Goal/Strategy | Goal | Progress | Challenges | Collaboration | Next Steps | Investments | Responsible Party/Submitter
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1.a. | Identify new and/or review existing programs through assessment, employment outlook, create outreach and partnership opportunities based on current input and demand | The School of Nursing has increased enrollment in Nurse Anesthetist (RN-AN) and Psychiatric Mental Health Nurse Practitioner (PMHNP) programs to meet the demands of the healthcare industry. | Faculty and staff shortages | Community partners to establish a wider range of clinical placement sites and programs to address advanced practice specialty nursing needs. | There are ongoing discussions with faculty, alumni, and clinical partners to evaluate workforce needs and establish goals for the 2024-25 academic year. With Digital Learning, strategies are being created to increase enrollment in the online RN-AN program. Other programs include partnerships with local and regional hospitals and healthcare organizations to further expand opportunities. | N/A | Interim Dean of the School of Nursing, Suzanne Wright, Ph.D.
1.b. | Support non-traditional learning and expanding of credits to attract entering students, activities, transfer and veteran enrollment. Students pursuing professional graduate degrees and international students, especially for business, technology, leadership, and workforce development. | To offer value and flexibility for non-traditional students, Continuing Education created a course catalog, specifically for workforce-ready certificate students to earn graduate credits in the MS Cybersecurity program. Traditionally, certification courses were offered on campus, but the unit has moved these courses primarily online. | N/A | Digital Learning internal units and colleges | A next round of discussions about military pathways to investigate will occur with Cybersecurity, Mechanical Engineering, Computer Science and Computer Engineering, and Health Services Administration. New service transfer pathways that DDL will explore will be on the Digital Dialogue platform. | N/A | Vice President for Digital Learning, Nina Rodriguez Gonser
1.c. | Develop high-demand marketable certificates to attract enrollment and enhance completion of masters' degrees | The Graduate School and Continuing Education have made it a priority to increase enrollment by evaluating certificate and masters' degrees programs. | Some degree curricula may require adjustments to order to better suit certificate students | Graduate School, Continuing Education, and colleges | The Graduate School will contact relevant academic colleges to re-examine with these certificates that can be piloted for marketing. | N/A | Vice President of the Graduate School, Robert Wojtowicz, Ph.D.
1.d. | Offer rolling start times and develop “master classes” 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 most popular academic bachelor's programs) in collaboration with other administrative units. | Review of existing accelerated courses indicated that some were not developed appropriately for accelerated delivery; however, scheduling of required courses that are outside of the accelerated program have been reconfigured to fit with the needs of students | Academic departments and program directors | The DDL, Vice President and Provost will review support of these programs to develop and rebrand them as master classes with the goal of expanding the number of programs and increasing enrollment. | N/A | Vice President for Digital Learning, Nina Rodriguez Gonser
2.a. | Implement recommendations from recent assessments and reviews | In July 2022, the unit became the Division of Digital Learning, as DDL (an Online Task Force recommendation), and since then, has introduced new, all-staff quarterly meetings and new resource centers led by the Academic Affairs team. The President recognized the need for better metrics and plans 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, assess, and develop data collection and reporting for both DDL and other initiatives. The online course development process has been redesigned to ensure quality and improve efficiencies. Course adoption at ODU has 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 offer excellence in online courses. | N/A | Human Resources, University Media Relations, Academic Affairs, ITS, Continuing Education, colleges, and faculty | DDL continues to review recent external influences, research from BHE, QM, and other best practices, as well as input from faculty, staff, and students to inform professional development opportunities and training offered to the online space. DDL continues to ensure that data is accurate and complete to strengthen the academic environment. Collaborating with key systems and improving student success. DDL will implement a revised student engagement model for the Fall 2023 and continue to explore business model opportunities, including revenue differentiators. | Selective, personnel, faculty developer compensation | Vice President for Digital Learning, Nina Rodriguez Gonser
2.b. | Automate the transcript management and the application process 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 scale these systems to better respond to the needs of students. ODU-enrolled students and faculty can now access their transcripts and authorizations to transmit data and documents securely to beneficiaries and others. | ODU has engaged students, faculty, and staff to assess the transition from ODU to Hyland and has delayed the initial implementation. | Student Engagement and Enrollment Services and Administration and Finance | ODU is developing a plan for the transition from ITS to Hyland but has delayed the initial implementation. | Student Engagement and Enrollment Services and Administration and Finance | Vice President for Digital Learning, Nina Rodriguez Gonser
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 Faculty continue to develop non-traditional, learning-based activities into the raise summer minimum stipends to $5,000 Work is ongoing to transform all nursing programs to CBE and cost-of-living increases; examine for master’s students and $6,600 for doctoral students. At least $400,000 will be required annually in the E&G budget for students that are not currently registered. ITS has included Spanish (and other languages) translations on University webpages. We provide Open Textbook Workshops and encourage faculty to participate in grants offered by the Virtual Library of Virginia (VIVA) to create, adapt or adopt OER. VIVA also conducted a survey of students from Virginia colleges and universities, including ODU, which indicated the impact of open educational resources on students.

- **3.a.**
  - **Goal:** Identify and implement best practice modules to promote both affordability and ease of degree completion.
  - **Strategy:** 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. We have developed a course content librarian in addition to our open educational resources. We maintain a guide for finding, evaluating, and creating open educational resources and know that a similar role on the campus (ODR) is critical. We provide Open Textbook Workshops and encourage faculty to participate in grants offered by the Virtual Library of Virginia (VIVA) to create, adapt or adopt OER.
  - **Progress:** The OER Committee has developed a survey to determine if and how students are utilizing OER. The survey was conducted in the Fall 2023 to determine faculty use of OER and ACC. The survey will be conducted in the Spring 2024 to determine if and how students are utilizing OER.

- **3.b.**
  - **Goal:** Work on the return on investment of a degree and the value of timely progression toward graduation.
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- **3.c.**
  - **Goal:** Develop a strategic plan to ensure that students are informed of the different pathways available.
  - **Strategy:** Cohort academic data and engage students early in their academic career.
  - **Progress:** The OER Committee has developed a survey to determine if and how students are utilizing OER. The survey was conducted in the Fall 2023 to determine faculty use of OER and ACC. The survey will be conducted in the Spring 2024 to determine if and how students are utilizing OER.

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