

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
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	In progress and on schedule	The CME/MCC, STFP, and Retention unit will be identifying campus stakeholders and collaborators to inventory current UNIV courses. Following inventory, unit will connect with University Registrar and incoming Assistant Vice President for Academic Success.	AVP for Academic Success search is underway and University Registrar began recently. Additional partnerships and collaboration needed with individual academic colleges.	Academic Success Center	Meeting with campus stakeholders and collaborators in spring 2024.		Scott Harrison, Ph.D.
1.b.		Create an advising task force to examine the current structure and procedures of advising	In progress and on schedule	NACADA consultants came to campus in October and provided a review with recommendations to be implemented. Vice-Provost Payne is putting together an advising task force in February to begin the process of reviewing the advising structure.  The Student Success & Innovation team was established fall 2023 to work collaboratively with faculty and staff from across divisions, departments and colleges. The goal is to research, develop, and implement strategies aimed at improving the retention, persistence, and graduation of campus-based students (four year and transfer). The National Academic Advising Association conducted their visit on October 25-26. The consultants coordinated by the Center for Academic Administration and Academic Partnerships (led by Joe Ritchie). Each academic college, the Center for Major Exploration, and various constituency groups interacted with the consultants. Additionally the Student Success Innovation Team (led by Dr. Evelyn Ashley and Dr. Brian Payne) began and invited the National Institute for Student Success to provide a playbook for success. We are awaiting final reports.	there are many different viewpoints and needs for the colleges. It will take time to redefine the advising structure.  Current Advising Directors group and Excellence in Advising groups exist, but leadership in these areas does not currently exist. Additionally, transition to Salesforce + orientation remix are placing many structures in flux.	Academic Affairs internal units.  Student Success & Innovation Committee	Have the task force to begin meeting and to review the recommendations of the NACADA review.  This Student Success & Innovation Committee will be meeting on an on-going basis and will make recommendations for university policies and procedures to improve the student experience. The committee is also charged with creating innovative strategies to enhance retention, persistence, and graduation rates.		Joseph Ritchie  Scott Harrison, Ph.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	In progress, but behind schedule	This strategy is one that is mentioned in the NACADA Consultant visit. Upon the creation of the Advising Task Force this will be one of the agenda items that will be addressed.	Depending on the recommendations of the task force, there could be a significant increase in professional advisors which means more monies would need to be made available for salaries.	Academic Affairs internal units.	The advising task force will begin meeting on a regular basis.		Joseph Ritchie
1.d.		Enhance graduate-level advising to support students throughout their programs with a focus on degree completion and career exploration	In progress and on schedule	The Graduate School surveyed all graduate program directors in fall 2023 about their workload and position satisfaction. The response rate was high at 63.2%. Preliminary analysis reveals a need for additional advisor training.	Additional resources to provide ongoing advisor training.	Academic colleges and schools, Student Success Center	Further analysis of survey data and preliminary planning for advisor training to be conducted in spring 2024.	New resources needed to conduct advisor training either through internal means or external vendors.	Robert Wojtowicz, Ph.D.
2.a.		Create additional scholarship opportunities for special student populations, such as first-generation, low-income, transfer, online, military, and international students	In progress, but behind schedule	Given the change in the FAFSA for the 2024 cycle, we will use this data to determine where the areas of opportunity are to best serve these groups in the future and create additional scholarship opportunities. We are currently working with ODUGlobal on their scholarship implementation and working with our partners in advancement on other avenues to explore. Will also be evaluating how we market/talk about scholarship opportunities to students.	The new FAFSA was not be available until December 31 and changes were largely unknown.	Finance and Administration, Advancement, University Communications	Track and monitor data given the new FAFSA and use it to determine areas of opportunity for the future.		Scott Harrison, Ph.D.
2.b.	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			Over the summer, the LeADERS team completed a comprehensive audit of degree programs to identify gaps in programs with no or few LeADERS Applied Work-Based Learning course designations. This audit was shared with the Monarch Internship and Co-Op Office as a guide for identifying opportunities to expand access to and participation in internships at the curricular level.  In addition, the Academic Success Center has connected with campus partners including the Advising Center for the College of Arts & Letters, Career Development Services, and Center for Major Exploration/Mane Connect Success to promote the LeADERS program, highlight the opportunity to earn LeADERS Applied Work-based Learning credit for participation in on-campus employment, and including federal work study as a qualifying experience for LeADERS 'Applied Work-based Learning' credit.		Academic Affairs, Student Engagement and Enrollment Services	Next steps include continuing to highlight this shift with campus partners, reviewing students who graduate with LeADERS distinction to identify how many leverage this option as part of their program progress, and engaging in annual updates of the degree program audit to track expansions of course-based internship opportunities within the curriculum.	N/A	Marissa Jimenez
		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	In progress and on schedule	CDS received a SCHEV grant in June 2023 to transform Federal Work Study positions to be more internship-like. A working group named the Federal Work Study (FWS) Internship Program Steering Committee was formed in July and has been making progress toward the milestones and timeline for a Fall 2024 program pilot. A part-time project manager position was filled in mid-December as part of this grant. This work will lead to FWS funds paying for student internships on campus.	Base funding was not provided for CDS to continue the Experience Guaranteed Grant for students with unpaid internships due to this initiative shifting to MICO.	FWS Internship Program Steering Committee is comprised of representatives from CDS, MICO, Financial Aid, Payroll, Hiring supervisors, and faculty.	Hold listening sessions to get feedback from supervisors of student employees and from deans, associate deans, and internship coordinators Formation of an implementation approach including marketing and communication strategies Pre-pilot forums to onboard supervisors/mentors		Scott Harrison, Ph.D.
		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	In progress and on schedule	Providing students with campus employment benefits both the Libraries and students, providing the latter with financial stability and practical work experience. Campus employment has a role as a high-impact practice that supports University Strategic Plan goal for Student Engagement and Success (2.b.). In FY23 the Libraries employed sixty student workers paid from the Libraries budget, paying out \$170,204 in wages.	The University has not provided base budget increases to offset recent rise in Virginia minimum wage (\$7.25 to \$12.00) in the period from FY21 to FY24). Rising hourly wages, combined with a flat base budget allocation, is creating downward pressure on the opportunities the Libraries can provide for student employment.	Career Development Services	Increase funding for student employment in order to create more opportunities	Increase funding for student employment to offset minimum wage increases	Timothy Hackman
		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	In progress and on schedule	In academic year 22-23 we launched the IMLS grant-funded Future Information Professionals Internship program with 12 students, and continued in the 23-24 academic year with 12 additional students. This is a paid internship for undergraduate students who are interested in careers in libraries, information sciences, museums, and archives. The experience includes 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 we collaborated with the University's new Monarch Internships & Co-op Office to give interns the opportunity to receive academic credit by registering for UNIV 068.	The challenges of this project are navigating the administrative processes of the organizations involved- IMLS, ODURF, ODU, and the ODU Libraries. This year's experience included out of state travel for 19 people to attend a professional library conference. Travel planning and coordinating that many people was challenging.	Sue Kimmel, Professor, Darden College of Education & Professional Studies	During the spring semester interns will work 8 hours per week within the University Libraries, complete impact projects, and ePortfolios. Focus groups will be conducted and analyzed to explore the intern experience and identify changes for the future. The project PIs will disseminate information next year regarding best practices for undergraduate internship experiences in academic libraries.		Timothy Hackman
		Under the leadership of President Hemphill, ODU received a large grant from the Mellon Foundation providing paid internships to humanities students.						Brian Payne, Ph.D.	
2.c.		Expand financial support, such as grants, to assist students who are within 15 credits of graduation	In progress and on schedule	Reevaluate emergency grant process and financial need of our students to identify funding opportunities and expand support.		Finance and Administration	Continue to track data to determine areas of opportunity.		Scott Harrison, Ph.D.

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3.a.		Align student recruitment, academic outreach, and retention activities to enhance engagement, success, and sense of belonging to increase retention and graduation rates	In progress and on schedule	The Academic Success Center has met with program leaders to share findings and discuss the relevance of these surveys in supporting program needs. Specifically, findings were shared with Excellence in Advising, the HIP Council, and most recently with the Student Success Innovation team. Currently, the Academic Success Center has launched the FYES survey for this year and will await to compile results when the survey closes on March 1, 2024.	As with last year, challenges center on improving student response rates.	Other Academic Success Center partners, ITS, and other units who work with first-year students	The Academic Success Center will wait to compile and analyze FYES results when closed on March 1, 2024.	N/A	Marissa Jimenez
				The Academic Success Center is continuing to engage with faculty to develop and maintain ILCs for Fall 2024. During the 2023-2024 academic year, 18 ILCs were supported in the fall and 2 ILC continued in the spring. Planning is underway for Fall 2024 with 20 ILCs being scheduled.	Recruitment is a challenge to promote ILCs to incoming students ahead of registration. The Academic Success Center is working with the orientation staff to provide content to promote opportunities to students during the new pre-orientation phase.	Various colleges and academic departments	Continue working with academic departments to finalize courses and schedules to implement Fall 2024 communities.	N/A	Marissa Jimenez
				The New Student Experience pilot is being implemented as a key strategy. The three-year pilot focuses on transitioning orientation to a 3-pronged journey: Pre-Orientation (Explore Your Kingdom), Orientation (Discover Your Pride), and Post-Orientation (Rule Your Dominion) with specific learning outcomes. The pilot is developing a website to host the new student experience timeline, working with campus partners to develop online pre-orientation modules, partnering with 3 advising centers to implement online advising and course registration, revising the on-campus orientation schedule, and preparing to work with partners on the first-year experience during The Monarch Experience (TME). Submitted in December: The CME/MCC, STFP, & Retention Unit are tracking holds and withdrawals for first-year students and following up with students who are not enrolled as well as students who withdraw to obtain withdrawal reasoning. Additionally, the CME/MCC, STFP, & Retention team are outlining pathways for success coaching and exploratory advising, establishing case management connections for all success coaches, and piloting a new student experience that assesses, disrupts, enhances, and brings innovation to the new student experience ensuring it integrates students and families at their point of confirmation thru their Day 1 on campus. Established the positions of Assistant Director for Black Initiatives and Assistant Director for Latine Initiatives within the Office of Intercultural Relations. These roles were created to enhance outreach, retention, engagement, and overall sense of belonging for Black and Latine student populations. The creation of these positions involved reallocating existing fiscal resources and strategically restructuring the unit. Restructured graduate assistants in OIR to support the organizational changes, designating GAs for Black Initiatives, Latine Initiatives, and Intercultural Initiatives (with a focus on AAPI and other cultural populations). This restructuring aims to strengthen support mechanisms for diverse student groups and aligns with our goal of improving retention and graduation rates Counseling Services increased access by initiating same day/next day self scheduling through the portal.	<b>PROGRESS CONTINUED:</b> Satisfaction survey data 2022-2023 results (n=164) 86% reported that services helped them improve their academic status; 92 % reported that OCS helped them stay in school; 86% reported that OCS helped them cope with stress. Holds and withdrawals are being tracked for first-year students and following up with students who are not enrolled as well as students who withdraw to obtain withdrawal reasoning. Additionally, a team is outlining pathways for success coaching and exploratory advising, establishing case management connections for all success coaches, and piloting a new student experience that assesses, disrupts, enhances, and brings innovation to the new student experience ensuring it integrates students and families at their point of confirmation thru their Day 1 on campus.	Collaboration with Student Engagement & Traditions and Career for Major Exploration Mane Success Coaching.	Continue to enhance alignment in student recruitment, academic outreach, and retention activities by implementing targeted strategies identified through ongoing evaluations. Additionally, ensure the successful integration of the restructured graduate assistants in OIR to effectively support Black Initiatives, Latine Initiatives, Intercultural Initiatives (with a focus on AAPI and other cultural populations), and International Initiatives. This step aims to solidify our commitment to fostering engagement, success, and a sense of belonging for all student populations.		Scott Harrison, Ph.D.
3.b.	Empower students to declare a major on or before 60 earned credit hours	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
3.c.	Increase undergraduate student retention and graduation rates	Encourage students to complete 30 credits per academic year with consideration for individual needs	In progress and on schedule	The curriculum sheets in the undergraduate catalog have all been reviewed and encourage students to enroll in 30 credits per academic year based on the courses listed. Advisors discuss with students the advantage of taking 30 credits per academic year.	Ensuring that there are enough key general education courses available in the first year for all incoming freshmen to take.	Department Chairs.	Continue to evaluate the general education course options and identify alternative courses for students to take to meet the 30 credit hours per academic year.		Joseph Ritchie
				The CME/MCC, STFP, and Retention unit will be working with advising directors to incorporate encouragement into the new student experience. Associate Dean of Students will ask the Director of Academic Support and Continuance for assistance in creating the Tools and Tasks for a Strategic Success module as part of the New Student Experience Pilot. The module will encourage students to understand the following: "2.0 + 30 credits per semester = Graduate in 4 Years" NACADA recommendations encourage defining advising and developing a mission, vision, and model for advising as well as assigning advisors earlier in the onboarding experience and using an educational plan. Including encouragement to complete 30 credit hours will be a part of this recommendation.	The search for an Executive Director for Undergraduate Education and Senior Advising Official is underway and will be integral to next steps.	Center for Advising Administration and Academic Partners and the Student Success Innovation Team		Scott Harrison, Ph.D.	
3.d.		Provide consistent, comprehensive integrated support for students by streamlining the front-line support with technology solutions	In progress, but behind schedule	Because of turnover in ITS leadership and across other units, the Chatbot platform project had been postponed. However, ITS project leads will re-engage with stakeholders within the next month and work to complete a quick implementation by the end of the spring 2024 semester.	Because of staff and personnel changes, ongoing communication about the project has been difficult to maintain.	ITS, other Academic Success Center units, and other partners located residing in the Student Success Center building	The Academic Success Center is awaiting for ITS to launch its re-engagement plan for the project, which includes onboarding stakeholders (current and new) into the project. This would include another demo of the Chatbot and likely the scheduling of progress checks and update meetings within the next month.	N/A	Marissa Jimenez
				Update from Karthik Navuluri: We took a pause to reevaluate whether this is the right direction, given all the changes in various orgs, and also the proliferation of language learning models in the market. We need to make sure that the student experience with these products should be equal or better than the tools that students see in the industry. Ivy has since implemented GPT models in their product. Digital learning is also onboard with implementing Ivy. We will soon restart the conversations to update the knowledge base and establish a go live date.		Karthik Navuluri	Update knowledge base and establish a go live date.	Scott Harrison, Ph.D.	
3.e.		Integrate academic success support in courses historically identified as having high DFW and Incomplete grades	In progress and on schedule	The Academic Success Center launched a pilot of an Embedded Tutoring Program in Fall 2023. The pilot began with one ACCT 201 section, two HIST 104H sections, and three tutors. In spring 2024, the program expanded to two ACCT 201 sections, six HIST 104H sections, and six tutors. In the fall 2023, tutors completed 52 tutoring sessions with 24 unique students. 82% of appointments were for ACCT 201. In Fall 2023, appointments were set at 30 minutes. However, the average length of a session was 45 minutes. In the Spring 2024, the session time increased to 1 hour. The tutors receive ongoing training throughout each semester to help develop their skills as peer educators.	Embedded tutoring is a partnership between faculty and the Office of Academic Success Initiatives and Support (Academic Success Center). To be most effective, faculty participation is critical. Without faculty involvement and resources, the embedded model cannot be sustained. Identifying and recruiting faculty to participate in the pilot has been a challenge, for some faculty prefer traditional tutoring instead of an embedded model. Given one course, only one or two sections would agree to participate in embedded tutoring, leaving students from the other sections with limited or no support.	Accounting and History departments; Subject Matter Experts (SMEs)	To continue building on the program, outreach to other departments with high DFW courses will occur during spring and summer to try to increase courses in fall 2024. In addition, continued outreach to recruit student tutors for upcoming courses.	An initial investment of 75K was allotted to support tutoring and the embedded tutoring program for the 2023-2024 year. Those funds have been used to hire tutors, a graduate assistant, and the continued use of tutor.com to provide additional support to students.	Marissa Jimenez