

**Continuing Education
Minutes
November 19, 2008**

Attending: Bill McMahon, Clair Dorsey, Michael Dugan, Anita, Fran Pulchaski, Ted Raspiller, Mary Dixon, Veronica Finch, Elaine Dawson, Jason McSparren, Mary Swartz, Lisa Temple

Guest – Rusty Waterfield

Rusty Waterfield led discussion about distance learning, building a picture of DL, past, present and future. For the Strategic Enrollment Management process, DL has been defined as the method of delivery of the course, not the student, using student credit hour for analysis and comparison of enrollments. DL generates about 16% of all student credit hours. Some colleges rely heavily on DL courses...education, health sciences. Some faculty believe they are better teachers because of their work with DL.

What next? Mode of delivery is changing ODU is no longer leader of DL in Virginia because of changing delivery technologies and competition. Every institution is providing some form of DL. Our model has been site based delivery of courses and over last 5 years decline in enrollments at sites. Students want on-line delivery of courses. With closures of some sites we may lose students, but are making up credit hours with delivery of CD and on-line programs, MEM and asynchronous criminal justice program. Third type of delivery is video streaming.

The goal for distance learning and ODU is to provide a “deep learning experience” and not be a “content mill.” We are currently in a transition period working toward more on-line delivery and less satellite delivery. Satellite is closer to a regular classroom setting, though, and instructors tend to like it better with real time student interaction. Video-streamed courses rely on chat soclassroom interactions can become disconnected.

Primary focus of the institution is unclear...are we really residential, distance learning? Where do we grow and do we have sufficient resources? Probably not...tension between faculty resources and institutionally who will we be or become?

Providing services for distance learning population is complex. Formerly, it was a “one-stop shop.” Now, DL has become less centralized and less central coordination. How do we provide student services to DL students with appearance of one stop shop (transparency) even though we are not providing services from a central location.

Also, how do we provide bottom up buy in to new programs, ensuring that faculty are engaged and do not feel they are not included. Availability of faculty resources is a very big issue.

With current budget shortfall, how will we plan for DL equipment and personnel needs in the future? DL committee is building a formula for DL, but it is very difficult to determine administrative and other overhead items. The committee is really working on a reasonable cost model.

Current constriction of sites and shift to new technologies does provide cost savings that can be shifted to other areas.

Potential Recommendations and Identified Issues:

- Need to match delivery system to the market (i.e., difficulties students have with need for broadband connection).
- Need to develop a student profile of distance learning students.
- For continuing education, there is need to co-develop distance learning courses. How does non-credit tie into the for credit side of offerings at the University? There needs to be on-going discussion of how collaboration occurs and offerings are generated. Would need to be part of the vision of the particular College and part of the regular planning process.
- Another question is capacity...the current distance learning structure is pretty well at the max capacity. Would a non-credit course be able to find space on the current delivery system? Can there be expansion on the system where other than credit opportunities might be offered?

ELC is exploring distance learning (web conferencing) so that they might be able to provide additional courses as their population is growing.

Would continuing education/non-credit ops benefit by more collaborative sharing in the support of resource needs? Collect a shared "tax" to support purchased web services, internet capacity, providers with connectivity that will scale based on the number of connections made, explore other agreements, contracts, etc. that would be beyond the ability for the campus to support.

Ability to purchase/support a CRM system...ODU has purchased a system for enrollment/admissions from SunGard Higher Education. The system tracks and manages communications with "customers" so that various offices can communicate with students. The core of the SunGard system is a CRM. OCCS is exploring purchase of a lower cost CRM for smaller programs. One system will likely not support everyone's needs.