

# OLD DOMINION UNIVERSITY

## Institutional Performance Standards

Consistent with § 23-9.6:1.01., Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance and Administration, as appropriate, and communicated to the State Council of Higher Education before June 1 of each year.

By November 15, 2006, the State Council shall publish institutional performance benchmarks and targets for each education-related objective measure, which shall be established in cooperation with the respective institution. Financial benefits provided to each institution in accordance with § 2.2-5009 will be evaluated in light of that institution's performance. The first certification will be completed and forwarded in writing to the General Assembly and Governor no later than June 1, 2007.

In general, institutions are expected to achieve their agreed upon targets and standards on all performance measures in order to be certified by SCHEV. However, the State Council, in working with each institution, shall establish a prescribed range of permitted variance from annual targets for each education-related measure, as appropriate.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures where they have already achieved high levels of performance in order that they may focus resources toward achieving similar levels of performance on other measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's overall performance. The State Council shall develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

### A. Access

1. Institution meets its State Council-approved biennial **projection of total in-state student enrollment** within the prescribed range of permitted variance. (*Permitted range of variance for this measure is 5%.*)

#### Total in-state enrollment (actual vs. projected).

	2003-04	2004-05	2005-06
Actual Enrollment	17,583	17,602	18,181
Institutional Target	17,583	17,648	18,314
<b>Difference</b>	n/a	46	133

2. Institution **increases the percentage of in-state undergraduate enrollment of from under-represented populations.** (Such populations should include low income, first-generation college status, geographic origin within Virginia, race, and ethnicity, or other populations as may be identified by the State Council.)

### Total enrollment of students from under-represented populations.

1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
5,079	5,544	5,974	6,157	6,277	6,445	6,314	6,412	6,666	6,941
<b>Standard Deviation</b>			579						
<b>Minimum</b>			5,079						
<b>Maximum</b>			7,075						

### Expected Submission Format Measure A2

#### Total enrollment of students from under-represented populations.

	Base	Intervening Year Goals					Target
	Benchmark Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	2004-05	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Target</b>	7,075	7,235	7,395	7,555	7,715	7,875	8,035
<b>Threshold</b>		6,656	6,816	6,976	7,136	7,296	7,456

**Threshold:** *The minimum passing value representing an approved range of permitted variance.*

### Institutional Narrative of Rationale for Proposed Target

Old Dominion University is the Commonwealth leader in serving an ethnically, economically, and geographically diverse populations, with approximately one-third of the University's students enrolled falling in this category. Contingent upon receiving adequate funding for enrollment growth, the University will continue its leadership role in this area. In addition to providing an attractive main campus environment to diverse students, TELETECHNET sites provide the only opportunity for many students to earn bachelor's and master's degrees in rural communities throughout the Commonwealth.

3. Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.

### Total degree awards (actual vs. projected).

	2003-04	2004-05
Actual Enrollment	3,778	3,760
Institutional Target	3,778	3,781
<b>Difference</b>	n/a	21

**B. Affordability**

4. With the intent of developing a clearly understandable measure of affordability no later than July 1, 2008, SCHEV shall report annually an institution’s in-state undergraduate tuition and fees, both gross and net of need-based gift aid, as a percentage of the institution’s median student family income. By October 1, 2008, each institution shall identify a “maintenance of effort” target for ensuring that the institution’s financial commitment to need-based student aid shall increase commensurately with planned increases in in-state, undergraduate tuition and fees. The financial plan for these goals should be incorporated into the institution’s 2009-2014 six-year plan as required under § 23-9.2:3.02., Code of Virginia.

**SCHEV will establish a working group to develop an appropriate definition and methodology for the measure. Consisting of professional staff from the public institutions, this group will begin meeting in October 2006 with the goal of reporting out to Council in January 2008 to allow Council to adopt a final measure no later than May 2008.**

5. Institution establishes mutually acceptable annual targets for need-based borrowing that reflect institutional commitment to limit the average borrowing of in-state students with established financial need, and the percentage of those students who borrow, to a level that maintains or increases access while not compromising affordability.

5.1. Institution maintains acceptable progress towards an agreed upon target that decreases the average debt of in-state undergraduate student borrowers.

<b>Measure 5.1</b>							
<b>Average annual need-focused student borrowing.</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	\$3,703	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700
<b>Threshold</b>		\$3,851	\$3,851	\$3,851	\$3,851	\$3,851	\$3,851
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Institutional Narrative of Rationale for Proposed Target**

The University has little control over student borrowing. Federal limits in the Pell allocation force students to borrow more to finance their education. “Compared with the best-performing states, families in Virginia devote a fairly large share of family income, even after financial aid. The state’s investment in need-based financial aid is very low when compared with top-performing states, and Virginia does not offer low-priced college opportunities” according to *Measuring Up 2006: The National Report Card on Higher Education*. Hence if more state grant funds are made available to students, then the amount of funds borrowed will decrease.

Although Old Dominion University does provide debt management counseling to students, encouraging them to limit their borrowing, the University cannot control their borrowing behavior. Further, effective July 1, 2007, the loan limits for Federal Family Education Loans (FFEL) and Direct Loans will increase from \$2,625 to \$3,500 for first-year students and from \$3,500 to \$4,500 for second year students. This increase will have an impact on this performance measure should students decide to borrow to the maximum limit.

**5.2.** Institution maintains acceptable progress towards an agreed upon target that **decreases the percent of in-state undergraduate student borrowers.**

**Percentage of students borrowing annually (need-focused loans).**

1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	89.9%	76.5%	75.0%	71.4%	64.6%	63.7%	76.1%	77.0%	75.1%

**Standard Deviation** 7.7%  
**Minimum** 63.7%  
**Maximum** 89.9%

<b>Measure 5.2</b>							
<b>Percentage of students borrowing annually (need-focused loans).</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	63.9%	63.5%	63.5%	63.5%	63.5%	63.5%	63.5%
<b>Threshold</b>		71.2%	71.2%	71.2%	71.2%	71.2%	71.2%
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Institutional Narrative of Rationale for Proposed Target**

Please refer to the narrative presented in 5.1 above. Many factors related to student borrowing are outside the control of the University. Institutional investments in increasing scholarship funds by \$1 million over the past few years and Capital Campaign efforts to raise additional private scholarship funds are underway. Over a 10-year period, this percentage decreased from a high of 89.9% in 1995-96 to 63.9% in 2004-05. Given the demographics of Old Dominion University’s student body, it is unlikely that this measure will decrease at the same rate over the next six years.

6. Institution conducts a **biennial assessment of the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred** for the payment of tuition and fees and provides the State Council with a copy of this study upon its completion and makes appropriate reference to its use within the required six-year plans. The institution shall also make a parent- and student-friendly version of this assessment widely available on the institution’s website.

**SCHEV staff will develop and issue guidelines as to what the Council will need to receive in order to certify compliance. Methodology and approach will be left to the institution to determine.**

### C. Breadth of Academics

7. Institution maintains acceptable progress towards an agreed upon target for the **total number and percentage of graduates in high-need areas**, as identified by the State Council of Higher Education.

#### Total number of awards granted in high need areas

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
1,363	1,374	1,399	1,509	1,408	1,415	1,358	1,384	1,431	1,520
<b>Standard Deviation</b>		<b>57</b>							
<b>Minimum</b>		<b>1,358</b>							
<b>Maximum</b>		<b>1,520</b>							

#### Measure 7

##### Total number of awards granted in high need areas

	Base	Intervening Year Goals					Target
	Benchmark Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	2004-05	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Data</b>	<b>1,520</b>	<b>1,567</b>	<b>1,614</b>	<b>1,661</b>	<b>1,708</b>	<b>1,755</b>	<b>1,800</b>
<b>Threshold</b>		<b>1,510</b>	<b>1,557</b>	<b>1,604</b>	<b>1,651</b>	<b>1,698</b>	<b>1,743</b>

**Threshold:** *The minimum passing value representing an approved range of permitted variance.*

#### Institutional Narrative of Rationale for Proposed Target

Old Dominion University has historically had a large proportion of its graduates in high-need areas such as engineering, teacher education and nursing. New initiatives, such as the online nursing program partnership with the VCCS and the growing prominence of the University in the area of modeling and simulation, will ensure a continuing record of good performance on this measure. In addition, ODU's substantial contribution to initial and ongoing training of teachers will continue.

### D. Academic Standards

8. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

During the most recent biennial academic program assessment cycle a total of 43 academic programs were engaged in continuous improvement. Through faculty training and participation, assessment staffing and technology support, the University will increase the number of programs developing and implementing continuous improvement plans as a result of their reviews. A strategic effort is being made to integrate the assessment planning and reporting activities with the many ongoing regional and specialized accrediting processes at the University; these, in turn, will be coordinated with academic program review and continuous improvement efforts.

## **E. Student Retention and Timely Graduation**

9. Institution demonstrates a commitment to ensuring that **lower division undergraduates have access to required courses at the 100- and 200-level sufficient to ensure timely graduation** by reporting annually to the State Council of Higher Education on the number of students denied enrollment in such courses for each fall and spring semesters. No later than July 1, 2008, to the extent the institution does not currently track student access and registration attempts at the course level, the institution shall, in consultation with the State Council of Higher Education, establish an appropriate quantitative method to identify the extent to which limited access to 100- and 200-level courses reduce progression, retention, and graduation rates. After July 1, 2008, each institution shall include in its annual report to the State Council its plan of action to increase such access and remediate the identified problems.

**SCHEV will establish a working group to develop an appropriate definition and methodology for the measure. Consisting of professional staff from the public institutions, this group will begin meeting in October 2006 with the goal of reporting out to Council in January 2008 to allow Council to adopt a final definition no later than May 2008.**

10. Institution maintains or increases the **ratio of degrees conferred per full-time equivalent instructional faculty member**, within the prescribed range of permitted variance.

<b>Measure 10</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	4.7	4.6	4.6	4.5	4.5	4.5	4.5
<b>Threshold*</b>		4.3	4.3	4.2	4.2	4.2	4.2
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

### **Institutional Narrative of Rationale for Proposed Target**

**Currently, Old Dominion University leads the Commonwealth in number of Student Credit Hours (SCH) per FTE faculty, a fact which demonstrates the University's substantial deficit in base adequacy funding. The University's Strategic Plan and Six-Year Plan both call for an increase in research activity. While overall degrees conferred will increase, the University's production of degrees relative to the number of faculty will decline marginally as a result of the funding of base adequacy and the subsequent positive effects of having adequate faculty resources to support our students' learning.**

11. Institution maintains or improves the average annual retention and progression rates of degree-seeking undergraduate students.

<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
71.5%	71.2%	71.8%	74.0%	72.5%	75.7%	76.7%	76.5%	76.9%	77.2%
<b>Standard Deviation</b>			2.5%						
<b>Minimum</b>			71.2%						
<b>Maximum</b>			77.2%						

<b>Measure 11</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	77.2	<b>77.4</b>	<b>77.6</b>	<b>77.8</b>	<b>78.0</b>	<b>78.2</b>	<b>78.4</b>
<b>Threshold*</b>		74.9	75.1	75.3	75.5	75.7	75.9
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Institutional Narrative of Rationale for Proposed Target**

Over the past 14 years, the University's retention rate has increased from 61% to 77% as a function of concerted efforts to raise admission standards and strengthen student support programs. During this dramatic period of improvement in student retention, the University was able to increase the participation of ethnically, economically, and geographically diverse populations. Because of the transient nature of the Hampton Roads population, particularly the military population, a certain proportion of students would be expected to transfer, resulting in a natural upper limit for the University's expected retention rates.

12. Within the prescribed range of permitted variance, the institution **increases the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students** except in those years when the institution is pursuing planned enrollment growth as demonstrated by their SCHEV-approved enrollment projections.

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
84	83	80	81	88	90	84	88	87	80
<b>Standard Deviation</b>			<b>3.6</b>						
<b>Minimum</b>			<b>80.0</b>						
<b>Maximum</b>			<b>90.0</b>						

<b>Measure 12</b>							
	<b>Base Benchmark Year</b>	<b>Intervening Year Goals</b>					<b>Target</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year Data</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
	80	81	81	82	82	83	83
<b>Threshold *</b>		77	77	78	78	79	79
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Institutional Narrative of Rationale for Proposed Target**

Because Old Dominion University has accomplished strong enrollment growth in recent years, production on this measure has been suppressed. In the short run, continuing increases in enrollment will suppress production on this measure. Over time, degrees produced will increase, causing performance on this measure to increase. When considering average FTE students over the prior four years rather than the most recent year, Old Dominion University’s performance on this measure approaches 90 percent.

## **F. Articulation Agreements and Dual Enrollment**

13. Institution increases the number of undergraduate programs or schools for which it has established a uniform articulation agreement by program or school for associate degree graduates transferring from all colleges of the Virginia Community College System and Richard Bland College consistent with a target agreed to by the institution, the Virginia Community College System, and the State Council of Higher Education for Virginia.

<b>Measure 13</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	25	25	25	25	25	25	25
<b>Threshold*</b>		25	25	25	25	25	25

**Threshold:** *The minimum passing value representing an approved range of permitted variance.*

### **Institutional Narrative of Rationale for Proposed Target**

Last year, ODU signed a dual admission agreement with Thomas Nelson Community College to encourage high school students interested in teaching math and science or in pursuing engineering degrees to be admitted to both institutions in a cohort. The students complete the associate's degree in the related program at TNCC, but their transcript information is displayed at ODU after each term as well. The students are also given ODU ID cards and can participate in intramural sports events, use the library and use the services of the Career Management Center and academic advisors.

14. Institution increases the total number of associate degree graduates enrolled as transfer students from Virginia’s public two-year colleges with the expectation that the general education credits from those institutions apply toward general education baccalaureate degree requirements, as a percent of all undergraduate students enrolled, within the prescribed range of permitted variance.

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
407	453	457	521	549	555	654	682	787	732
<b>Standard Deviation</b>		87							
<b>Minimum</b>		555							
<b>Maximum</b>		787							

<b>Measure 14</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data (#)</b>	732	752	772	792	812	832	852
<b>% of entering transfer students</b>	47%	44%	44%	45%	45%	46%	46%
<b>% of all entering students</b>							
<b>Threshold*</b>	13%	13%	13%	13%	13%	13%	13%
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Old Dominion University is a leader in enrolling transfers from the Virginia Community College System at its main campus in Norfolk and through the Commonwealth in its TELETECHNET distance learning program at each community college site. Robust articulation agreements coupled with effective transfer advising and other support make the transition to Old Dominion relatively seamless. The University will continue its commitment to support transfer over the coming years through its new University College, which consolidates all academic and student supports services in a single unit.**

15. Institution increases the number of students involved in dual enrollment programs consistent with a target agreed upon by the institution, the Department of Education and the State Council of Higher Education for Virginia.

**Does not apply to four-year institutions.**

## G. Economic Development

16. In cooperation with the State Council, institution develops a specific set of actions to help address local and/or regional economic development needs consisting of specific partners, activities, fiscal support, and desired outcomes. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of local and regional leaders, and the economic development partners identified in its plans, regarding the success of its local and regional economic development plans.

<b>Measure 16</b>		
	<b>Current Year</b>	<b>2006-07</b>
<b>Number of formal plans/relationships in place</b>	19 (see below)	24

### Institutional Narrative of Rationale for Proposed Target

Old Dominion University, through its enterprise and research centers, regional higher education centers, TELETECHNET distance education program at all Virginia community colleges, and active participation in local, regional, and statewide economic development organizations, has led the Commonwealth's 4-year public institutions in job creation and retention (CIT Annual Assessments) for a number of years. Many of these complex initiatives involve multiple partners and do not fall easily into the taxonomy developed for this measure, and thus, are difficult to reduce "formal plans/relationships in place."

In FY 2005-2006, the University, in partnership with its Real Estate and Educational Foundations, created the Director of Economic Development function. During this time period, the University has developed specific activities and objectives in the areas of attracting new technology-related firms to both its recently launched Innovation Research Park and the Mast Center in Portsmouth & Suffolk; supports and expands the current relationship with municipal, regional, and statewide economic development agencies; establishes business accelerator services for in-house and start-up companies; and develops business creation capabilities (especially through identifying new financing options) for the start-up and commercialization of the institution's intellectual property.

For FY2006-2007, the University has based funded the Director position and necessary operating (NPS) resources and collaborated with private sector firms in providing resources for the aggressive marketing of the Innovation Research Park and Mast Centers.

### H. Research, Patents, and Licenses

17. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution’s management agreement.

<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>
			20.3	23.1	27.7
<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>		
28.1	33.5	34.8	38.7		

**Standard Deviation** 8.7

**Minimum** 20.3

**Maximum** 47.1

<b>Measure 17</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data (annual)</b>	47.1	52.0	54.0	56.0	58.0	60.0	62.0
<b>3-Yr moving average</b>	40.2	50.0	52.3	54.0	56.0	58.0	60.0
<b>Threshold*</b>		41.3	43.6	45.3	47.3	49.3	51.3
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

#### Institutional Narrative of Rationale for Proposed Target

ODU continues to see growth in its Research and Development expenditures. In the past, the overwhelming majority of research dollars came through the efforts of its faculty members primarily in sciences and engineering. Lately, an increasing numbers of faculty members from education, arts and letters, and health sciences have begun to contribute as individuals and by participating in multidisciplinary research teams.

18. Institution maintains or increases the annual number of new patent awards and licenses, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution’s management agreement.

<b>Measure 18</b>							
	<b>Base</b>	<b>Intervening Year Goals</b>					<b>Target</b>
	<b>Benchmark Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Year</b>	<b>2004-05</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Data</b>	12	14	17	17	19	21	25
<b>Threshold*</b>		12.8	15.8	15.8	17.8	19.8	23.8
<b>Threshold:</b> <i>The minimum passing value representing an approved range of permitted variance.</i>							

**Institutional Narrative of Rationale for Proposed Target**

**Patent and licensing volume at ODU has been small for a long while, in part because the University did not have an affiliated medical school. With increasing investment in new faculty and in biosciences and focus areas such as modeling, simulation, and visualization, we expect to see growth in our total patent/license portfolio.**

**I. Elementary and Secondary Education**

19. In cooperation with the State Council, institution develops a specific set of actions with schools or school district administrations with specific goals to improve student achievement, upgrade the knowledge and skills of teachers, or strengthen the leadership skills of school administrators. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of the superintendents, principals, and appropriate other parties.

<b>Measure 19</b>		
	<b>Current Year</b>	<b>2006-07</b>
<b>Number of formal plans/relationships in place</b>	40	45

**Institutional Narrative of Rationale for Proposed Target**

**The aim of the formal relationships with individual schools and school systems is to improve pupil achievement, upgrade knowledge and skills of teachers and other professional educators, strengthen the leadership skills of school administrators, as well as increase safety and security in the schools. We anticipate having a minimum of 45 formal relationships with schools or school divisions in 2006-2007. These relationships take many forms, ranging from targeted courses offered in the school systems for teachers and administrators to multi-million dollar externally funded grants for school-based activities focusing on teacher and pupil skills improvement.**