

**Six-Year Plans (2011)      2012-14    through    2016-18**

**Due: July 1, 2011**

**Institution:**

Old Dominion University
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**Institution UNITID:**

232982
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**Individual responsible for plan**

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**Six-Year Plans (2011)**  
**Old Dominion University**  
**ACADEMIC AND FINANCIAL PLAN**

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2012-2018)," please provide 2-3 sentences detailing strategies (for the three biennia of this six-year period) associated with each objective of the "Preparing for the Top Jobs of the 21<sup>st</sup> Century: The Virginia Higher Education Opportunity Act of 2011." The information provided should be macro-level information with sufficient detail for the reader to understand your general approach.

Priority Ranking	Within Tuition Increase	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2012-2018)								
		Biennium 2012-2014 (7/1/12-6/30/14)				Biennium 2014-2016 (7/1/14-6/30/16)		Biennium 2016-2018 (7/1/16-6/30/18)		
		Strategies	TJ21 Objectives	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
	No	Over the last several years, Old Dominion University has committed 1% point of the tuition increase (approximately \$1M per year) for institutional financial assistance. The total "Internal Scholarship" allocation for FY12 will be \$3.8 million. In addition, the number of on-campus employment opportunities for students who need part-time work to supplement their income has been increased by \$300,000 in FY12, bringing the total budget for student wages to \$4.4M. The Six-Year Plan assumes 1% point of the tuition increase will be committed for financial assistance in FY13 and FY14.	Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low and middle income students	Incremental:	\$0	\$0	\$0	\$0	Continuation of institutional financial assistance for low and middle income students. There are a total of 8911 students at ODU with Estimated Family Contributions (EFC) within the 0 to \$8000 range, indicating that over 36% of the student body falls in the low income category. It is assumed another 46% fall within the middle income category meaning only 18% are in the upper income bracket. The on-going financial aid strategy assumes both institutional support for financial assistance as well as state general fund support to address unmet need for Virginia residents.	As the HEAC provides more information on the definition of low and middle income, ODU will adjust its overall strategy which would also reflect additional state, federal and institutional support.
7	Yes	<p>ODU's summer school is already one of the largest within the Commonwealth. In 2011, summer enrollments increased by 2.5% SCH over 2010 enrollments, and we anticipate a continued steady increase in summer enrollments annually. With Head Count enrollments in excess of 11,000 students, ODU currently offers 1,500 undergraduate and graduate courses in summer, in face-to-face and Distance Learning formats, to encourage students to further their studies throughout the year.</p> <p>A significant number of courses are offered at the University's three Regional Higher Education Centers in addition to courses offered at the Norfolk campus and by Distance Learning. The Virginia Beach Higher Education Center is home to several full-time, 12-month faculty who offer courses year-round through live, satellite, 2-way video conferencing, on-line, and hybrid modalities; a number of these courses are broadcast from the Center to the entire university system. ODU is in the process of increasing Distance Learning capabilities by adding new asynchronous on-line programs and courses that are time- and place-independent.</p> <p>ODU also offers a wide range of summer camps for pre-college-aged students on a diverse range of topics including engineering, art, game development, sports, and reading/computer literacy.</p>	Plans for optimal year-round use of the institution's facilities and instructional resources to improve student completions and cost efficiencies	Incremental:	\$397,000	\$397,000	\$1,048,000	\$1,048,000	Monitor FY 2012-2014 enrollments at the regional higher education centers and summers school and reallocate and invest to grow enrollments accordingly. Increase summer programming through camps and conferences.	Monitor FY 2014-2016 enrollments at the regional higher education centers and summers school and reallocate and invest to grow enrollments accordingly. Increase summer programming through camps and conferences.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
		ODU currently has joint educational programs with a number of other institutions of higher education, including Eastern Virginia Medical School, Norfolk State, Longwood, and others. In addition, a new ODU/VCCS Articulation Agreement was signed in Richmond in April to allow community college students with an easier and faster route to a Bachelor's	Plans for development of an	Incremental:	See E. 10	\$0	See E. 10	\$0	Continue to collaborate with VCCS and other institutions to expand upon current academic programs and academic support services	Continue to collaborate with VCCS and other institutions to expand upon current academic programs and academic support services
				Savings:	\$0	\$0	\$0	\$0		

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				2012-2013		2013-2014					
Amount	Within Increase			Amount	Within Increase						
		degree. More than 100 new program articulation agreements with individual community colleges have been signed to date. All necessary upper division ODU courses are offered through Distance Learning, at one of the Higher Education Centers, or on the Norfolk campus.  [Note: As part of the Advance Virginia through 2+2 Online Initiative with VCCS, ODU will expand access to STEM and health care degree programs by creating new online degree programs including undergraduate 2+2 degree completion programs. See section E10 below for more information]	instructional resources sharing program with other institutions of higher education	Reallocation:	\$0	\$0	\$0	\$0			
	Yes	In preparation for the Southern Association of Colleges and Schools (SACS) on-site visit in Spring 2012 for ODU's Reaffirmation of Accreditation, the University is developing a Quality Enhancement plan (QEP) to enhance student learning in Analytical Writing with the goal to expand the students' academic writing and reasoning abilities across all disciplines. Secondly, given ODU's strong military-affiliation, we are working on implementing the TEAMS (Teaching, Education, and Awareness for Military-connected Students) initiative to connect faculty in ODU's Center for Educational Partnerships with area school systems, non-profit organizations, and private research and development organizations to provide support services for military affiliated students. ODU also plans to develop an interdisciplinary graduate certificate in Military Child Education that will be offered through Distance Learning technologies.	New programs or initiatives including quality improvements	Incremental:	\$0	\$0	\$0	\$0	Monitor the key performance indicators associated with the QEP and review/invest to achieve programmatic objectives. Invest in new quality improvement initiatives as necessary	Monitor the key performance indicators associated with the QEP and review/invest to achieve programmatic objectives. Invest in new quality improvement initiatives as necessary	
				Savings:	\$0	\$0	\$0	\$0			
				Reallocation:	\$0	\$0	\$0	\$0			
1	Yes	ODU's in-state enrollment has grown by almost 3,500 students, or 20%, over the past five years. Further, approximately 88% of ODU's Fall 2010 enrollment consisted of in-state students. Since 2004, ODU has added more in-state students than any other public university. This large enrollment growth, our determination to keep tuition increases affordable, and the across-the-board budget cuts sustained by the university in recent years, has reduced ODU's base adequacy calculation to the lowest in the Commonwealth. Therefore, the university anticipates a more moderate approach to on-campus enrollment of approximately 1% to 2% per year, focusing instead on amplifying our Distance Learning capabilities and more efficiently utilizing our Higher Education Centers. The main growth areas will be in high-need STEM, health-care and education-related disciplines. See Item E. 13 for more detail.	E1. Increased enrollment of Virginia students	Incremental:	\$320,000	\$320,000	\$180,000	\$180,000	Monitor FY 2012-2014 enrollments against approved enrollment projections. Reallocate/invest resources as needed (See E.13)	Monitor FY 2014-2016 enrollments against approved enrollment projections. Reallocate/invest resources as needed (See E.13)	
				Savings:	\$0	\$0	\$0	\$0			
				Reallocation:	\$0	\$0	\$0	\$0			
		Please see Item E.13	E2. Increased degree completion for Virginia residents with partial degree	Incremental:	See E. 13	\$0	See E. 13	\$0	Monitor on-line enrollments, identify specific on-line and other programs at the regional higher education centers and reallocate/invest resources accordingly	Monitor on-line enrollments, identify specific on-line and other programs at the regional higher education centers and reallocate/invest resources accordingly	
				Savings:	\$0	\$0	\$0	\$0			

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				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
		(include enrollment and degree est)	Reallocation:	\$0	\$0	\$0	\$0			
5	Yes	<p>A new vice presidential area, the Division of Student Engagement and Enrollment Services (SEES), will start July 2011 to provide oversight and coordination of all university student success efforts, including recommendations for resource allocation/reallocation, and the development of new and revised initiatives. ODU is also completing two new additions to its Perry Library - a Learning Commons and a Student Success Center - both of which were created to retain students and assist them with completing their degrees in a timely manner. ODU is implementing an automated tracking system to help identify and communicate with 'at risk' students to track student progress toward degree completion.</p> <p>ODU's Career Management Center operates a Student Temporary Assist Team (STAT) Program that currently employs over 100 first year students and over 50 Work Study award students. This new ODU program along with over \$4.4M targeted at on-campus student employment has reduced the need for students to decrease their course load due to financial hardship.</p> <p>As noted elsewhere, the new ODU/VCCS Articulation Agreement allows community college students with an easier and faster route to a Bachelor's degree. More than 100 new program articulation agreements with individual community colleges have been signed to date. All necessary upper division ODU courses are offered through Distance Learning, at one of the Higher Education Centers, or on the Norfolk campus.</p>	E3. Increased degree completion in a timely or expedited manner	Incremental:	\$224,352	\$224,352	\$144,342	\$144,342	Monitor FY2012-2014 graduation performance and reallocate/invest to assure that 6-year graduation rate increases from 49% to 53%	Monitor FY2014-2016 graduation performance and reallocate/invest to assure that 6-year graduation rate increases from 53% to 55%
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
		Please see C., E 1, and E. 13	E4. Enhanced community college transfer programs and grants or other enhanced degree path programs	Incremental:	\$0	\$0	\$0	\$0	Please see C., E 1, and E. 13	Please see C., E 1, and E. 13
		Savings:		\$0	\$0	\$0	\$0			
		Reallocation:		\$0	\$0	\$0	\$0			
		<p>ODU plans to increase graduation rates by providing additional general education and upper level courses in specific "bottleneck" areas that are occurring due to increased enrollments, especially in engineering technology, science, teacher education, and health science. The lack of available seats in required upper level courses in these areas is a major</p>		Incremental:	\$642,000	\$642,000	\$358,000	\$358,000	Monitor FY2012-2014 student retention and graduation performance. Reallocate/invest to achieve freshmen retention rate increase to 82% to achieve 6-year graduation rate of 53%.	Monitor FY2014-2016 student retention and graduation performance. Reallocate/invest to achieve freshmen retention rate increase to 83% to achieve 6-year graduation rate of 55%.
				Savings:	\$0	\$0	\$0	\$0		

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				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
3	Yes	reason for delayed graduation.  To remedy the issue of student difficulty in the 3rd semester, ODU is implementing a Sophomore Success initiative that will provide high-impact advising, development of academic success plans, academic enhancement programming (study skills, time management) and expanded advising services. In addition, the University has created the Division of Student Engagement and Enrollment Services with significant current and planned investments in expanded/new programmatic initiatives including the Career Management Center's Learn and Earn Program, additional student advising, student success efforts in the individual colleges, direct faculty development support and tools and an academic major exploration initiative	E5. Improved retention and graduation rates	Reallocation:	\$154,000	\$154,000	\$154,000	\$154,000		
4	Yes	1,800 degrees, or over 33% of the total degrees, awarded by ODU in 2010 were in high need areas. Over the 6 years of the plan, the university expects to increase that number to 1,950 degrees in high need areas, mainly through increased retention and graduation rates. For FY2011-2012, the University invested in hiring additional full-time lecturers in STEM disciplines; further, a review of student success focused on STEM disciplines will be conducted, and on-going curricular improvement continue.	E6. Part 1: Increased degree production in STEM and other high-need areas	Incremental:	\$344,000	\$344,000	\$344,000	\$344,000	Monitor FY2012-2014 enrollments and graduates in high-need disciplines. Reallocate/invest to achieve <b>the increase from 1800 to 1900.</b>	Monitor FY2014-2016 enrollments and graduates in high-need disciplines. Reallocate/invest to achieve the increase from 1900-1950.
Savings:	\$0	\$0	\$0	\$0						
Reallocation:	\$0	\$0	\$0	\$0						
15	No	ODU also works successfully to encourage middle and high-school students to study STEM-related subjects and consider STEM and health-care professional careers through its leadership of the state's Project Lead the Way Program which provides rigorous curricular and other support to middle and high-school students in an effort to promote increased participation in STEM-related disciplines and prepare students to become innovative and productive engineers and scientists. If funded by the Commonwealth, ODU proposes to expand Project Lead the Way to 75 additional Virginia middle schools, and 100 middle school teachers, as well as to seek private funding to supplement this additional state support (predominately passed through to the school districts) with on-campus summer camps and other programming to sustain student interest.	E6. Part 2: Increased degree production in STEM and other high-need areas	Incremental:	\$1,980,000	\$0	\$1,000,000	\$0	Continue to capture data on program participation and invest in programmatic efforts to achieve identified success in metrics achieved nationally	Continue to capture data on program participation and invest in programmatic efforts to achieve identified success in metrics achieved nationally
Savings:	\$0	\$0	\$0	\$0						
Reallocation:	\$0	\$0	\$0	\$0						
	Yes	The University is planning to introduce a number of graduate programs into the College of Sciences in order to increase the number of graduate degrees in the STEM areas. All of these degrees are market-driven. Specifically, we are planning to develop the following graduate programs: 1) a separate Ph.D. in Biostatistics, as well as a separate degree in Statistics; 2) an MS degree in Biostatistics, and an MS degree in Statistics; 3) MS in Biotechnology; and 4) MS in Biomedical Sciences	E7. New programs to further the Commonwealth's objectives	Incremental:	\$0	\$0	\$0	\$0	Continue to monitor market demand and enrollments in these identified programs. Reinvest/reallocate as necessary.	Continue to monitor market demand and enrollments in these identified programs. Reinvest/reallocate as necessary.
Savings:	\$0	\$0	\$0	\$0						
Reallocation:	\$0	\$0	\$0	\$0						
		The University's research priorities are focused in a few niche areas, particularly in the Center for Bioelectronics and in Medical Modeling and Simulation where we have built significant		Incremental:	\$2,500,000	\$0	\$3,500,000	\$0	Continue to monitor research and commercialization performance in order to target existing/new resources on promising opportunities for economic development	Continue to monitor research and commercialization performance in order to target existing/new resources on promising opportunities for economic development

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				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
17	No	faculty expertise in recent years. In FY2011-2012, ODU and the Commonwealth have collectively invested \$861,000 into these two research initiatives, but further investment is needed to respond to clear opportunities for research supremacy leading to significant economic development. Thus, ODU is seeking additional funding to accelerate the success of these initiatives.	E8. Part 1: Increased research, including regional and private collaboration (Center for Bioelectronics)	Savings:	\$0	\$0	\$0	\$0		
		Reallocation:		\$0	\$0	\$0	\$0			
16	No	Similar to the research leadership within the Center for Bioelectronics, the Virginia Modeling, Analysis and Simulation Center (VMASC) is a nationally recognized center in a relatively new and growing field. Medical Modeling and Simulation is an important enhancement to VMASC's existing simulation and visualization capacity in the medical and health-care arena. ODU is requesting funding for three medical M&S initiatives that will enhance VMASC's medical M&S research effort with the goal of making VMASC/ODU, in partnership with Eastern Virginia Medical School, the epicenter for medical M&S research, development, and economic growth: 1) an expansion of the Center's immersive Virtual Operating Room to allow Virtual Reality capabilities into the medical and health care arena; 2) technology enhancements to the patient blood management training simulation prototype developed by VMASC, a tool to provide real world case studies of blood management issues and solutions. These enhancements would allow VMASC to expand the prototype into a full training package for use for medical training purchases; 3) an additional faculty position is needed to focus on the continued augmentation of the Center's M&S efforts.	E8. Part 2: Increased research, including regional and private collaboration (Medical Modeling and Simulation)	Incremental:	\$970,000	\$0	\$970,000	\$0	Continue to monitor research and commercialization performance in order to target existing/new resources on promising opportunities for economic development. Please note that after the FY2012-2014 biennium, this request will dwindle to needing only support in base funding for the faculty position, and one more year of support for the blood management simulation tool for a total in year three of \$470,000. After three years, support will only be needed for the faculty position.	Continue to monitor research and commercialization performance in order to target existing/new resources on promising opportunities for economic development. After three years, ongoing support will only be needed for the faculty position.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:		\$0		\$0		
		ODU contracted in FY2010-11 with SunGard Higher Education to work to improve the efficiency and effectiveness of the university's administrative and business services. To date, this activity has dramatically simplified and reduced a number of functions and has improved services to the internal and external community.	E9. Other efficiency reforms designed to reduce total institutional	Incremental:	\$580,000	\$580,000	\$0	\$0	ODU will continue to reallocate resources from reduced staffing and operating expenses as a result of this increased efficiency and improvements in processes. These resources will be reallocated to current understaffed/supported infrastructure areas, particularly for IT support for students and faculty.	ODU will continue to reallocate resources from reduced staffing and operating expenses as a result of this increased efficiency and improvements in processes. These resources will be reallocated to current understaffed/supported infrastructure areas, particularly for IT support for students and faculty.
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Amount	Within Increase			Amount	Within Increase					
8	Yes		cost	Reallocation:	\$180,000	\$180,000	\$360,000	\$360,000		
2	Yes	ODU will develop at least 10-13 new online degree programs, focusing on high-need STEM and health-care related disciplines. The flexible delivery mode will allow working adults the opportunity to begin, continue, or complete their degrees in these important STEM and related disciplines. Further, the new "unified delivery mode" initiative under development with the VCCS, will expand institutional access and eliminate infrastructure redundancy.	E10. Technology-enhanced instruction, including course redesign, online instruction, and resource sharing	Incremental:	\$315,000	\$315,000	\$475,000	\$475,000	Monitor enrollments and student feedback on course quality and delivery. Reallocate/invest in improvements and expenses.	Monitor enrollments and student feedback on course quality and delivery. Reallocate/invest in improvements and expenses.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$180,000	\$180,000	\$360,000	\$360,000		
14	No	As part of the Advance Virginia through 2+2 Online Initiative with VCCS, ODU is seeking additional funding to support expanding access to STEM and health care degree programs by creating new online degree programs. Creation of these online degrees that are co-owned, marketed, and delivered by ODU and the VCCS system optimize resources for both entities, simplifies and streamlines the student experience by providing a seamless transition from community college to the 4-year institution. This effort will reduce time to graduation, make better use of student and institutional resources, and provides greater access to degree programs in high-demand	E10. Technology-enhanced instruction, including course redesign, online instruction, and resource sharing	Incremental:	\$3,342,000	\$0	\$3,342,000	\$0	Monitor enrollments with each 2+2 degree program and student feedback on support service issues/needs. Continue to modify and improve programs and services to achieve program registration increases during the biennium from 1200 to 3900 (Note: Additional state funding is needed to support the program will decline to \$1,285,000 by FY2016)	Monitor enrollments with each 2+2 degree program and student feedback on support service issues/needs. Continue to modify and improve programs and services to achieve program registration increases during the biennium from 3,900 to 6,400 (Note: the ODU portion of the 2+2 program will be entirely self-supporting by 2019)
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
18	No	In FY2010-11, ODU created The Business Gateway, a one-stop, "front door" office for the provision of business services, basic and applied research, and commercialization support to businesses. The Business Gateway will increase local and regional economic development through the commercialization of institutional and other Intellectual Property. ODU proposes to establish an Integrated Business Accelerator over the first 5 years of the Plan which provide space, support facilities and technical and business services for commercialization and business development with private financial support.	E11. Economic opportunity initiatives	Incremental:	\$340,000	\$0	\$340,000	\$0	Monitor progress of actual business development and commercialization projects involving ODU and private sector IP through efforts of the Business Gateway. Adjsut/invest in expanding these efforts as resources permit.	Monitor progress of actual business development and commercialization projects involving ODU and private sector IP through efforts of the Business Gateway. Adjsut/invest in expanding these efforts as resources permit.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
		To address faculty retention and compression, the University contracted with Fox Lawson and Associates to conduct a University-wide Faculty Salary Compression Study. The results of the study identified 148 faculty positions that require	E13. Other initiatives to further	Incremental:	\$1,986,939	\$1,986,939	\$0	\$0		

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Amount	Within Increase			Amount	Within Increase																								
6	Yes	Results of the study identified 140 faculty positions that require a salary and benefit adjustment (\$1.5M). In addition, another \$500K will be set aside to address competitive salary offers.	Commonwealth's objectives; maintenance of effort/institutional uniqueness	Savings:	\$0	\$0	\$0	\$0																					
				Reallocation:	\$0	\$0	\$0	\$0																					
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11	No	Old Dominion University's dedication to enrolling a large proportion of in-state students during a time of continuous diminishing state resources has resulted in this university receiving the smallest percentage of base adequacy funding among all of the state's colleges and universities. At present, ODU's base adequacy calculation is just 79.6%, a shortfall of over \$23 million in General Fund support. Despite the recent budget cuts and lack of funding support from the Commonwealth, over the years ODU has consistently had the lowest tuition increases among Virginia's public institutions of higher education. Such tuition moderation is imperative, as 24% of ODU's Fall 2008 undergraduate enrollment qualified for Pell grants, the federal need-based financial aid program. The incongruity in state funding and the need for ODU to keep its tuition and fees low, presents the infrastructure and operation of the University with major financial challenges and has had an adverse impact in the services we are able to provide to our students.	E13. Other initiatives to further Commonwealth's objectives; maintenance of effort/institutional uniqueness (CATCH UP FUNDS)	Incremental:	\$10,000,000	\$0	\$14,300,000	\$0																					
				Savings:	\$0	\$0	\$0	\$0																					
				Reallocation:	\$0	\$0	\$0	\$0																					
				Incremental:	\$0	\$0	\$0	\$0																					
				Savings:	\$0	\$0	\$0	\$0																					
				Reallocation:	\$0	\$0	\$0	\$0																					
<b>Total 2012-2014 Costs</b>																													
<b>Incremental (Included in Financial Plan line 17)</b>					\$23,941,291	\$4,809,291	\$26,001,342	\$2,549,342																					
<b>Savings</b>					\$0	\$0	\$0	\$0																					
<b>Reallocation</b>					\$1,514,000	\$514,000	\$1,874,000	\$874,000																					
<p>The tuition rates shown are based on planning costs without general fund increases and for modeling purposes only. It is not the University's intent to implement all strategies without general fund support, thus tuition increases will be modified.</p> <p><b>Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need</b>  <b>2012-2014 Biennium</b>  <b>(Assuming No Additional General Fund)</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Items</th> <th colspan="2">2012-2013</th> <th colspan="2">2013-2014</th> </tr> <tr> <th>Amount</th> <th>Within Increase</th> <th>Amount</th> <th>Within Increase</th> </tr> </thead> <tbody> <tr> <td>Total Incremental Cost from Academic Plan<sup>3</sup></td> <td>\$23,941,291</td> <td>\$4,809,291</td> <td>\$26,001,342</td> <td>\$2,549,342</td> </tr> <tr> <td>Increase Faculty Salaries<sup>2</sup></td> <td>\$4,215,684</td> <td>\$0</td> <td>\$4,413,821</td> <td>\$0</td> </tr> </tbody> </table>											Items	2012-2013		2013-2014		Amount	Within Increase	Amount	Within Increase	Total Incremental Cost from Academic Plan <sup>3</sup>	\$23,941,291	\$4,809,291	\$26,001,342	\$2,549,342	Increase Faculty Salaries <sup>2</sup>	\$4,215,684	\$0	\$4,413,821	\$0
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No																													



**Six-Year Plans (2011)**  
**Old Dominion University**  
**ACADEMIC AND FINANCIAL PLAN**

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2012-2018)," please provide 2-3 sentences detailing strategies (for the three biennia of this six-year period) associated with each objective of the "Preparing for the Top Jobs of the 21<sup>st</sup> Century: The Virginia Higher Education Opportunity Act of 2011." The information provided should be macro-level information with sufficient detail for the reader to understand your general approach.

Priority Ranking	Within Tuition Increase	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2012-2018)							
		Biennium 2012-2014 (7/1/12-6/30/14)				Biennium 2014-2016 (7/1/14-6/30/16)		Biennium 2016-2018 (7/1/16-6/30/18)	
		Strategies	TJ21 Objectives	Cost: Incremental, Savings, Reallocation				Strategies	Strategies
				2012-2013		2013-2014			
Amount	Within Increase			Amount	Within Increase				
<b>12</b>	<b>No</b>	Faculty Salary Increase Rate <sup>4</sup>		4.70%	0.00%	4.70%	0.00%		
		Increase Number of Full-Time Faculty <sup>3</sup> (\$)		\$0	\$0	\$0	\$0		
		Increase Number of Full-Time Faculty <sup>3</sup> (FTE)		0.00	0.00	0.00	0.00		
		Increase Number of Part-Time Faculty <sup>3</sup> (\$)		\$0	\$0	\$0	\$0		
		Increase Number of Part-Time Faculty <sup>3</sup> (FTE)		0.00	0.00	0.00	0.00		
		Increase Number of Support Staff (\$)		\$0	\$0	\$0	\$0		
		Increase Number of Support Staff (FTE)		0.00	0.00	0.00	0.00		
		Library Enhancement (\$)		\$0	\$0	\$0	\$0		
		Library Enhancement (FTE)		0.00	0.00	0.00	0.00		
<b>9</b>	<b>Yes</b>	Technology Enhancement (\$)		\$2,147,003	\$2,147,003	\$2,306,789	\$2,306,789		
		Technology Enhancement (FTE)		0.00	0.00	0.00	0.00		
<b>13</b>	<b>Yes</b>	O&M for New Facilities		\$438,804	\$438,804	\$481,427	\$481,427		
<b>10</b>	<b>Yes</b>	Utility Cost Increase		\$408,497	\$408,497	\$441,178	\$441,178		
		Add'l In-State Student Financial Aid From Tuition Revenue		\$0	\$0	\$0	\$0		
<b>19</b>	<b>No</b>	Increase Classified Salaries (3% annually)		\$1,173,015	\$0	\$1,208,205	\$0		
	<b>No</b>	Classified Salary Increase Rate		3.00%	0.00%	3.00%	0.00%		
		<b>Total Additional Funding Need</b>		<b>\$32,324,294</b>	<b>\$7,803,595</b>	<b>\$34,852,762</b>	<b>\$5,778,736</b>		

Notes:

(1) Enter staff FTE change over the FY2012 level in appropriate columns.

(2) If planned, enter the cost of any institution-wide increase.

**(3) Please ensure that these items shall not be double counted if they are already included in the incremental cost of the academic plan.**

(4) Enter planned annual faculty salary increase rate in Cell B22 and D22. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.

**The tuition rates shown are based on planning costs without general fund increases and for modeling purposes only. It is not the University's intent to implement all strategies without general fund support, thus tuition increases will be modified."**

# Six-Year Plans (2011)

## Old Dominion University

### FINANCIAL AID PLAN

Instructions: Complete the table for the Actual 2010-11 and Estimate 2011-12 distribution of 2013 and 2013-14 will be automatically calculated based on the estimated 2011-12 distribution by entering values instead of using the formulas.

<b>Allocation of Tuition Revenue Used for Student Financial Aid</b>			
<b>2010-11 (Actual)</b>			
<b>T&amp;F Used for Financial Aid</b>	<b>Gross Tuition Revenue</b>	<b>Tuition Revenue for Financial Aid</b>	<b>Distribution of Financial Aid</b>
In-State Undergraduate	\$73,253,197	\$2,799,319	\$2,152,883
Out-of-State Undergraduate	\$15,319,970	\$166,290	\$599,447
In-State Graduate	\$15,609,542	\$365,794	\$356,249
Out-of-State Graduate	\$5,382,469	\$83,463	\$306,286
In-State 1st Professional			
Out-of-State 1st Professional			
Total	\$109,565,178	\$3,414,866	\$3,414,865
In-State Sub-Total	\$88,862,739	\$3,165,113	\$2,509,132

<b>2011-12 (Estimated)</b>			
<b>T&amp;F Used for Financial Aid</b>	<b>Gross Tuition Revenue</b>	<b>Tuition Revenue for Financial Aid</b>	<b>Distribution of Financial Aid</b>
In-State Undergraduate	\$77,832,580	\$3,887,770	\$3,427,385
Out-of-State Undergraduate	\$15,562,256	\$224,308	\$599,446
In-State Graduate	\$16,377,359	\$467,580	\$356,249
Out-of-State Graduate	\$5,905,341	\$109,709	\$306,286
In-State 1st Professional	\$0		
Out-of-State 1st Professional	\$0		
Total	\$115,677,536	\$4,689,367	\$4,689,366
In-State Sub-Total	\$94,209,939	\$4,355,350	\$3,783,634

<b>2012-13 (Planned)</b>			
<b>T&amp;F Used for Financial Aid</b>	<b>Gross Tuition Revenue</b>	<b>Tuition Revenue for Financial Aid</b>	<b>Distribution of Financial Aid</b>
In-State Undergraduate	\$82,502,535	\$3,887,770	\$3,427,385
Out-of-State Undergraduate	\$16,651,614	\$224,308	\$599,446
In-State Graduate	\$17,523,774	\$467,580	\$356,249
Out-of-State Graduate	\$6,318,715	\$109,709	\$306,286
In-State 1st Professional	\$0		
Out-of-State 1st Professional	\$0		
Total	\$122,996,638	\$4,689,367	\$4,689,366
In-State Sub-Total	\$100,026,309	\$4,355,350	\$3,783,634

Additional In-State	\$5,816,370	\$0	\$0
Additional In-State from Fin Plan		\$0	

<b>2013-14 (Planned)</b>			
<b>T&amp;F Used for Financial Aid</b>	<b>Gross Tuition Revenue</b>	<b>Tuition Revenue for Financial Aid</b>	<b>Distribution of Financial Aid</b>
In-State Undergraduate	\$87,452,687	\$3,887,770	\$3,427,385
Out-of-State Undergraduate	\$17,650,711	\$224,308	\$599,446
In-State Graduate	\$18,575,201	\$467,580	\$356,249
Out-of-State Graduate	\$6,697,838	\$109,709	\$306,286
In-State 1st Professional	\$0		
Out-of-State 1st Professional	\$0		
<b>Total</b>	<b>\$130,376,436</b>	<b>\$4,689,367</b>	<b>\$4,689,366</b>
<b>In-State Sub-Total</b>	<b>\$106,027,887</b>	<b>\$4,355,350</b>	<b>\$3,783,634</b>
Additional In-State	\$6,001,579	\$0	\$0
Additional In-State from Fin Plan		\$0	

f financial aid by category. The planned distributions for 2012-  
n. Adjust the 2012-13 and 2013-14 distributions, as necessary,

**Six-Year Plans (2011)  
Old Dominion University**

**Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates**

Items	2011-2012		2012-2013			2013-2014			2014-2015	2015-2016	2016-2017	2017-2018
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Total Revenue	Total Revenue	Total Revenue	Total Revenue
<b>E&amp;G Programs</b>												
In-State Undergraduate	\$5,052	\$77,832,580	\$5,355	6.0%	\$82,502,535	\$5,676	6.0%	\$87,452,687				
Out-Of-State Undergraduate	\$19,392	\$15,562,256	\$20,556	6.0%	\$16,651,614	\$21,789	6.0%	\$17,650,711				
In-State Graduate	\$6,829	\$16,377,359	\$7,239	6.0%	\$17,523,774	\$7,673	6.0%	\$18,575,201				
Out-Of-State Graduate	\$20,797	\$5,905,341	\$22,045	6.0%	\$6,318,715	\$23,368	6.0%	\$6,697,838				
In-State Law	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Law	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Dentistry	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Dentistry	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State PharmD	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State PharmD	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Veterinary Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Veterinary Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Other NGF		\$9,013,229			\$9,496,782			\$9,496,782				
<b>Total E&amp;G Revenue</b>		<b>\$124,690,765</b>			<b>\$132,493,420</b>			<b>\$139,873,218</b>	<b>\$145,468,147</b>	<b>\$151,286,873</b>	<b>\$157,338,347</b>	<b>\$163,631,881</b>
<b>Auxiliary Program</b>												
Undergraduate	\$3,092		\$3,216	4.0%		\$3,345	4.0%					
Graduate	\$2,521		\$2,622	4.0%		\$2,727	4.0%					
Law	\$0		\$0	0.0%		\$0	0.0%					
Medicine	\$0		\$0	0.0%		\$0	0.0%					
Dentistry	\$0		\$0	0.0%		\$0	0.0%					
PharmD	\$0		\$0	0.0%		\$0	0.0%					
Veterinary Medicine	\$0		\$0	0.0%		\$0	0.0%					
<b>Total Auxiliary Revenue</b>		<b>\$90,260,224</b>			<b>\$92,968,031</b>			<b>\$96,686,752</b>	<b>\$100,554,222</b>	<b>\$104,576,391</b>	<b>\$108,759,447</b>	<b>\$113,109,825</b>
<b>Total Tuition and Fees</b>												
In-State Undergraduate	\$8,144		\$8,571	5.2%		\$9,021	5.3%					
Out-Of-State Undergraduate	\$22,484		\$23,772	5.7%		\$25,134	5.7%					
In-State Graduate	\$9,350		\$9,861	5.5%		\$10,400	5.5%					
Out-Of-State Graduate	\$23,318		\$24,667	5.8%		\$26,095	5.8%					
In-State Law	\$0		\$0	%		\$0	%					
Out-Of-State Law	\$0		\$0	%		\$0	%					
In-State Medicine	\$0		\$0	%		\$0	%					
Out-Of-State Medicine	\$0		\$0	%		\$0	%					
In-State Dentistry	\$0		\$0	%		\$0	%					
Out-Of-State Dentistry	\$0		\$0	%		\$0	%					
In-State PharmD	\$0		\$0	%		\$0	%					
Out-Of-State PharmD	\$0		\$0	%		\$0	%					
In-State Veterinary Medicine	\$0		\$0	%		\$0	%					
Out-Of-State Veterinary Medicine	\$0		\$0	%		\$0	%					
<b>Student Financial Aid (Program 108)</b>		\$0			\$0			\$0	\$0	\$0	\$0	\$0
<b>Sponsored Programs (Program 110)</b>		\$13,417,163			\$13,417,163			\$13,417,163	\$13,417,163	\$13,417,163	\$13,417,163	\$13,417,163
<b>Unique Military Activities</b>		\$0			\$0			\$0	\$0	\$0	\$0	\$0
<b>Workforce Development</b>		\$0			\$0			\$0	\$0	\$0	\$0	\$0
<b>Other (Specify)</b>		\$0			\$0			\$0	\$0	\$0	\$0	\$0

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## Six-Year Plans (2011) Old Dominion University

### Foregone Tuition Revenue As A Result of Tuition Waivers

#### Educational and General Programs

(Please provide information and add programs to the list as appropriate)

Program	2012-13					2013-14				
	In-State Undergraduates	In-State Graduates	Out-of-State Undergraduates	Out-of-State Graduates	Total	In-State Undergraduates	In-State Graduates	Out-of-State Undergraduates	Out-of-State Graduates	Total
Academic Common Market	\$0	\$0	\$408,906	\$75,480	\$484,386	\$0	\$0	\$511,132	\$94,350	\$605,482
Graduate Tuition Exemptions	\$0	\$3,619,685	\$0	\$6,019,515	\$9,639,200	\$0	\$4,524,606	\$0	\$7,524,394	\$12,049,000
Military Spouse/Dependent	\$0	\$0	\$8,115,293	\$2,298,696	\$10,413,989	\$0	\$0	\$10,144,116	\$2,877,337	\$13,021,453
Active Duty Military	\$0	\$0	\$5,650,648	\$1,370,953	\$7,021,601	\$0	\$0	\$7,063,310	\$1,713,691	\$8,777,001
<b>Total</b>	\$0	\$3,619,685	\$14,174,847	\$9,764,644	\$27,559,176	\$0	\$4,524,606	\$17,718,558	\$12,209,772	\$34,452,936

All of these waivers are "unfunded" scholarships.

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## ODU Response – 6-Year Plan Comments:

### **1) Please provide additional information for initiatives that include expenditures for faculty/staff support which are hidden in the cost.**

Initiative	FY 13 Personal Services	FY13 FTE	FY14 Personal Services	FY14 FTE
Support University's Academic & Financial Plan	\$4.5M	40.00	\$4.7M	40.00
Prior Enrollment Growth-Catch Up Funds Total: \$10M FY13 and \$14.3M FY14	\$7.8M	58.50	\$12.9M	96.50
O&M New Facilities	\$76K	2.33	\$220K	7.00
Advance VA 2+2	\$1.6 M	15.00	\$1.6M	15.00
Project Lead the Way	\$200K	2.00	\$200K	2.00
Medical Modeling & Simulation	\$120K	1.00	\$120K	1.00
Bioelectrics	\$1.1M	10.00	\$2.2M	21.00
Hampton Roads Business Accelerator	\$60K	1.00	\$60K	1.00

### **2) Please provide the institution's plans for using the \$10M catch-up funds**

With the significant increase in undergraduate enrollment over the period 2004-2010, our student FTE to faculty FTE ratio went from 17:1 to 21:1. This is an unacceptably high ratio for quality instruction.

To accommodate student needs for classes, ODU has employed a higher percentage of part time adjunct faculty, not all of whom are credentialed to teach at the upper level. This creates a 'bottleneck' in those disciplines where insufficient upper level classes are available for students who need to take them. The problem is exacerbated by the large proportion of students who transfer to ODU from Community Colleges at the junior level as part of our 2+2

articulation agreements with the VCCS. The high proportion of part time faculty is likely to cause difficulties with SACS and NCATE, two of our main accrediting agencies.

Therefore Enrollment Growth Funds will be used to:

- Hire 30 full time faculty in Math, Health Sciences, and other high needs areas to teach upper level courses in particular.
- Convert 51 adjunct, part-time faculty positions into full time faculty positions to better support lower level general education courses.

Many students who are admitted to ODU are first generation college students who need to work part time to make ends meet, require counseling and other support services, and often require early intervention strategies to ensure their persistence through to graduation.

Therefore Enrollment Growth Funds will also be used to:

- Employ 3 full-time support staff to assist in scheduling, counseling and advising students, which will improve retention and graduate rates.
- Provide on-campus work opportunities so that students do not have to leave the University campus in order to pursue part time employment.

**3) Please provide Virginia-specific outcomes of “Project Lead the Way,” the expenditure break out for the current program, and the break out of expenditures for the expanded program**

Established in 1996, Project Lead The Way (PLTW) is the nation’s leading provider of rigorous STEM education programs. PLTW, a nonprofit organization, partners with middle schools and high schools to prepare students to become the most innovative and productive in the world.

PLTW’s engineering and biomedical-sciences programs are currently found in more than 3,400 schools in all 50 states and reach more than 300,000 students. The hands-on, project-based program engages students by showing them how what they are learning in mathematics and science applies to the real world.

Students are introduced to the scope, rigor and discipline of engineering, technology and biomedical sciences and provided with a foundation and proven path to college and career success in STEM-related fields.

PLTW teachers play a critical role in the success of students. More than 14,000 teachers have been trained to teach PLTW classes and PLTW provides teachers with ongoing professional development, including the use of a web-based Virtual Academy.

**Expenditures for Virginia PLTW:**



Project Lead The Way came to Virginia schools over a decade ago. Since that time the Virginia Department of Education has made available 18 incentive grants totaling \$900,000. In contrast, some of the more aggressive states have had single year outlays of funds in that range.

Old Dominion University is Virginia's National Affiliate University for PLTW and has provided summer training for teachers desiring to be PLTW instructors in Virginia's PLTW schools. ODU also provides program support during the school year as well as certification services to schools wishing to become certified in the PLTW program.

Because of the scarce funding made to PLTW in Virginia, schools have typically funded the program by diverting Perkins Vocational and Technical Education grant funds. And while this is an appropriate use of Perkins funds, it has forced schools to redirect funds away from other technical counseling and educational efforts.

The funding challenge has resulted in Virginia only having 19 middle schools in 7 school divisions and 31 high schools in 19 school divisions actively using the PLTW model. Quite a few other Virginia schools are contracted to begin the program when available funds permit.

#### **Previous Recommendations:**

In the summer of 2007 NASA, Jim Batterson, a retired research scientist from NASA, was asked by the Administration to work with the Virginia Sec. of Education in an effort to identify new ways of engaging young Virginia students in the STEM curriculum.

Batterson held meetings at the National Institute of Aerospace and included members of the science and educational community with the goal of providing solutions. One recommendation from the workgroups was to implement PLTW in 90% of the state's middle schools much like has been done in South Carolina.

The proposed funding request included in our 6-year plan would increase the number of active schools by 150%; from 50 to 125 in a short timeframe. Also, the focus is on Virginia's middle schools but would include the high school if the division has no high school for the new middle school to "feed".

The proposed funding includes equipment funding for 75 middle schools and the PLTW training of 100 Virginia teachers. The balance of the request is to support training equipment and maintenance, program support staff, and the start-up support of 75 new schools. These expenditures are over a 2-year period.

Since 2004, PLTW has used an independent service to conduct follow-up student testing and measure the programs' impact. Student assessments are gathered at the end of each PLTW course, rating student interest and engagement. Participating schools also conduct surveys on a local and state level, while our other partners contribute wider education assessments. What was found is that, across the board, PLTW works.

- PLTW alumni are 5 to 10 times more likely to pursue engineering, science and technology classes than other first-year college students.
- On average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.
- PLTW students surveyed in Wisconsin middle schools and high schools reported being more engaged in schoolwork than did non-PLTW students.
- PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
- 79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.
- 97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students.
- representation of Hispanics and Native Americans in PLTW courses is proportional to their representation in post-secondary engineering programs nationwide;
- while African-American students currently are not proportionally represented, PLTW has created a partnership with the National Action Council for Minorities in Engineering and the National Academy Foundation to create 110 urban Academies of Engineering to increase the recruitment and retention of underrepresented minority students
- female student participation in PLTW remained at 17 percent, which is the same percentage of female students enrolled in college and/or university engineering programs.

**4) Please provide additional information on the tutoring center, including the demographics of students using the center (i.e., traditional vs. non-traditional; remediation vs. student struggling within a particular course), and, if remediation is provided, in which courses (i.e., writing, math)**

ODU's Student Support Services (SSS) provides academic support to increase the retention and graduation rates of eligible students attending the University. To help students achieve and maintain satisfactory academic standing at the University, program services and activities are designed to focus on students' learning styles and special needs. Through SSS, students are eligible to receive assistance in tutoring, which is designed to assist students with improving and maintaining their grades and are available in various subject areas on an individual or small group basis, assistance in course registration to assist students with their academic planning,

financial advising services to provide students with information on the types of financial aid and resources for locating public and private scholarships, assist students with completing financial aid applications, and help improve students' financial literacy. In addition, workshops and seminars are offered to assist students with developing skills that will enable them to successfully complete college-level work, declare appropriate majors, and apply for admission to graduate and professional schools.

In 2009, ODU launched its Math/Science Resource Center (MSRC) to supply comprehensive quality math tutoring for introductory math and chemistry courses, at no cost to the student. The MSRC was designed to decrease the failure rate and increase the average grades in these introductory math and science courses. Students who use the services of the MSRC receive face to face tutoring, online tutoring and peer-led study groups, and earn significantly higher average grades and significantly lower DFWI rates in Math 102, as compared to those who do not receive tutoring. Significant progress has been made, with a reduction in the DF rate for Math 102 from 38.3% in Spring 2009 to 32% in Spring 2010 and a reduction in DF rate for Math 162 from 45.5% in 2007-08 (prior to intervention) to 26% in Spring 2010. Building on these successes for Math courses, similar interventions are being piloted now for introductory Chemistry courses.

Beginning in 2011, the Learning Commons and Student Success Center at the Perry Library is a dynamic, collaborative environment jointly operated by the Library, Information Technology, and Academic Enhancement to serve all Old Dominion University students. The Center serves as a single point of entry to campus resources, services, and expertise offered by several academic departments, all conveniently located in a single building. The Commons also facilitates student learning through exploration, collaboration and discussion.

Since its opening on September 1, Tutoring Central has held 486 tutoring sessions for traditional on-campus students. In the next two weeks, Tutoring Central will launch a pilot program offering on-line assistance to students (primarily non-traditional) at one of our distance site locations. Tutoring Central does not provide remediation.

ODU's Writing Tutorial Services is also situated in the Learning Commons. Students attend one-hour tutoring sessions that are structured to promote proficiency in writing at any stage of the writing process, including brainstorming, organization, development, revision, proof-reading, style, grammar, and punctuation.

#### **5) Please provide the specific online programs the institution proposes to develop.**

During our six year plan presentation, ODU was asked to clarify its efforts related to online programs into three categories: existing programs prior to current development efforts, current development efforts using ODU internal funding, and those programs identified in the 2+2

Advance Virginia proposal for additional funding included in the six year plan. What follows is both a narrative description of the difference between these categories of online programs, and a listing of programs in each category.

**Existing Programs:**

These online programs have been produced centrally under the ODU Distance Learning organization as part of earlier (prior to 2010) development efforts.

**Programs Currently Under Development Using University Funds:**

These are programs being developed by the University or Colleges for a variety of reasons, such as desire on the part of faculty to adopt new pedagogical approaches, need to reach wider audiences, demand from student populations that incentivize departments to modernize programs, and desire on a College's part to capitalize on unique and specialized program reputation. In most cases the Colleges and Departments in these areas have stepped forward for development. In many cases relatively modest enrollment is expected, as many of these are specialized graduate programs.

**2+2 Programs to be Developed if Funded:**

This group of programs has been identified through market studies conducted by Eduventures, as well as other sources, to be in high-demand, or high need areas within Virginia, which also tie closely to Associates level programs offered, in many cases online, by the VCCS. Identified by the University central administration as critical needs areas for TJ21 priorities, we have asked the Colleges and departments to bring these programs forward for development to help with the Commonwealth's goals. In addition we have asked the departments to develop these programs in unique ways to allow significant enrollment beyond what would normally be expected even with distance learning programs (see ODU Six Year Plan for enrollment expectations). The plans for these particular programs, and funding model used, allow for significant expansion in numbers of seats for these programs by allowing for additional faculty to be hired, and by "unbundling" the roles of these particular faculty to allow them to focus on online teaching, so that a more scalable solution can be implemented.

#### Development and Promotion of online programs

	Existing Online Programs Prior to Current Efforts	Programs Currently Under Development Using University Funds	Advance Virginia 2+2 Programs to be Developed if Funded
1	Criminal Justice (BS/BA)	Criminal Justice (BS/BA)	Accounting (BSBA)
2	RN to BSN	Human Services (BS)	Computer Science (BS)
3		Psychology (BS)	Criminal Justice (BS/BA)*
4		RN to BSN	General Engineering Technology (BS)
5		Biology (non-thesis MS)	Human Services (BS)*
6		Biostatistics (MS)	Professional Communication (BS)
7		Biotechnology (non-thesis MS)	Psychology (BS)*
8		Business Administration (MBA)	RN to BSN*
9		Coastal Engineering Certificate	Sociology (BS)
10		Dental Hygiene (MS)	STEM Education - Industrial Technology (BS)
11		Engineering Management (MS)	
12		Maritime Institute Certificate	
13		Marketing Education (MS)	
14		Modeling & Simulation (ME)	
15		Nursing - Doctor of Nursing Practice	
16		Nursing - Nurse Administrator Role	
17		Nursing - Nurse Educator Role	
18		Special Education with licensure (MS)	
19		Sport Management (MS)	
20		Statistics	

\* Programs to undergo additional re-development for expansion and scalability

#### **6) Please provide data, if any, comparing the success/graduation rates for online courses/programs versus on-campus courses/programs.**

Old Dominion University students taking distance learning courses are as likely to complete the class (92%) as student taking face to face classes (93 percent). And while the University does not have statistics on a comparison for graduation rate differentials between on-campus and online courses, (we are working to do those comparisons now), there have been numerous studies that have been done on a large scale to look at this question. The US Department of Education, Office of Planning, Evaluation and Policy Development has conducted a number of such studies. In their report titles "Online Learning: A Meta-Analysis and Review of Online Learning Studies" (Means, 2010), Means indicates that "Students in online conditions performed modestly better, on average, than those learning the same material through

traditional face-to-face instruction. Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction, with an average effect size of +0.20 favoring online conditions". Many studies have been conducted that indicate either no significant difference in learning, or a modest improvement in learning favoring online instruction. This is understood to be an effect not of the technology itself, but of a combination of variables that include pedagogical design, time on task, curriculum materials, etc.