

Spring 2023 Strategic Plan Progress Report: Strategic Enrollment Growth

Goal/Strategy	Goal	Strategy	Progress	Challenges	Collaboration	Next Steps	Investments	Responsible Party/Submitter
1.a.	Grow targeted, high-demand programs to attract traditional undergraduate, online, transfer, military, international, and graduate students	Identify new and review existing programs through assessment of employment outlook; create and/or scale enrollment for specific populations based on corporate input and demand	The School of Nursing has increased enrollment in Nurse Anesthesia (+6); Psychiatric Mental Health Nurse Practitioner program (+8); pre-licensure baccalaureate nursing program (+8); and in a combination of other graduate and certificate programs (+6).	Faculty and staff shortages	Community partners to establish a wider range of clinical placement sites and program directors of advanced practice specialty nursing tracks	There are ongoing discussions with faculty, alumni, and clinical partners to evaluate workforce needs and establish growth goals for the 2024-25 academic year. With Digital Learning, strategies are being created to increase enrollment in the online RN-BSN program. Other work includes: track enrollment trends across all programs; meet with community college leaders to explore approaches to increasing enrollment in RN-BSN and Concurrent baccalaureate programs; and set-up framework for evaluation of newly implemented admissions processes and outcomes.	N/A	Interim Dean of the School of Nursing Suzanne Wright, Ph.D.
1.b.		Support non-traditional learning and awarding of credits to attract returning adults, active-duty military and veterans, students pursuing professional graduate degrees, and international students, especially for business-to-business partnerships and workforce development	To offer value and flexibility for non-traditional students, Continuing Education created a credit pathway for non-credit cybersecurity certificate students to earn 6 graduate credits in the MS Cybersecurity program. Credit-bearing certification courses were expanded, particularly with AWS content, aiming for independent certification and integration into technology degrees. Prior Assessment provides academic credit to students with existing certifications. A nationally recognized Hootsuite certification was recently added to CPD 417, replacing a non-recognized class in the Professional Leadership certificate program. This allows non-traditional students to apply to ODU solely for the certificate, which can be stacked into the IDS Leadership major. DDL is establishing military academic pathways to leverage valuable experience for useful academic credit, where appropriate. Also, there has been extensive discussions with faculty. The OTS Training Specialist and Industrial Technology, Leadership, and Communications have resulted in clear plans ready to implement. DDL established a CET transfer pathway with Delaware Technical College in June 2023.	N/A	Digital Learning internal units and colleges	A next round of discussions about military pathways to investigate will occur with Cybersecurity, Mechanical Engineering Technology, Computer Science and Computer Engineering, and Health Services Administration. New out-of-state transfer pathways that DDL will explore will focus on the Dental Hygiene post-licensure program.	N/A	Vice President for Digital Learning Nina Rodriguez Gonsler
1.c.		Develop high-demand stackable certificates to attract enrollment and incentivize completion of master's degrees	The Graduate School and Continuing Education have met and 1) devised a rubric for evaluating certificate/degree curricular overlaps and 2) undertaken a preliminary review of existing graduate certificates.	Some degree curricula may require adjusting in order to permit easier certificate stacking.	Graduate School; Continuing Education; and colleges	The Graduate School will contact relevant academic colleges/departments to move forward with those certificates that can be prioritized for stacking.	N/A	Vice Provost and Dean of the Graduate School Robert Wojtowicz, Ph.D.
1.d.		Expand linked programs (3+2, 3+3, 4+1, etc.), including post-baccalaureate certificates and master's degrees	The Graduate School surveyed the academic colleges in summer 2023 to determine an approximate baseline of students currently enrolled in linked programs. The Graduate Administrators Council has approved a revision to the linked programs policy in the Graduate Catalog to allow for the double counting of up to 12 undergraduate and graduate credits, thereby saving students time and money in pursuit of their advanced degrees.	Some students are unable to afford the graduate tuition charged for the 12 hours applied to their undergraduate majors.	Colleges; Perry Honors College; Student Engagement and Enrollment Services; Academic Affairs; Administration and Finance; and University Communications	The Graduate School will work with the Faculty Senate to ensure passage of the linked programs policy revision in Fall 2023; Administration and Finance to create a more favorable tuition structure; and University Communications to craft a linked programs marketing campaign. When feasible, work with academic colleges/schools/departments to reduce total credit hours in advanced degrees.	Costs associated with implementing tuition leveling and developing a marketing campaign are to be determined.	Vice Provost and Dean of the Graduate School Robert Wojtowicz, Ph.D.
1.e.		Offer rolling start times and shorter "semesters" for targeted programs and populations	DDL has identified opportunities for online programs to offer accelerated options. We are currently redesigning a couple of courses in an accelerated format (1-2 for the Cyber Bridge program and one for the Training Specialist program with the military pathway). We have developed internal trainings and guidelines to assist faculty and instructional designers, who are working on developing courses in an accelerated format. DDL is working closely with two programs with an initial accelerated program plan.	Review of existing accelerated courses indicated that some were not developed appropriately for accelerated delivery. Issues relating to scheduling of required courses that are outside of the accelerated program have come to light and will need to be addressed.	Academic departments and program directors	The DDL Vice President and Provost will ensure support of deans involved with accelerated courses and programs. DDL will work closely with identified programs to establish and finalize plans for accelerated program development. This will include development agreements and scheduling plans.	N/A	Vice President for Digital Learning Nina Rodriguez Gonsler
2.a.		Grow fully online enrollment	Implement recommendations from recent comprehensive studies and reviews	In July 2022, the unit became the Division of Digital Learning, or DDL (an Online Task Force recommendation), and since then, has addressed nearly all actionable items noted in recent studies/reviews of the function. After careful review, the new DDL Vice President reorganized into four areas to better align and support the University's goal of doubling online enrollment and rebranded as ODUGlobal. DDL leveraged existing expertise in creating the Research Institute of Digital Innovation in Learning to conduct research, as well as inform online teaching, learning, and support for both ODU faculty and other institutions. The online course development process has been redesigned to ensure quality and improve efficiencies. Course templates for Canvas have been developed and made available to faculty to help provide consistent student experiences. DDL engaged external market analysts to assess competitive advantages. In July 2023, Continuing Education became part of DDL to better unify the non-credit credentials to credit program opportunities.	N/A	Human Resources; University Communication; Academic Affairs; ITS; Continuing Education; colleges; and faculty	DDL continues to review recent studies/reviews. Research from RIDIL, QM, and other best practices, as well as input from faculty, will continue to inform professional development opportunities and trainings offered to those in the online space. DDL will explore technology, including AI and XR, and leverage it to strengthen the online environment. Collaborating to unify systems and improve student success, DDL will implement a revenue sharing model in the Fall and continue to explore business model opportunities, including tuition differentials.	Salesforce, personnel, faculty developer compensation
2.b.	Automate the transcript management and evaluation processes to enhance efficiency and response time for students		ODU contracted with Hyland to better manage the processes related to incoming transcripts for applications. Testing of both high school and college transcripts has been completed. In May, testing began with continued work with the vendor to address issues and enhance the solution. During testing, DDL worked with ITS and Admissions to test data integrations and ensure accurate transmission of data and documents to Salesforce and Banner. As of mid-July, the testing phase of the project was wrapping up followed by a one month go-live project phase.	Missing functionality for standardized test scores and the resulting change order from ITS to Hyland has delayed the initial timeline.	Student Engagement and Enrollment Services and Administration and Finance	Once the solution is ready for production, it will go live in a phased approach to facilitate a smooth transition to the new business processes.	N/A	Vice President for Digital Learning Nina Rodriguez Gonsler

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3.a.		Increase graduate student support through larger stipends with built in cost-of-living increases; examine tuition waiver structure; and promote inclusion of GRAs and undergraduate funding in external grants	Faculty continue to develop non-traditional, learning-based activities into the undergraduate and graduate curricula in efforts to promote experiential learning. This approach offers the opportunity to enhance interprofessional education, increase the use of simulation, and improve clinical judgment in new graduate and advanced practice nurses.	Students must be informed that their experience in the classroom may be different from what they have experienced in the past. Alumni working as preceptors in the clinical area must have a good understanding of how students are being taught in the classroom to ensure a quality learning experience. Faculty must be trained in non-traditional teaching methods as they involve methodologies that faculty have not utilized in the past and/or may not be familiar with.	Academic Affairs internal units; Digital Learning; and American Association of Colleges of Nursing leaders	Work is ongoing to transform all nursing programs to CBE and incorporate the new essentials for nursing published by the American Association of Colleges of Nursing.	Approximately \$600,000 will be required to raise summer minimum stipends to \$5,000 for master's students and \$6,600 for doctoral students. At least \$400,000 will be required annually in the E&G budget for stipends to keep pace with cost of living.	Vice Provost and Dean of the Graduate School Robert Wojtowicz, Ph.D.
3.b.		Identify sources to increase targeted financial assistance for international students	This item is under development.	Funding	N/A	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
3.c.		Enhance access and affordability to attract and retain students, while promoting affordability and completion by all student levels and modalities	Identify and implement the best tuition models that promote both affordability and timely degree completion	Researching opportunities for consultant services to conduct a tuition strategy assessment. The Division of Student Engagement and Enrollment Services is supporting progress by also realigning their grant aid to meet a higher percentage of need. The cost of course materials has proven to be an influence on student retention. Faculty adoption of open educational resources (OER) and affordable course content (ACC) are one of the ways to reduce the cost burden on students and make them feel that the University cares. The Libraries have been a campus leader in education and advocacy for open educational resources. We maintain a guide for finding, evaluating, and creating open educational resources and have a leadership role on the campus OER Committee. We provide Open Textbook Workshops and encourage faculty to participate in grants offered by the Virtual Library of Virginia (VIVA) to create, adopt, or adapt OER. VIVA also conducted a survey of students from Virginia colleges and universities, including ODU, which indicated the impact of course material costs on students.	A primary challenge for all efforts remains the limited availability of funding to support student needs. Faculty are interested in reducing costs for their students, but creating open textbooks is a time commitment that does not seem to be rewarded in P/T decisions. Offering more incentives (e.g. stipends, recognition) could be beneficial to faculty.	Student Engagement and Enrollment Services and Academic Affairs Academic Affairs and Digital Learning	Begin tuition strategy assessment to identify alternative tuition structures, build a baseline Excel model that articulates the net tuition revenue generated by ODU's current approach, model the future impact of alternative approaches, and conduct targeted peer benchmarking. Also, SEES will continue reviewing aid sources, base budgets, and expenditures to develop a financial plan. The OER Committee has developed a survey to administer to faculty in the Fall 2023 to determine faculty use of OER and ACC, and to determine what training/education is needed. Training and information sessions will be offered each semester going forward. The Committee is also working to implement markings in the course schedule that will identify courses with no- and low-cost course materials as required by HB 2380 (A.A. § 23.1-1308. F. - 2019) so students can make choices. Hopefully this will be implemented for the Spring 2024 semester.	Acquire consultant services to conduct a tuition strategy assessment N/A
3.d.	Market the return on investment of a degree and the value of timely progression toward graduation	Discussing options that address the benefits of ODU's cost and how that narrative is integrated into our institutional story and brand. Brand survey will investigate the best way to incorporate ROI messaging into our brand strategy.	N/A	University Communications	N/A	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
4.a.	Grow and support untapped Latinx enrollment	Create documents and webpages in Spanish	The Center for Major Exploration has led a targeted outreach campaign to Latinx students that are not currently registered. ITS has included Spanish (and other languages) translations on University webpages.	N/A	ITS	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
4.b.		Dedicate support for Latinx recruitment and conduct outreach to high schools with high Latinx populations in the regions of Northern Virginia, Virginia's Eastern Shore, and North Carolina	Admissions has established a new Assistant Director of Admissions position dedicated to the outreach and recruitment to the Latine/x populations. Plans are currently underway outlining the recruitment plan for the 2024-2025 recruitment cycle.	Additional funding support is necessary to support the operational functions of the positions.	N/A	An assessment of operational budget needs will be completed and considered for resource re-alignment.	An infusion of \$65,000 will be needed for operational functions and recruitment outreach.	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
4.c.		Host on- and off-campus events devoted to Latinx families	Currently looking at opportunity to expand our present offerings	Additional funding support is necessary to support the recruitment efforts.	N/A	N/A	This will be addressed through a \$65,000 infusion of new funds for she prior strategy.	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
5.a.	Engage community resources and family members to support recruitment and student success	Expand relationships with local school personnel, including counselors, with a specialized focus in Hampton Roads, Richmond, and Northern Virginia	Meeting with new director of undergraduate admissions to identify additional professional counseling groups within the targeted areas.	N/A	N/A	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
5.b.		Facilitate strong University connections between families of freshman applicants throughout enrollment and graduation	Family programming has been enhanced in the summer orientation program to include more exposure and facetime with University administrators, including a new panel specifically to connect families with health and safety resources.	N/A	Internal units and Administration and Finance	Conduct post-orientation assessment to measure family confidence with their ability to support students through ODU services.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
5.c.		Create a seminar class designed for family members of first-year students	Stakeholders were identified and convened to discuss scope, delivery method, recruitment, and other foundational concepts. The Program outline is in progress with continued stakeholder engagement through Summer 2023. Interest form is being shared during orientation.	There needs to be exploration of content delivery programs, including CampusESP. While the platform will meet current needs, the investment is approximately \$40,000 annually. This tool would allow a single destination for content, message boards, and announcements.	Internal units; Academic Affairs; and University Advancement	There needs to be continued work to develop draft program proposal, gather additional feedback from stakeholder group, launch registration by August 1, and have physical presence with first-year parents at student move-in for Fall 2023.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.