

Spring 2023 Strategic Plan Progress Report: Student Engagement and Success

Goal/Strategy	Goal	Strategy	Progress	Challenges	Collaboration	Next Steps	Investments	Responsible Party/Submitter
1.a.	Improve academic preparation, engagement, and advising of students to prepare them for academic and postgraduate success	Develop and implement extended orientation programming for undergraduate students	Student Engagement and Traditions and Center for Major Exploration have partnered and identified stakeholders to inventory current UNIV and related offerings and determine needs by the 2023 target.	N/A	Student Engagement and Enrollment Services internal units and Academic Affairs	Next steps are to meet with collaboration partners/stakeholders to discuss all current UNIV offerings and determine needs.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
1.b.		Create an advising task force to examine the current structure and procedures of advising	Members of the Academic Success Center have begun initial research to compare advising models with those used by ODU peer institutions. This research included interviews with advising directors, advising experts, and other advising stakeholders. The Academic Success Center has also invited a NACADA consultant team to review and provide recommendations for a possible revised advising structure and caseload.	Four critical challenges to be addressed include: (1) high caseloads for advisors; (2) inadequate coordination and communication due to the decentralized ODU advising model; (3) inadequate space to meet the needs undeclared or undecided students; and (4) lack of career paths for advisors.	Academic Affairs internal units and NACADA	Several positions have been reorganized to serve new needs including needs of the interdisciplinary schools	Several positions have been moved from the Regional Higher Education Centers to augment advising services.	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			In partnership with the Center for Advising Administration and Academic Partnerships, the Center for Major Exploration conducted a needs assessment in Spring 2023, along with state review and national trends. A request was submitted to NACADA for an external review to provide support for a task force.	The Academic Student Success recently experienced the departure of a senior-level leader.	Academic Affairs internal units and NACADA	Next steps include: seeking input from Student Engagement and Enrollment Services leadership as the Provost and Vice President for Academic Affairs will convene the task force in Fall of 2023 with representation from the Center for Major Exploration, the academic colleges, athletics, and the academic success center.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
1.c.		Solidify a high-touch, sustainable advising model that supports students throughout their collegiate career with an increase in the number of professional advisors/coaches for first-year and second-year students	The School of Nursing developed and implemented an Academic Standing Committee (ASC) to identify and support students at high risk of academic failure. The School of Nursing's ASC is the body that considers all matters related to academic progression and discipline. If a student fails to meet minimum academic or clinical requirements set forth in the professional and technical standards, a faculty member may present the student to the ASC, delineating relevant details and documentation of the student issue. The ASC is designed to ensure due process and to give students every opportunity to be successful in the program. Bylaws have been established, and the committee has been active since Spring 2023.	Training will be important for faculty to understand the ASC is a resource to promote success rather than a punishment for poor performance.	Faculty and staff	There will be ongoing assessment of committee outcomes to analyze the impact of the committee on attrition and student readiness to practice. Other activities include: develop structure for utilizing second year nursing students and assigned faculty advisors in addition to the services provided by our Chief Academic Advisor to support student success in the new competency-based curriculum; establish a goal of 92% retention rate for pre-licensure BSN and PMHNP programs; explore funding/incentive model to establish three academic coaches; and provide faculty development.	N/A	Interim Dean of the School of Nursing Suzanne Wright, Ph.D.
1.d.		Enhance graduate-level advising to support students throughout their programs with a focus on degree completion and career exploration	The Graduate School has undertaken an informal survey of graduate programs across the University and has discovered an uneven level of advising support. This ranges from full-time program managers assigned to the largest units to graduate program directors acting in a part-time solo capacity for the smaller units.	Scaling graduate enrollments, particularly at the master's level, will require a more consistent advising infrastructure for incoming students before they transition to their faculty mentors.	Academic Affairs internal units	In Fall 2023, the Graduate School, in partnership with other areas, will conduct a Qualtrics survey of all graduate programs to determine advising needs and establish FTE benchmarks for allocating additional advising support.	TBD	Vice Provost and Dean of the Graduate School Robert Wojtowicz, Ph.D.
2.a.	Continue to provide an affordable college experience by offering additional financial support for students, reducing financial barriers that impede progression and success, and supporting student social mobility	Create additional scholarship opportunities for special student populations, such as first-generation, low-income, transfer, online, military, and international students	Transfer Initiatives/Academic Success Center continues to advocate for and promote scholarship opportunities for transfer students. A direct link to resources has been made available on the Transfer Initiatives website.	The amount of funding available is limited, and processes for finding and applying for scholarships can be cumbersome for students.	N/A	Next steps are to continue to pull information about scholarships together and promote to students	N/A	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
2.b.		Expand paid internship/work-based learning opportunities for students who cannot otherwise participate in internships/work-based learning that are unpaid, including the expansion of grants offered by Career Development Services	The LeADERS program/Academic Success Center has shifted the 'A' in the LeADERS acronym from 'Academic Internship' to 'Applied Work-Based Learning Experiences' and added on-campus employment to the list of eligible experiences. This shift aligns with precedence in the scholarship that, when done well (Kuh, 2008, p. 14), on-campus employment could produce the same learning outcomes and gains seen by participants in other high impact practices (Kuh, 2009). This shift incentivizes participation in work-based learning experiences such that students can now earn credit towards graduating with a higher LeADERS distinction, along with support for reflecting on these experiences as professional development/preparation.	Communication about this shift has been limited. Therefore, many students are not yet aware of this change. This is primarily driven by the limited number of staff available to support the LeADERS program and its current workload.	Student Engagement and Enrollment Services	Immediate next steps are to connect with University partners to promote this change and encourage students who are working on-campus to join LeADERS. Internal next steps include: an audit of all degree programs to identify gaps in programs with no or few LeADERS' course designations.	N/A	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			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.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
			The ODU Libraries launched the Future Information Professionals Internship Program, which is a paid internship for undergraduate students who are interested in careers in libraries, information sciences, museums, and archives. The experience included attendance at a professional conference, networking with library professionals, developing an ePortfolio, working within the ODU Libraries, and more. This is an IMLS grant funded two-year project. This year, 11 interns successfully completed the program.	Challenges included navigating the complex structures of ODURF, ODU, and IMLS and managing the budget for the grant, which includes many elements.	Academic Affairs internal units and Virginia Library Association	Although this is not a research grant, this is a highly competitive grant that will result in publications and dissemination of best practices for internship programs for BIPOC undergraduate students.	This project is funded by an IMLS grant, and the Libraries contributed some funding and support.	Dean of University Libraries Timothy Hackman
2.c.	Expand financial support, such as grants, to assist students who are within 15 credits of graduation	A review is currently being conducted on financial needs.	N/A	Academic Affairs and Administration and Finance	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.	

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3.a.	Increase undergraduate student retention and graduation rates	Align student recruitment, academic outreach, and retention activities to enhance engagement, success, and sense of belonging to increase retention and graduation rates	Completion coordinators have been embedded in the College of Sciences and the Batten College of Engineering and Technology. Their primary focus is to purposely identify any threats that a graduation applicant has to identify solutions to remove any barriers to that student's ability to graduate or communicate steps for a student to correct their circumstances.	There is an absence of completion coordinators in the other colleges	Academic Affairs internal units	Next steps are to continue to collect, share, and analyze data to support investment into this initiative.	N/A	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			Efforts have been undertaken to schedule, recruit, and register students for 19 Impact Learning Communities (ILCs) to implement in Fall 2023.	There is limited funding to grow the ILC program and support ILC faculty and peer mentor stipends	Academic Affairs internal units	Next steps are to continue to engage with faculty to develop and promote new ILCs for future Fall semesters and explore expansion of ILCs offered in Spring semesters.	N/A	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			The First-Year Experiences Survey and Sophomore Experiences Survey was administered to first-year and sophomore students, who enrolled in classes during the Spring 2023 semester. The purpose of these surveys is to understand the lived experiences of ODU's undergrads so that the University can provide targeted programming and support to meet their needs. Scales embedded in these surveys include: sense of belonging, psychological well-being, and/or thriving quotient. A dissemination plan was developed and included: presenting summary findings to leadership, distributing responses to specific questions to appropriate departments, and sharing selected respondents' contact information for targeted follow-up and support.	There was a limited response rates to both surveys (12.8% for FYES, 8.4% for SES), likely due to inefficient communication about the survey and insufficient incentives to complete it. In addition, these surveys are one of many that are administered to students throughout the academic year, thus causing survey fatigue amongst respondents. The FYES was previously administered by a different office and required significant overhaul to align with current needs. This was the first administration as a campus initiative following a pilot.	Academic Affairs internal units and Student Engagement and Enrollment Services	Next steps include to continue meeting with program leaders and other relevant parties to disseminate findings and discuss the relevance of these surveys in supporting program needs. Based on partner feedback, the on-going need for these surveys needs to be determined and, if continuing for future administrations, developing a more collaborative plan for their administration.	The FYES is an in-house survey. Therefore, the only investment was \$250 in incentives. The SES is owned by Azusa Pacific University and costs \$250 to administer on campus. This, plus an additional \$250 in incentives (same structure as FYES), brings total cash outlay to \$750. In addition, staff time is committed to all aspects of preparation, administration, analysis, and dissemination, though more is needed.	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			The development of a multi-faceted communication and outreach plan to first and second year undergraduate males. Sending timed informational nudges on important dates, processes, and procedures, and resources for these young men to access, started in fall 2022 and continued through Spring 2023. Responses to these nudges will be analyzed at the conclusion of Spring 2023 to determine what effect, if any, they had on students registration activity, utilization of resources, meeting and adhering to important deadlines, engagement, and academic performance. Additionally, the Center for Major Exploration has launched a new initiative to focus an outreach campaign (phone, text, and email) on first-year students with advising holds only. CME has also continued follow up with all students that have withdrawn. The University has also secured a partnership with the National Institute for Student Success, or NISS, which is housed at Georgia State University. Beginning in October, NISS will conduct a diagnostic analysis over a two-month period to review institutional data and make recommendations for potential improvements.	N/A	Student Engagement and Enrollment Services internal units and Academic Affairs	N/A	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
3.b.	Empower students to declare a major on or before 60 earned credit hours	Discussions have been initiated with stakeholders about how to get students to declare their majors earlier.	The Academic Student Success recently experienced the departure of a senior-level leader.	Student Engagement and Enrollment Services internal units and Academic Affairs	Next steps are to convene a workgroup to review strategies to empower major selection.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.	
3.c.		Encourage students to complete 30 credits per academic year with consideration for individual needs	The Center for Major Exploration (CME) and some academic advising offices are already encouraging students to complete 30 credits per year. CME works closely with the Dean of Students Office to examine student cases for individual needs.	N/A	Center for Major Exploration, Student Engagement and Traditions, Center for Advising Administration and Academic Partnerships, First Year Student Success, Financial Aid, UNIV instructors	Center for Major Exploration will determine the current median credits earned per semester and current communication gaps across advising units. From there, CME will partner with SEES and ODU communication to develop a marketing and communication strategy for Fall 2023 implementation.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.
3.d.	Provide consistent, comprehensive integrated support for students by streamlining the front-line support with technology solutions	Academic Success Center staff serve on various technology working groups to support the following technology solutions meant to improve the student experience. Working groups include: IVY Chatbot/Admin System Group, MY ODU Portal Redesign Group, and the Unifying Tech Group (Salesforce).	Access to training has been limited so far.	Administration and Finance and Digital Learning	Next steps are to seek additional training and prepare for launch of ChatBot and redesigned portal in Fall 2022.	N/A	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez	
		ITS is implementing IvyQuantum (ivy.ai), which addresses the target of comprehensive integrated support with Chatbot, Live Chat, Appointment Scheduling, AI based alerts, and Case Management system.	N/A	Administration and Finance	Next steps are to assign system agents and attend training.	N/A	Vice President for Student Engagement and Enrollment Services Brandi Hephner LaBanc, Ed.D.	
3.e.	Increase undergraduate student retention and graduation rates	Integrate academic success support in courses historically identified as having high DFW and Incomplete grades	Development of Course-Embedded Tutoring pilot program began for a launch in Fall 2023. Two departments (History and Accounting) collaborated and confirmed three courses that will be supported with course-embedded tutors. Four tutors have been hired.	Successful implementation of a course-embedded tutoring program, a form of supplemental instruction, takes a shared vision and much coordination, under the responsibility of a dedicated full-time employee. The responsibilities of this launch are currently being split among three full-time staff.	Academic Affairs internal units	Next steps are to train tutors and continue to work with faculty to reach goals of the pilot and recruit and train four additional tutors for Spring 2024.	An allocation of \$75,000 has been made to fund tutor stipends, and a graduate assistant has been allocated for this initiative.	Executive Director of Academic Success Initiatives and Support (ASIS) Marissa Jimenez
			In FY23, the University Libraries partnered with faculty in the Doctor of Physical Therapy Program to expand access to critical information resources by subscribing to the AccessPhysiotherapy online product from McGraw-Hill. AccessPhysiotherapy includes leading physical therapy textbooks, procedure and exercise videos, image galleries, and more. In previous years, students in the DPT program had to pay directly for access to this resource, which not all students could afford. Subscribing through the Libraries extends access to all students in the program, thereby reducing barriers to student success.	A sustainable funding model is needed and will allow the Libraries and DPT program to share costs of offering AccessPhysiotherapy to all students.	Academic Affairs internal units	Next steps are developing a sustainable funding model that allows the Libraries and DPT program to share costs of offering AccessPhysiotherapy to all students with the Doctor of Physical Therapy Program and College of Health Sciences	FY24 subscription cost are estimated at \$20,000.	Dean of University Libraries Timothy Hackman