Dear Colleagues:

Distance Learning is finishing another exciting, busy year expanding the outreach of the incredible work of faculty at Old Dominion University.

Through our work with ODU’s academic colleges and administration, as well as our strong partnerships with state agencies, the military and others, we have made significant progress toward the outreach, growth and quality objectives of the University this past year. With the help of the academic units, we have continued to develop and promote online graduate, undergraduate and certificate programs. As a result of our ongoing online program expansion project, enrollment in distance learning courses increased dramatically at approximately 15 percent per year to date.

We now partner with every community college campus in Virginia to provide state-wide cost effective degree completion opportunities. We also partner with Northern Virginia Community College’s Extended Learning Institute to create completely online baccalaureate degree opportunities.

We worked with Cisco Systems to start our move from our long-standing satellite broadcast network system to a high-definition video conferencing technology and media management system that will enhance our online and on-site offerings and improve our management and use of digital assets. We have expanded the scope and number of faculty development opportunities and created an improved personal learning environment for course content management, always with an emphasis on quality in teaching and learning.

Distance Learning staff participated in local, state and national discussions about critical areas such as technological advancements, online learning strategies, state authorization, and distance education administration. We believe it is through our partnerships with faculty, students and members of the distance learning community that we fulfill the interests and objectives of those engaged in distance learning at Old Dominion.

Andy Casiello

Associate Vice President for Distance Learning
Organizational Structure and Mission

Five units make us one of the nation’s most innovative and original distance learning programs: Academic Technology Services, the Center for Learning and Teaching, Planning and Development, Operations, and Military Services.

Two units, Academic 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 Office of Distance Learning helps students and faculty achieve their teaching and learning goals through effective, efficient educational environments and technologies.

Academic Technology Services

Academic Technology Services (ATS) ensures students and faculty have as technologically seamless an experience as possible, whether they’re distance learners, on campus, at an extended campus, creating a course or searching the archives. It also provides video conferencing and production to ODU faculty and staff, businesses, and government organizations.

Center for Learning and Teaching

The Center for Learning and Teaching (CLT) works with faculty to make students’ learning experiences engaging and creative. It also provides instructional design and multimedia services to the Office of Distance Learning and the university.

Services and Support

The Office of Distance Learning provides an array of services to faculty, staff, and students, as well as external private and public organizations. Support services for instructors and students are provided by trained staff located on-campus and at extended campus locations.

Distance Learning’s Center for Learning and Teaching provides faculty orientations to delivery technologies used for instruction at a distance and supports the logistics involved in offering technology delivered courses.

Individualized student support service continues to be recognized as the signature strength and value of Old Dominion University’s Distance Learning program.

Graphics and Multimedia Services:

- Posters and Prints
- Graphic 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:

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

Video Production:

- Pre-production
- Field Production
- Studio Production
- Post Production/Editing
- Graphics Production

Broadcast:

- System Setup and Technical Support
- Broadcast Classrooms and Conference Rooms
- Telepresence and Video Conferencing Services
- System Design/Planning and Engineering Consultations
- Internet Video Streaming, archival, and video on demand
- Web conferencing
Partner 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**
- Virginia: Blue Ridge Community College, Central Virginia Community College, Eastern Shore Community College, Germanna Community College - Fredericksburg, J. Sargeant Reynolds Community College, John Tyler Community College, Lord Fairfax Community College - Middletown, Lord Fairfax Community College - Fauquier, Mountain Empire Community College, New River Community College, Patrick Henry Community College, Piedmont Virginia Community College, Rappahannock Community College - Glenns, Southside VA Community College - Christanna, Southside VA Community College - Daniel, Southwest VA Community College, Virginia Western Community College, Wytheville Community College
- 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, Pentagon, Quantico, Wallops Island
- Washington: Everett Naval Station, Naval Station Kitsap – TTF Bremerton

**Other Sites:**
- ODU at Dahlgren, ODU at Luray-Page County Center, Peninsula Higher Education Center*, Tri-Cities Higher Education Center*, VA Beach Higher Education Center*, Roanoke Higher Education Center, Southern VA Higher Education Center, Southwest VA 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), Dabney S. Lancaster Community College, Danville Community College, Paul D. Camp Community College

**Military Service Locations**
- Virginia: Fort Eustis, Langley Air Force Base, Oceana Naval Air Station, Regional Medical Center/USCG at Tri-Cities Higher Education Center
- Washington: Naval Station Kitsap – TTF Bangor
We routinely update our technologies to improve the quality of instruction. Most recently, we collaborated with Cisco to research and implement the latest desktop and mobile client two-way video conferencing tools. This will lead to improvements in the flexibility, collaborative experience, and overall quality of our learning environment.

**Internet**

Online Asynchronous – Students access course material online, from anywhere and complete coursework at their own pace using Blackboard. Experienced faculty and an instructional design team develop courses and learning modules with clear objectives and assignments. Some courses may require some same-time activity. Assignments and exams also follow ODU’s academic term schedule.

Online Two-Way Telepresence – Students attend a live, interactive class anywhere with high-speed internet, including our extended campus locations. They see the instructor and other students in a multi-window or full-screen display.

Online Web Conferencing – Students use a combination of two-way chat, audio and/or video to speak or text with other students or the instructor. These courses use tools like Adobe Connect or Cisco Jabber.

**Televised**

University-Wide Area Network Stream (Satellite) – Students attend a live, broadcast course at an extended campus location. The instructor and other students appear on classroom displays, and students communicate via a microphone on the desk.

**Video Stream**

Online Video Stream – Students view an online virtual version of a synchronized, scheduled class. Students use a custom interface to see, hear and communicate with the instructor and other students during the class sessions.

All distance courses, events, and seminars delivered live online are also available via archive to the general public or within a password protected environment for registered students within 24 hours.

**ODU Distance Learning’s Personal Learning Environment (PLE)**

A content management system for DL courses, created by CLT, is becoming the one online platform used for all courses offered at a distance. The technologies listed above are used in concert to create synchronous and asynchronous learning experiences throughout a course.

Yearly Totals

Overall Registrations in All Technologies:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grad</th>
<th>U/G</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>7,553</td>
<td>19,979</td>
<td>26,932</td>
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<tr>
<td>2009-10</td>
<td>8,028</td>
<td>23,082</td>
<td>31,106</td>
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<tr>
<td>2010-11</td>
<td>8,336</td>
<td>20,348</td>
<td>28,684</td>
</tr>
<tr>
<td>2011-12</td>
<td>8,205</td>
<td>20,317</td>
<td>28,522</td>
</tr>
<tr>
<td>2012-13</td>
<td>8,607</td>
<td>25,537</td>
<td>34,146</td>
</tr>
</tbody>
</table>

More charts of yearly breakdowns in Registrations by Delivery Technology may be viewed at the end of this annual report.
Dwayne Nelson, Student

Dwayne is an exceptional person, a leader both in and out of the classroom. During the 2 ½ years he took to complete our distance Master of Engineering Management degree, he excelled: he was the president of his local National Society of Black Engineers, a Big Brother to a child in his community, worked full-time, and still managed to graduate with a 3.91 GPA.

Student Demographics Fall ’12

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>36.4%</td>
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<tr>
<td>Female</td>
<td>63.6%</td>
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</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.5%</td>
</tr>
<tr>
<td>Black</td>
<td>20.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.6%</td>
</tr>
<tr>
<td>Other</td>
<td>2.2%</td>
</tr>
<tr>
<td>White</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>48.0%</td>
</tr>
<tr>
<td>Half-time</td>
<td>31.0%</td>
</tr>
<tr>
<td>Less than Half-time</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>&lt;26</td>
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<tr>
<td>26-30</td>
<td>20.8%</td>
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<tr>
<td>31-35</td>
<td>11.9%</td>
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<tr>
<td>36-40</td>
<td>9.0%</td>
</tr>
<tr>
<td>41-50</td>
<td>12.1%</td>
</tr>
<tr>
<td>51+</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>67.5%</td>
</tr>
<tr>
<td>Graduate</td>
<td>32.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-campus, In region</td>
<td>7.3%</td>
</tr>
<tr>
<td>On-campus</td>
<td>61.5%</td>
</tr>
<tr>
<td>Off-campus, Out of region</td>
<td>31.9%</td>
</tr>
<tr>
<td>Out of State</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Students

Prospective Students:
Top 5 States Represented by Inquiries to ODU Distance Learning
1. Virginia 4. California
2. Washington 5. Maryland
3. North Carolina

Preferred Type of Learning Selected by Prospective Students
58.9% Online 37.6% Both
3.5% Extended Campus [of the 11,967 indicating a preference]

Percentage of Prospective Students Affiliated with the Military
17.4% Veterans 14.0% Active Duty Military

FY13 DL Inquiries
9,653 = Total
6,440 = Web Inquiries [66.7%]
3,213 = Other Inquiries [33.3%]

Since its beginning, Distance Learning has helped close to 11,000 students obtain a degree from Old Dominion University.

Graduates:
Almost 500 distance learning students graduated in May of 2013, including 356 receiving bachelors, 107 receiving masters, and 34 receiving doctoral degrees.

Students took classes from locations as varied as California, Washington, Illinois, military ships at sea, and Italy.

“Dr. Holly A. H. Handley:
Dwayne was a great example of how to be successful in our program. Even though our classes are run completely distributed, the students are active participants through the chat box, the polling features, and the status indicators. Dwayne… [was] willing to experiment with how to maximize the benefit of the technology… and encouraged the other students to be active participants in the class as well.

Students like Dwayne who embrace both the technology (and its challenges) and participate in preparing course materials and sharing personal engineering experiences exemplify our distance learning population.”
Students

How are people hearing about ODU Distance Learning?

- Internet Search: 45.6%
- Family/Friend: 21%
- Other: 20.1%
- Billboard/Mass Transit Ad: 1.5%
- Advisor/School Counselor: 1.4%
- Email: 1.3%

Of the 8,973 answering, 94.9% were satisfied or very satisfied with the quality of faculty in their major.

Of the 8,973 answering, 7.7% were satisfied or very satisfied with their overall experiences with Old Dominion University.

Distance Learning Senior Student Satisfaction Survey 2011-12

- Said they were satisfied or very satisfied with the degree of interaction they had with other students: 87.7%
- Satisfied or very satisfied with their experience in the Distance Learning program: 94.4%
- + Satisfied or very satisfied with the attitudes of faculty towards students: 95.5%
- Agreed or strongly agreed that they felt they had opportunities for communication with instructors and fellow students: 96.3%
- + Senior students were satisfied or very satisfied with the quality of faculty in their major: 96.8%
- Senior students were satisfied or very satisfied with the degree of academic challenge: 97.4%

Old Dominion University Program Offerings:
- 69 Bachelor’s degrees
- 54 Master’s degrees
- 42 Doctoral degrees
- 2 Educational Specialist degrees

Degree Programs Available At a Distance:
- 16 Bachelor’s degrees
- 16 Master’s degrees
- 5 Doctoral degrees
- 1 Educational Specialist degree

Note: Concentrations and specializations are collapsed by degree program.

Degree Programs Available

At a Distance:

<table>
<thead>
<tr>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Educational Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Old Dominion University Program Offerings:

<table>
<thead>
<tr>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Educational Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>54</td>
<td>42</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Concentrations and specializations are collapsed by degree program.
Faculty

Teaching and Learning - Distance Learning’s Center for Learning and Teaching provides faculty with effective tools for innovative teaching and provides best practice information through the Provost’s Conversations in Teaching and Learning, the Online Faculty Learning Community, and other events.

"Dr. Gail Dickinson:
I’ve often said I don’t know how people teach without ODU DL at their elbow. When I first started online teaching, I communicated constantly with CLT regarding course design. As I become more experienced, the information was two-way, and I shared with CLT what I was doing, as well as learned from them. The current community of practice developed by DL is invaluable.”

"Dr. Kyle Nicholas:
Both instructors and instructional designers are very student-focused, thinking through courses from a student’s perspective and creating user-friendly frameworks with a full range of digital content. The process of creating courses is intensive and methodical. We employ the latest technologies and educational innovations to make courses special.

They have greatly increased my preparation, my awareness of new pedagogical principals, and my appreciation for dynamic new technologies that enhance student learning.”

"Dr. Steven Zeil:
The traditional collegiate response to the time constraints of “non-traditional” students has been the evening class. But the pressure to pack an entire week’s worth of instruction into single evening sessions can distort the design of a course (by making it difficult to intersperse homework, labs, and hands-on activities). The time-shifting permitted by DL technologies lets us reach out to students with highly constrained schedules while preserving the instructor’s concept of how they want their course to be experienced by those students.”

"Dr. Jennifer Kidd:
ODU started early with distance education and offered multiple modes of communication. We seemed to understand from the beginning that our job was to meet students’ needs, not expect students to accept whatever was available. As technologies progressed and students’ options increased, we’ve been willing to adapt, experiment with new modalities, and expand the options available for students.”
In 2012, CLT spent 227 hours delivering 115 events and workshops, including:

- Hands-on technology workshops to acquaint faculty with teaching and learning tools like Blackboard, Adobe Connect, Respondus Lock-Down Browser, TurningPoint, ODUEdit, and iPads for academic uses
- The Foundational Strategies for Online Teaching and Learning Workshop to support the growing number of instructors teaching online courses
- CLT’s annual Faculty Summer Institute, Teaching and Learning Connections, a two-day event focusing on best practices in teaching
- The Faculty teachFAIR, a half-day event encouraging faculty to share their use of innovative strategies and technologies

Nearly 375 faculty members, adjuncts, and graduate teaching assistants and more than 150 administrators and staff attended those sessions over the course of the year.

Online Expansion

- Since 2010, we’ve been meeting demand by moving distance-delivered synchronous, location-based programs online.
- Thirty new online courses were developed through the collaborative process of faculty working with instructional designers. Six were for the College of Arts and Letters, five for the College of Business and Public Administration, fifteen for the College of Education, two for the College of Engineering, one for the College of Health Sciences and one for the College of Sciences.

Results from the Center for Learning & Teaching’s latest Faculty Satisfaction Survey:

1. Knowledge and ability of the CLT staff
   N: 127
   Mean: 4.82/5.00
   Std. Deviation: 0.51

2. Friendliness and courtesy of the CLT staff
   N: 127
   Mean: 4.86/5.00
   Std. Deviation: 0.483

3. Effort and willingness of CLT staff to understand and solve problems
   N: 127
   Mean: 4.82/5.00
   Std. Deviation: 0.541

4. Promptness and timeliness of services provided by the CLT staff
   N: 127
   Mean: 4.85/5.00
   Std. Deviation: 0.521

5. Satisfaction with quality of the project overall
   N: 127
   Mean: 4.84/5.00
   Std. Deviation: 0.495
Community

Distance Learning in Higher Education

We are active in the distance learning professional community locally and around the globe. Our staff participates and presents in national and international conferences on technology, instructional design, pedagogy, and distance learning administration.

We share our experiences and learn from others, enabling us to explore emerging trends, prepare for new opportunities and plan for the future.

Additionally, we regularly participate in statewide conversations about high-priority topics.

This year, with the State Council of Higher Education for Virginia’s (SCHEV’s) Military Education Advisory Committee, we examined how Virginia’s colleges can ensure veterans, active-duty military, National Guardsmen and others receive quality educations.

Our staff also participated in the SCHEV Task Force on Distance Education Reciprocity, which will establish a multi-state consortia and guidelines for reciprocal distance learning education.

Our long-standing partnership with the Virginia Community College System is the foundation of our distance learning undergraduate degree program offerings. The community colleges provide the lower division course work required for articulated ODU baccalaureate degree programs available at a distance.

We collaborate with faculty and administrative staff on-campus to develop, promote and administer our programs, and to support on-campus classes’ transition online. We also partner with enrollment management and service units across campus to better recruit and serve our students.

Rebecca Gilbert, RN, Alumni

Rebecca balanced work, her family, and school to graduate from our distance learning MSN program in 2012. She has a 4.0 GPA and awards for leadership, academic excellence and service — qualities she has carried over into post-graduate life and her job at the University of Virginia Health System. Coworker Patricia Scherrer, MD, recently described her as “motivating everyone around her… definitely one of my favorite people to have around in the ICU.”

Agreements:

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

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

Other:
- Defense Activity for Non-Traditional Education Services (DANTES)
- Department of Defense Memorandum of Understanding
- Department of Veterans Affairs (Memorandum of Understanding) VA-ONCE Program
- Langley AFB (Memorandum of Agreement)
- Navy College Program Distance Learning Partnership
- Oceana NAS (Education Services Agreement)
- Peninsula College (Memorandum of Agreement)
- Servicemembers Opportunity Colleges Consortium Membership
- Southwest Virginia Career Pathways Partnership in Energy (Memorandum of Understanding)

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

The Office of Distance Learning will become a stronger player regionally, nationally and internationally. We will effectively communicate the quality, value and convenience of our offerings.

Our partnerships with our faculty, students and the higher education distance learning community will continue to be the foundation upon which we build our success.

Community

This year we established partnerships with Dabney S. Lancaster Community College and Danville Community College to promote online degree and certificate programs.

We worked with Northern Virginia Community College to develop and promote four jointly offered online undergraduate degree programs, and expect to offer more soon.

ODU also explored technological partnerships like 4-VA and the Commonwealth Graduate Engineering Program with other four-year Virginia institutions.
Data collected from 2008 to 2013 registration totals.

**Internet**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad</td>
<td>3,352</td>
<td>8,264</td>
<td>5,667</td>
<td>7,096</td>
<td>23,409</td>
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<tr>
<td>U/G</td>
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<td>10,024</td>
<td>19,822</td>
<td>12,933</td>
<td>59,290</td>
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<tr>
<td>Total</td>
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<td>18,286</td>
<td>25,589</td>
<td>25,029</td>
<td>88,738</td>
</tr>
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**Televised**

<table>
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<tr>
<th>Year</th>
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<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Year Total</th>
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<tr>
<td>Grad</td>
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<td>1,788</td>
<td>1,067</td>
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</tr>
<tr>
<td>U/G</td>
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<td>10,024</td>
<td>6,945</td>
<td>8,737</td>
<td>35,136</td>
</tr>
<tr>
<td>Total</td>
<td>13,134</td>
<td>15,913</td>
<td>13,634</td>
<td>9,804</td>
<td>58,283</td>
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</table>
Delivery Technologies

Video Stream

2009 to 2013
Registrations by Delivery Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>Grad</th>
<th>U/G</th>
<th>Totals</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>403</td>
<td>1,060</td>
<td>= 2,763</td>
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<tr>
<td>2009-10</td>
<td>016</td>
<td>2,002</td>
<td>= 2,918</td>
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<td>2010-11</td>
<td>881</td>
<td>1,866</td>
<td>= 2,747</td>
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<tr>
<td>2012-13</td>
<td>2,240</td>
<td>3,499</td>
<td>= 3,499</td>
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</table>

www.dl.odu.edu