force Associate-to-Baccalaureate Cooperative (ABC)
- U.S. Coast Guard
- Yellow Ribbon Program
Objectives for 2012-2013

Goal 4: Attitudes/Perceptions - To positively impact the experiences of current students, faculty and others engaging in distance learning activity.

During 2012-13, the Office of Distance Learning plans to continue to collect and utilize information about the experiences of students and faculty involved with distance learning activities. The Center for Learning and Teaching will continue to routinely assess the effectiveness of their workshops and training modules, and will use this feedback to modify sessions and develop new offerings. Attitudes and perceptions about Technology Services will also be collected and reviewed.

Graduating distance students will continue to complete the distance learning specific version of the Senior Student Satisfaction Survey. This survey, in conjunction with the version for campus students, will be reviewed and revised for the next year to ensure that we collect information on all academic issues and support services of concern to students. Additionally, the Office of Distance Learning will be developing a new survey to be administered annually to current distance students. By assessing the satisfaction of this population, we hope to be able to enhance experiences with distance learning before students graduate.

Goal 5: Student Learning - To positively impact student learning in distance learning courses and programs.

We will continue to provide the support services to assist faculty with teaching and learning through CLT by providing workshops and departmental and individual services, sharing best practices, leveraging the online development process as a training tool, and exploring new ways of supporting teaching and learning. It is through these services that we believe the Office of Distance Learning can directly have a positive impact on student learning.

Right Where You Are
Distance Learning Directory

**Technology Services (continued)**

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**Florence Hayes-Addison**
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**David McMillan**
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