Goal/Strategy	Goal	Strategy	Progress	Challenges	Collaboration	Next Steps	Investments	Responsible Party/Submitter
1.a.		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 Gonser
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 ess idets ane Provosd wilensu arsu oppode anfiionizdgelDesey foy accelerated program development. This will include development agreements and scheduling plans.	N Desed and prograat. DDd wifs wood	Vice President for Digital Learning Nina Rodriguez Gonser
	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 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	Vice President for Digital Learning Nina Rodriguez Gonser	
	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 soluuc -14me for7of4 TDr apd worted withITSs andAdmiessioes						

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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			