

PROVOST'S COUNCIL RETREAT AGENDA  
September 2, 2015  
Learning Commons 1310-1311

- 8:00-8:30 a.m. Coffee, muffins and fruit available
- 8:30 a.m. Welcome  
Chandra de Silva
- 8:35-9:35 a.m. A. Presentation on Class Contributions to Gaming Hub  
Deri Draper  
B. Expanding High Impact Practices (Learning Communities, e-Portfolios, Undergraduate Research, Integrative Learning and Disciplinary Writing) (see attachment)  
Deri Draper, Lisa Mayes, David Gauthier, and Remica Bingham-Risher
- 9:40-10:40 a.m. Proposed Changes in Graduate Education (Enrollments, Graduate Report and Graduate School Update) (see attachments)  
Brian Payne and Robert Wojtowicz
- 10:45-11:00 a.m. Break
- 11:00-12:00 noon SEES/AA Collaboration – Current Practices and New Opportunities  
Brian Payne, Sandy Waters, Ellen Neufeldt, and Jane Dane´
- 12:00-12:45 p.m. Lunch
- 12:45-2:00 p.m. A. Data Driven Decision-Making- EAB Tool  
Chetan Rao, EAB Representative, and Jim Duffy  
B. Strategies for Summer 2016 (see attachments)  
Winter Term  
Jeanie Kline
- 2:00-2:45 p.m. Four-Year Undergraduate Online Degree Programs  
Andy Casiello
- 2:45 p.m. Wrap-up  
Chandra de Silva

PROVOST'S COUNCIL RETREAT  
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The Provost's Council retreat was held on Tuesday, September 2, 2015 from 8:00 a.m.-3:00 p.m. in 1310-1311 Learning Commons. Those present were Chandra de Silva (Chair), Kimberly Adams-Tufts, Debbie Bauman, Oktay Baysal, Richardean Benjamin, Remica Bingham-Risher, Jane Bray, Judy Bowman, Leigh Butler, Andy Casiello, Jane Dané, Shirshak Dhali, Gail Dickinson, Fred Dobbs, Clair Dorsey, Deri Draper, Jim Duffy, David Earnest, George Fowler, David Gauthier, Nancy Grden, Marissa Jimenez, Kiran Karande, Janet Katz, Jeanie Kline, Debbie Major, Terri Mathews, Lisa Mayes, Connie Merriman, David Metzger, Dale Miller, Shelley Mishoe, Kevin Moberly, Ravi Mukkamala, Ellen Neufeldt, Renee Olander, Tisha Paredes, Brian Payne, Chris Platsoucas, Jim Shaeffer, Peggy Shaeffer, Marcelo Siles, Liz Smith, Jeff Tanner, Linda Vahala, Sandy Waters, Charles Wilson, and Robert Wojtowicz. The following agenda items were discussed.

Chandra de Silva welcomed the group and introductions were made. He informed the group that his objective for this academic year is to work during the year to develop alternatives for the new Provost and provide possible solutions and data for the Provost to choose from in consultation with others at the University.

1. High Impact Practices

Lisa Mayes presented information on expanding High Impact Practices (HIPs) at ODU. HIPS are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations. HIPs involve integrative learning, engaging students in learning across disciplines, curricular and co-curricular activities, and making connections from ideas and experiences to synthesizing and transferring knowledge. HIP benefits for students are a greater sense of belonging, increased satisfaction with ODU, and higher grades. Benefits for faculty are professional development and engaging pedagogy. Institutional benefits are higher persistence, retention and graduation rates.

Information was presented on the following specific HIPs.

- a. Learning Communities – Lisa Mayes, Executive Director of the Center for High Impact Practices
- b. Undergraduate Research – David Gauthier, Director of Undergraduate Research, Honors College
- c. E-portfolios – Deri Draper, Assistant Professor of STEM Education and Professional Studies
- d. Integrative Learning and Disciplinary Writing – Remica Bingham-Risher, Director of Writing and Faculty Development

Dr. Draper also demonstrated collaborative assignments and projects using gaming that she developed for one of her classes.

Chandra de Silva stated that implementing HIPs is an effort to focus on the academic side of enrollment management. He encouraged the Deans to develop budget proposals for initiatives involving several of the Colleges and noted that these issues cut across Colleges. Brian Payne added that a Center for High Impact Practices has been established and is responsible for developing and implementing HIPs. Lisa Mayes is the Executive Director of the new Center.

## 2. Proposed Changes in Graduate Education (Enrollments, Graduate Report and Graduate School Update)

Brian Payne and Robert Wojtowicz led a discussion on proposed changes in graduate education. The following documents were included with the agenda: Graduate Enrollment Task Force Summary Report and The Future of Graduate Education at Old Dominion University, which is the report submitted by the Graduate School Exploratory Committee to the Provost.

In spring 2015, the Graduate Enrollment Task Force investigated declines in graduate enrollments and made recommendations to be implemented in fall 2015. The following issues were discussed by the Task Force.

- What programmatic decisions affect the entire University?
- Are programs “better off” with smaller enrollments?
- When must flexibility and innovation be embraced?
- Should tuition waiver practices be reviewed?
- Should admissions cycle needs be reviewed?
- How do we “right size” master’s versus doctoral programs?
- When is the traditional semester schedule limiting?
- What can we do about the website?

Robert Wojtowicz presented enrollment strategies recommended by the Task Force that included the timeline for implementation and the responsible parties. David Earnest presented the graduate enrollment management strategy developed for the College of Arts and Letters and demonstrated a graduate enrollment management decision-support tool he developed for Graduate Program Directors in Arts and Letters.

Kiran Karande, Gail Dickinson and Kimberly Adams-Tufts discussed the work of the Graduate School Exploratory Committee. They presented arguments for and against a Graduate School, information on how peer institutions are organized for graduate education, proposed organizational structures, and activities to be performed by a graduate school or college.

To summarize the discussion on graduate enrollment and the work of the Graduate School Exploratory Committee, Brian Payne stated that enrollment efforts need to be focused on increasing enrollment in professional master's program. As graduate enrollment increases, the need to bring in more undergraduates will decline. He also noted that the recommendation from the Exploratory Committee is to change the name of the Office of Graduate Studies to the Graduate School and asked for comments from the group. The following comments were made.

- Debra Major indicated that departments do not always have the resources to grow professional master's programs because of high student to faculty ratios.
- Jane Bray stated Colleges can feel overburdened with all their responsibilities and that, in her experience, a graduate school will assist the Colleges. As the College with the largest graduate enrollment, she is interested in working together to help her College with specific issues.
- Shelley Mishoe said that it is essential to grow graduate enrollment and professional master's programs considering the way we are funded; a graduate school offers advantages.
- Chris Platsoucas noted that supporting research can support a graduate school.

### 3. SEES/AA Collaboration – Current Practices and New Opportunities

Goal 2 in the ODU Strategic Plan is to support student success from the first point of contact through graduation and beyond. The Student Success Committee, co-chaired by Chandra de Silva and Ellen Neufeldt, is an ongoing effort to create a culture of success through collaboration. Dr. Neufeldt and Jane Dané, Associate Vice President for Enrollment Management, presented data on enrollment, including new student enrollment and headcount and overall enrollment and headcount by level. Data are being used to inform decisions and develop strategies. A student retention predictor has been developed that shows the relative strength of different variables on retention. Best practices in student success are as follows.

- Design programs to meet retention goals.
- Deliver the right thing at the right time.
- Promote relationship, affiliation, affirmation and confidence.

Jane Dané noted the following outcomes for student success that have been achieved.

- Retention increased one percentage point for the 2013 freshman class. The goal is to achieve a retention rate of 83%.

- ODU has achieved its highest four-, five-, and six-year graduation rates. The goal is to increase the graduation rate to 60%.
- Through the initiative on time-to-degree, the average credit hour rate for freshmen and sophomores increased by greater than 1%.
- Collaborative planning and partnerships throughout the campus helped create a culture focused on student success and led to retention strategies in the following areas: academic advising, engagement, financial aid—literacy, first class, first-year experience, learning communities, service learning, supplemental instruction, time to degree, and undergraduate research.

The University will pilot a coaching model as part of the effort to increase retention, persistence and graduation rates. Coaching is important for our students because nearly a quarter of freshmen report they are first generation, over a third of freshmen receive Pell, and students come to college less prepared for independent decision making. Best practices indicate that we can improve student success with coaching.

Sandy Waters presented information on the 2015-16 Student Success Collaborative Advising Campaign and the project on Success Marker Courses, using data derived from our partnership with EAB. She noted that first-year advisors will be meeting with new students during the opening weeks of the fall term to review the Major GPS sheets with the students in preparation for their individual advising meetings and planning for spring and summer course enrollment.

#### 4. Data Driven Decision-Making – EAB Tool

Chetan Rao from the Educational Advisory Board (EAB) presented information about the Academic Performance Solutions product and process developed by EAB for data-informed decision making. Most higher education institutions are recognizing the need for such an integrative data and analysis framework. As members of EAB's Academic Performance Solutions, they can deliver an institutional scorecard to us. We will get data to be able to compare disciplines at ODU with the same disciplines elsewhere. They will also share numbers and perspectives of how others are reacting.

Activities that will take place during our first year of membership with Academic Performance Solutions are as follows.

- a. Campus kick-off to introduce the project goals and methodology
- b. Extraction and validation of data, to include aggregating files and cleaning data, with Institutional Research, Finance, Financial Aid, Registrar, and IT staff. This will take place in the first four months.
- c. Institutional dashboards and department viewbooks, which will include scorecarding key institution, college, and department metrics such as cost,

course capacity, course offerings, completion, faculty workload, and student demand. This will take place by the sixth month and involve weekly status updates

- d. Leadership on-site and best practice reviews, to include reviewing data, reallocation opportunities, and best practices to accelerate priorities. This will be a one-day session with academic and business leaders at the end of one year.

After the first year, annual summits and discipline benchmark reports will be ongoing. Questions or requests for data in the next several months should be directed to Jim Duffy.

## 5. Strategies for Summer 2016 and Winter Term

Jeanie Kline distributed a summary of headcounts from summer 2011-summer 2015 as well as data for summer 2015 as compared to summer 2014. The overall numbers show that live course offerings for summer 2015 were flat but there was a 4.8% decrease in enrollment for live courses. Online offerings for summer 2015 increased by 20.6% with increased enrollment at 10.5%. Students are asking for more online courses. Overall, 28% of summer classes are online, and they account for 36% of registrations.

Dr. Kline emphasized the need to strategically plan for summer in order to increase enrollment. We need to think about what students need and how to be more efficient. We must also enforce minimum enrollment numbers for classes to make. Janet Katz asked for data on offerings for the past summer showing what classes made and what classes did not as well as average class size so the colleges can determine where to add and where to reduce sections for the coming summer.

Dr. Kline reported that there have been discussions on implementing a winter term beginning in 2016. The term would start shortly after December graduation with a limited number of targeted offerings. Terri Mathews suggested there could be a market for one-credit classes during a winter term.

## 6. Four-Year Undergraduate Online Degree Programs

Andy Casiello discussed the new model for ODUOnline. It is designed to be flexible, student-service focused and growth oriented. The University is working to expand ODUOnline for the following reasons.

- Demand for online classes
- Decline in campus enrollments
- SCHEV enrollment commitments tied to budget
- Pedagogical reasons to offer online instruction
- On-campus expansion limitations
- Traditional populations declining nationally

- Non-traditional and career changers increasing
- Virginia demographics declining

Over 100 program options are available online. Distance Learning is working to develop and promote more than 30 additional program areas. Online registrations increased 11.6% from fall 2014 to fall 2015. For spring 2015, 62% of classes were face-to-face only, 19% were online only, and 19% were both face-to-face and online.

Challenges for ODUOnline are increasing competition in local, regional, and state markets, declining transfer student population, and reduced enrollment in graduate programs. Opportunities include the following.

- Improve presence in current, local, regional and state markets
  - Central-Distance Learning comprehensive marketing plan
- Pursue opportunities for future demand
  - Non-traditional student populations
  - Industry/government/non-profit partners
  - National expansion
  - Undergraduate international expansion
  - Accelerated offerings
  - Multiple start dates

## 7. Wrap-Up

Chandra de Silva asked the group to think about the following four issues from the retreat.

- a. The quality and effectiveness of instruction at ODU
- b. The nature of our institution. We need to be aware of who we are and where we are going to be able to offer ideas to the new Provost.
- c. Our EAB participation and the database we will use to make decisions
- d. How to strategically use information to advocate for Academic Affairs