



USF ONLINE COURSES AND PROGRAMS

USF INNOVATIVE EDUCATION

Fast Facts

Fast facts about USF online:

Faculty Development

- ▶ 450+ faculty at USF Tampa have been certified to teach online (as per SACS accreditation standards)
- ▶ 5 certification courses offered each semester at USF Tampa

FTE

- ▶ 22% of USF FTE is delivered online (system-wide)

Quality Metrics

- ▶ USF Tampa uses a version of Quality Matters rubric to review courses

SCH

- ▶ 27% of SCH across the USF System is generated online
- ▶ 326,124 student credit hours across the USF System in 2014-2015 were online
- ▶ 3,054 online sections offered in 2014-15 through 928 courses system-wide
- ▶ 100% of USF System's general education requirements can be completed online through USF Tampa
- ▶ 107,447 "seats" filled in online classes in 2014-2015 system-wide
- ▶ 80 online degrees and certificates, including 37 graduate degrees and 43 graduate certificates system-wide
- ▶ Converted 135 new online classes in the past 12 months at USF Tampa
- ▶ Approximately 17% of all USF System degrees are now online

New Programs

- ▶ Over 115 students enrolled in the new online Cybersecurity program at USF Tampa. 97 are Master's students and 18 are earning certificates.
- ▶ USF Tampa has five fully-online, market rate graduate degree programs, including the MS in Electrical Engineering for Professionals; the MS in Management Information Systems; the MBA in Sport Business; the MS in Entrepreneurship in Applied Technologies; and the MPA in Public Administration.
- ▶ USF Tampa piloted its first Winter Session in Dec. 2014, with 480 students completing an online course.
- ▶ Created, edited and transcribed 300+ custom videos and 265+ audio modules in support of online course development.

About Innovative Education

What is USF Innovative Education?

USF Innovative Education (InEd) is an academic support unit that expands the reach of USF to meet the goals of learners anytime, anywhere.

Our goal is to improve access to quality online educational opportunities by offering individual courses, certificates and programs at the undergraduate and graduate level.

What does Innovative Education do?

InEd provides support in the following ways:

- ▶ We support the university in generating new SCH by working with the colleges to develop new online degree programs. For a complete list of all online programs, see Appendix A: Online Programs.
- ▶ We support faculty in developing and teaching high-quality online courses.
- ▶ We support students by increasing access to high-quality online courses and offering excellent student support.
- ▶ We provide financial analysis in support of the development of new online programs.
- ▶ We provide support in marketing USF's online courses and programs.
- ▶ We provide general admissions, registration and retention support for all fully-online students.
- ▶ We provide system-wide BOG reporting relating to online learning.
- ▶ We also manage all graduate certificates (both online and face-to-face), USF Pre-College, USF Continuing Education, the USF Osher Lifelong Learning Institute, and USF Testing Services.

Who is Innovative Education?



During FY13-14, USF Innovative Education:

- ▶ Certified 450+ faculty to teach online, with five additional online certification courses offered each semester.
- ▶ Redesigned the Online Instructor Certification Course (OIC) with faculty input. OIC utilizes best practices and research to develop skills and knowledge around teaching and facilitating online classes. In this course, the faculty are the students, and they complete assignments and projects to learn to utilize Canvas and other online tools, to enhance the student experience, and to ultimately create outstanding online courses that improve student learning outcomes.
- ▶ Launched the new cybersecurity program, to include a Master's Degree with three concentrations, and three graduate certificates.
 - Recruited more than 115 students into the new program.
 - CHALLENGES: Program requirements influx after initial funding model changed admitted cohort. Many courses not approved prior to program launch; Permanent faculty not recruited. Courses already converted will still need to be re-converted by new faculty.
- ▶ Launched 13 new graduate certificates. For a complete list of all graduate certificates, see Appendix B: Graduate Certificates.
- ▶ Supported five market rate tuition programs.
- ▶ Managed multiple initiatives designed to generate revenue through USF Pre-College, USF Continuing Education, the USF Osher Lifelong Learning Institute, and USF Testing Services.
- ▶ Converted more than 135 courses to an online format, compared to five courses in FY12-13. An additional 50+ courses are slated for conversion this spring.
- ▶ Created, edited and transcribed 300+ custom videos and 265+ audio modules in support of online course development.

Phases of course online course creation:

1

~4 week duration

PLANNING

Outcomes:

- Meet with instructor to discuss their course needs and InEd services.
- Work with faculty to develop a syllabus and map course content for online delivery.

2

~6 week duration

CONTENT CREATION

Outcomes:

- Instructor creates content utilizing the Course Map and Presentation Plan documents.
- InEd reviews content suggests ideas for delivery enhancement utilizing multi-media and video.

3

~6 week duration

COURSE CREATION

Outcomes:

- Canvas course elements are created.
- Audio is recorded, videos are shot, animated presentations are created.

4

~2 week duration

COURSE DELIVERY

Outcomes:

- Course is reviewed by faculty
- Feedback and changes are processed
- Final turn-over in-service to ensure faculty is comfortable with course.

During FY14-15, USF Innovative Education:

- ▶ Produced USF's first winter session, with 480 students enrolled in five fully-online courses, generating 1,440 SCH.
- ▶ Will launch a new fully-online graduate degree in Child & Adolescent Behavioral Health for the College of Behavioral & Community Sciences.
- ▶ Will assist in launching a new fully-online graduate certificate in crime scene investigation with the College of Arts & Sciences.
- ▶ Will launch new online undergraduate certificate in leadership with Undergraduate Studies.
- ▶ Will produce USF's first Maymester.
- ▶ Will produce Summer at USF.
- ▶ Will continue to partner with the colleges to explore new fully-online degree programs designed to increase SCH.
- ▶ Will convert another 100+ courses to an online format.

Faculty Development

Faculty Development

USF's Online Faculty Development team is dedicated to helping our instructors and graduate teaching assistants provide an exceptional experience in their online classrooms. We offer face to face workshops as well as just in time, one-on-one training throughout the campus to teach skills and to answer faculty questions specifically related to online course development and delivery. We have developed a database to accurately track faculty in need of online certification.

Faculty are certified to teach online by completing an online course entitled "Online Instructor Certification" (OIC). OIC utilizes best practices and research to develop skills and knowledge around teaching and facilitating online classes. In this course, the faculty are the students, and they complete assignments and projects to learn how to utilize Canvas and other online tools. The course helps deepen understanding around effective use of the online environment to enhance the student experience and to ultimately create outstanding online courses that improve student learning outcomes.

- ▶ 450+ faculty certified in the past 12 months
- ▶ OIC is now offered 5 times per semester
- ▶ The course is continuously improved through the implementation of faculty feedback

Online Instructor Certification.922F14 Edit

ONLINE INSTRUCTOR CERTIFICATION

SYLLABUS MODULES GETTING STARTED RESOURCES

| Lindsey Mercer • EMAIL | Victor Ventor • EMAIL |

Welcome to the Course
Thank you for signing up for the Online Instructor Certification (formally TO101). Please view the following welcome message.

FTE

Work Plan Reports:

Florida A&M University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	n/a***	36	.5%	65	1.1%	110	1.7%	250	3.8%
HYBRID (50%-79%)	-100%	0	0%	30	0.50%	90	1.4%	240	3.6%
TRADITIONAL (<50%)	-.4	6,517	99.5%	5,857	98.4%	6,089	96.8%	6,092	92.6%
TOTAL	.1%	6,553	100%	5,952	100.0%	6,289	100%	6,582	100.0%
GRADUATE									
DISTANCE (80%)	n/a***	0	0%	0	0.0%	75	5.4%	250	17.2%
HYBRID (50%-79%)	n/a***	0	0%	0	0.0%	50	3.6%	200	13.8%
TRADITIONAL (<50%)	-2.2%	1,446	100%	1,315	100.0%	1,264	91.00%	1,004	69.1%
TOTAL	-.3%	1,446	100%	1,315	100.0%	1,389	100%	1,454	100.0%

Florida Atlantic University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	39%	1,385	9%	1,541	10%	2,014	13%	2,491	16%
HYBRID (50%-79%)	93%	958	6%	1,695	11%	2,014	13%	2,335	15%
TRADITIONAL (<50%)	-2.8%	12,992	85%	12,176	79%	11,462	74%	10,741	69%
TOTAL	7.0%	15,335	100%	15,412	100%	15,490	100%	15,567	100%
GRADUATE									
DISTANCE (80%)	11%	495	22%	534	24%	546	24%	558	25%
HYBRID (50%-79%)	1.7%	39	2%	45	2%	56	3%	66	3%
TRADITIONAL (<50%)	-7%	1,690	76%	1,647	74%	1,626	73%	1,606	72%
TOTAL	-2.6%	2,224	100%	2,226	100%	2,229	100%	2,230	100%

Florida Gulf Coast University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	+4%Δ	1,188	15%	1,285	15%	1,480	16%	1,580	17%
HYBRID (50%-79%)	+9%Δ	154	2%	235	3%	330	4%	430	5%
TRADITIONAL (<50%)	+14%Δ	6,349	83%	7,026	82%	7,209	80%	7,478	78%
TOTAL	+12%Δ	7,691	100%	8,546	100%	9,019	100%	9,488	100%
GRADUATE									
DISTANCE (80%)	-9%Δ	191	29%	180	29%	185	30%	200	31%
HYBRID (50%-79%)	-36%Δ	53	8%	40	7%	50	8%	60	9%
TRADITIONAL (<50%)	-6%Δ	420	63%	395	64%	390	62%	387	60%
TOTAL	-10%Δ	664	100%	615	100%	625	100%	647	100%

Work Plan Reports:

Florida International University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	34.7%	5,225	21.2%	7,478	28.1%	8,962	32.7%	10,512	37.4%
HYBRID (50%-79%)	273.0%	403	1.6%	520	2.0%	537	2.0%	551	2.0%
TRADITIONAL (<50%)	3.5%	19,047	77.2%	18,532	69.9%	17,901	65.3%	17,060	60.7%
TOTAL	10.3%	24,675	100%	26,530	100%	27,400	100%	28,123	100%
GRADUATE									
DISTANCE (80%)	8.1%	464	10.4%	579	13.0%	960	20.8%	1,314	28.2%
HYBRID (50%-79%)	33.8%	49	1.1%	40	0.9%	41	0.9%	43	0.9%
TRADITIONAL (<50%)	-10.9%	3,957	88.5%	3,841	86.1%	3,605	78.2%	3,371	71.3%
TOTAL	-8.9%	4,470	100%	4,460	100%	4,606	100%	4,728	100%

Florida Polytechnic University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	%Δ	0	xx%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	%Δ	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	%Δ	0	xx%	357	100%	784	100%	1,185	100%
TOTAL	%Δ	0	100%	357	100%	784	100%	1,185	100%
GRADUATE									
DISTANCE (80%)	%Δ	0	xx%	0	0%	0	xx%	0	0%
HYBRID (50%-79%)	%Δ	0	xx%	0	0%	0	xx%	0	0%
TRADITIONAL (<50%)	%Δ	0	xx%	14	100%	39	xx%	70	100%
TOTAL	%Δ	0	100%	14	100%	39	100%	70	100%

Florida State University

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	104%	1,307	6%	1,750	8%	2,000	9%	2,300	10%
HYBRID (50%-79%)	153%	309	1%	350	2%	370	2%	400	2%
TRADITIONAL (<50%)	-3%	20,952	93%	20,320	91%	20,330	90%	20,060	88%
TOTAL	0%	22,568	100%	22,420	100%	22,700	100%	22,760	100%
GRADUATE									
DISTANCE (80%)	-7%	357	7%	400	8%	450	8%	525	10%
HYBRID (50%-79%)	-11%	153	3%	130	2%	140	3%	155	3%
TRADITIONAL (<50%)	-3%	4,803	90%	4,735	90%	4,835	89%	4,770	87%
TOTAL	-3%	5,313	100%	5,265	100%	5,425	100%	5,450	100%

Work Plan Reports:

New College of Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	0%	0	0%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	0%	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	0%	702	100%	673	100%	690	100%	707	100%
TOTAL	0%	702	100%	673	100%	690	100%	707	100%
GRADUATE									
DISTANCE (80%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
HYBRID (50%-79%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
TRADITIONAL (<50%)	0%	n/a	n/a	n/a	n/a	4	100%	11	100%
TOTAL	0%	n/a	n/a	n/a	n/a	4	100%	11	100%

University of Central Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	176.3%	9,193	27%	10,130	30%	10,209	30%	10,400	30%
HYBRID (50%-79%)	61.6%	2,256	7%	2,634	8%	2,628	8%	2,677	8%
TRADITIONAL (<50%)	4.3%	22,229	66%	21,003	62%	21,338	62%	21,736	62%
TOTAL	27.0%	33,677	100%	33,766	100%	34,175	100%	34,813	100%
GRADUATE									
DISTANCE (80%)	102.0%	1,112	28%	1,148	30%	1,192	31%	1,253	32%
HYBRID (50%-79%)	91.7%	425	11%	466	12%	494	13%	529	14%
TRADITIONAL (<50%)	-5.5%	2,488	62%	2,239	58%	2,171	56%	2,134	55%
TOTAL	19.1%	4,025	100%	3,853	100%	3,856	100%	3,915	100%

University of Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	52.7%	4,847	20.6%	6,334	25.2%	7,467	29.0%	9,393	35.7%
HYBRID (50%-79%)	-29.1%	366	1.6%	502	2.0%	386	1.5%	263	1.0%
TRADITIONAL (<50%)	-8.9%	18,364	77.9%	18,284	72.8%	17,909	69.5%	16,648	63.3%
TOTAL	-1.1%	23,576	100.0%	25,121	100.0%	25,762	100.0%	26,304	100.0%
GRADUATE									
DISTANCE (80%)	105.7%	1,674	18.5%	1,772	20.0%	1,907	21.5%	1,953	22.0%
HYBRID (50%-79%)	-20.9%	225	2.5%	133	1.5%	89	1.0%	44	0.5%
TRADITIONAL (<50%)	-13.9%	7,166	79.1%	6,954	78.5%	6,873	77.5%	6,881	77.5%
TOTAL	-3.8%	9,065	100.0%	8,859	100.0%	8,869	100.0%	8,879	100.0%

Work Plan Reports:

University of North Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	266%	782	8.3%	1032	11.2%	1287	13.9%	1603	17.3%
HYBRID (50%-79%)	677%	130	1.4%	138	1.5%	154	1.7%	178	1.9%
TRADITIONAL (<50%)	-8%	8467	90.3%	8004	87.2%	7788	84.4%	7502	80.8%
TOTAL	2%	9379	100%	9174	100%	9229	100.0%	9283	100%
GRADUATE									
DISTANCE (80%)	113%	118	12.7%	133	14.3%	158	16.6%	182	19.1%
HYBRID (50%-79%)	196%	65	7.0%	34	3.6%	40	4.2%	48	5.0%
TRADITIONAL (<50%)	-19%	748	80.3%	766	82.1%	754	79.2%	723	75.9%
TOTAL	-9%	931	100%	933	100%	952	100%	953	100%

University of South Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	11%Δ	5,072	21%	5,617	22%	5,687	23%	5,748	23%
HYBRID (50%-79%)	13%Δ	382	2%	743	3%	859	3%	878	100%
TRADITIONAL (<50%)	-2%Δ	18,776	77%	18,800	75%	18,764	74%	18,854	74%
TOTAL	1%Δ	24,230	100%	25,160	100%	25,310	100%	25,480	100%
GRADUATE									
DISTANCE (80%)	-2%Δ	1,116	20%	1,300	22%	1,472	23%	1,476	23%
HYBRID (50%-79%)	1%Δ	110	2%	190	3%	219	3%	221	3%
TRADITIONAL (<50%)	-1%Δ	4,268	78%	4,491	75%	4,783	74%	4,793	74%
TOTAL	-1%Δ	5,494	100%	5,981	100%	6,474	100%	6,490	100%

University of South Florida-Tampa

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	6%Δ	3,557	18%	4,100	20%	4,111	20%	4,111	20%
HYBRID (50%-79%)	4%Δ	322	2%	347	2%	349	2%	349	2%
TRADITIONAL (<50%)	-3%Δ	16,269	81%	16,398	79%	16,373	79%	16,373	79%
TOTAL	-1%Δ	20,147	100%	20,846	100%	20,833	100%	20,833	100%
GRADUATE									
DISTANCE (80%)	-7%Δ	981	19%	1,197	21%	1,365	23%	1,365	23%
HYBRID (50%-79%)	1%Δ	107	2%	161	3%	180	3%	180	3%
TRADITIONAL (<50%)	1%Δ	4,022	79%	4,214	76%	4,505	75%	4,505	75%
TOTAL			100%		100%		100%		100%

Work Plan Reports:

University of South Florida-St. Petersburg

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	36%Δ	982	33%	961	30%	995	30%	1,030	30%
HYBRID (50%-79%)	%Δ	27	1%	352	11%	464	14%	481	14%
TRADITIONAL (<50%)	5%Δ	1,982	66%	1,891	59%	1,857	56%	1,922	56%
TOTAL	15%Δ	2,991	100%	3,204	100%	3,317	100%	3,433	100%
GRADUATE									
DISTANCE (80%)	82%Δ	113	39%	80	26%	83	26%	85	26%
HYBRID (50%-79%)	-100%Δ	0	0%	25	8%	35	11%	36	11%
TRADITIONAL (<50%)	-12%Δ	173	61%	202	66%	200	63%	207	63%
TOTAL	10%Δ	286	100%	307	100%	317	100%	328	100%

University of South Florida-Sarasota/Manatee

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	14%	533	49%	556	50%	581	50%	607	50%
HYBRID (50%-79%)	24%	33	3%	44	4%	46	4%	48	4%
TRADITIONAL (<50%)	-9%	525	48%	511	46%	534	46%	559	46%
TOTAL	2%	1,091	100%	1,111	100%	1,161	100%	1,214	100%
GRADUATE									
DISTANCE (80%)	-10%	21	22%	23	23%	25	23%	26	23%
HYBRID (50%-79%)	48%	4	4%	4	4%	4	4%	5	4%
TRADITIONAL (<50%)	-28%	72	74%	75	73%	78	73%	81	73%
TOTAL	-23%	97	100%	102	100%	107	100%	112	100%

University of West Florida

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	17%Δ	1,865	29%	1,950	29%	2,002	29%	2,057	29%
HYBRID (50%-79%)	-57%Δ	804	13%	985	15%	1,011	15%	1,039	15%
TRADITIONAL (<50%)	42%Δ	3,760	58%	3,770	56%	3,870	56%	3,975	56%
TOTAL	5%Δ	6,428	100%	6,705	100%	6,883	100%	7,071	100%
GRADUATE									
DISTANCE (80%)	2%Δ	490	56%	539	57%	555	57%	566	57%
HYBRID (50%-79%)	-59%Δ	85	10%	81	9%	83	9%	85	9%
TRADITIONAL (<50%)	32%Δ	295	34%	323	34%	333	34%	339	34%
TOTAL	-5%Δ	869	100%	943	100%	970	100%	990	100%

Funding & Fees

How is InEd funded?

USF's online programs are funded exclusively by the USF Distance Learning fee; no E&G funding is used to supplement the development or delivery of online courses.

However, InEd also manages multiple programs that CANNOT be funded through distance learning (DL) fees. These include graduate certificates (face-to-face); programs sponsored by USF Pre-College, USF Continuing Education, and the USF Osher Lifelong Learning Institute; and USF Testing Services.

Please note: Other SUS institutions use a mix of E&G and DL funding to develop and deliver online courses.

Statutes regulating distance learning fees and permissible uses:

Distance Learning fees are regulated by Florida Statute(s) and University Policies and are closely audited. According to **Florida Statutes 1009.23 (16) and 1009.24 (17)**, a state university may assess a student who enrolls in a distance learning course a per-credit-hour distance learning course fee. A distance learning course is defined as one in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. Distance learning fees cannot exceed the **additional** costs of services provided which are directly attributable to the development and delivery of the distance learning course.

A framework for describing these additional costs which are attributable to the development and delivery of distance learning courses has been developed by the Florida Distance Learning Task Force and provides the basis for evaluating the acceptable use of distance learning fees.

This Task Force has indicated that distance learning fees *cannot* be used for the following:

- ▶ Instructional costs
- ▶ Any costs covered by other fees (health, activity, technology, etc.)
- ▶ Costs not associated with the development and delivery of eligible distance learning courses
- ▶ Costs which would have been incurred had the distance learning courses not been developed or delivered.

Permissible expenses may include:

- ▶ Specialized technology and maintenance (e.g., hardware, software licenses; technology consulting; hosting and network services) (hardware or software expenses must be used exclusively for the development or delivery of distance learning)
- ▶ Development and/or acquisition (licensing) of instructional content for distance learning courses
- ▶ Distance learning program development and accreditation
- ▶ Distance learning program quality assessment and control
- ▶ Faculty development and support for distance learning courses
- ▶ Distance learning student support services
- ▶ Testing facilities and support
- ▶ Distance learning administrative & operating costs
- ▶ Course management system server, database, and support staff
- ▶ Instructional material

How are distance learning fees (DL Fees) invested?

- ▶ Technology Infrastructure and Support
- ▶ Specialized Technology for Online Course Development and Delivery
- ▶ Online Instructor Certification
- ▶ Faculty Support and Development for Online Instruction
- ▶ GA Support for High Enrollment Online Courses
- ▶ Instructional Design & Media Innovation
- ▶ Compensation for Course Conversion Activities
- ▶ Content for Distance Learning Courses
- ▶ Open Access Textbooks
- ▶ Recruitment, Enrollment and Retention Services
- ▶ Online Program Development
- ▶ Proctoring
- ▶ ADA Compliance and Course Transcriptions
- ▶ SACS Compliance
- ▶ State Authorization
- ▶ Market Research
- ▶ Fiscal Administration and Financial Analysis
- ▶ Summer Online
- ▶ Intersession Online (Maymester and Winter Session)
- ▶ Facilities for Distance Learning Administration and Operations

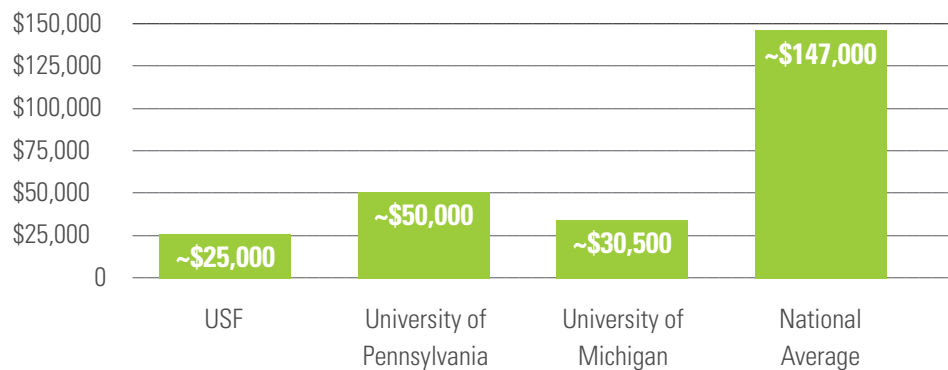
In fiscal year 2013-14, Innovative Education rolled out the distance learning cost sharing pilot, in which distance learning funding was shared with each of the academic colleges. Each college received 10% of distance learning fees from its online SCH, up to \$100,000 in course development funding, funding for TA's for high enrollment online courses, and funding for online instructor certification. Over \$2 million in funding was made available to colleges, and \$1.4 million was spent during the 2013-14 fiscal year. In fiscal year 2014-15, over \$3 million in distance learning is available to colleges for the development and support of its online courses.

USF Innovative Education Distance Learning Cost Sharing Summary FY14 Actuals and FY15 Projections										
	Total	CAS	CBCS	COTA	Engineering	PCGS	Education	UG Studies	COBA	Marine Science
FY14 Funding										
Discretionary Funding Available	\$1,767,944	\$402,751	\$184,710	\$193,890	\$130,453	\$101,110	\$204,665	\$377,515	\$117,835	\$55,015
Discretionary Funding Spent	\$743,078	\$273,695	\$139,938	\$78,559	\$79,773	\$98,398	\$44,488	\$18,071	\$4,258	\$5,898
Faculty Payments - Teaching Online 101	\$166,222	\$66,582	\$26,942	\$3,961	\$15,438	\$ -	\$36,347	\$4,433	\$11,378	\$1,141
TA Support	\$452,946	\$214,737	\$84,009	\$126,729	\$21,441	\$ -	\$6,030	\$ -	\$ -	\$ -
Auxiliary Overhead	\$37,419	\$15,516	\$8,396	\$4,357	\$4,787	\$ -	\$2,670	\$1,084	\$255	\$354
Total FY14 Distance Learning Support	\$1,399,666	\$570,530	\$259,285	\$213,606	\$121,439	\$98,398	\$89,535	\$23,589	\$15,891	\$7,393
FY15 Funding										
Discretionary Funding Available	\$2,456,256	\$630,364	\$268,027	\$336,491	\$197,997	\$103,822	\$390,182	\$190,134	\$245,107	\$94,132
Faculty Payments - Teaching Online 101	\$161,475									
TA Support	\$500,000									
Total FY15 Funding Available*	\$3,117,731									
* Funding period extends past FY15 through the end of the Summer 2015 academic term.										

Course conversion:

As mentioned in the Florida BOG Task Force on Postsecondary Online Education in Florida's Final Report (see Appendix C: BOG Task Force), there is a real cost in producing online courses. The average cost of converting a course at USF is \$25,000, which falls within national averages.

Average cost for converting a course:



Sources: NCES, the National Center for Education Statistics, in conjunction with the U.S. Department of Education and individual university websites

Online course development and delivery expenses include:

No extra compensation is paid for teaching online. Most online courses at USF are taught in-load.

Online Course Format:	Market Rate / Cost Recovery Online	E&G Online
Faculty Compensation		
Instruction	\$10 - \$15k / course	generally in-load
Course Conversion	\$4k / course	college discretion
Instructional Design & Media	\$25k / course	\$25k / course
Technology Infrastructure & Support	\$8.20 / SCH	\$8.20 / SCH
ADA Transcriptions	\$500 - \$3,500 / course	\$500 - \$3,500 / course

Paid for by:

- = InEd Distance Learning fees
- = College Distance Learning Fees
- = College E&G Funds

In Fall 2015 the legislature commissioned OPPAGA to conduct a study on DL fees and how they are used across the SUS. The information below was provided per OPPAGA's request.

Distance learning fee historical fund balance analysis: University of South Florida (system)

	2009-10 ¹	2010-11 ¹	2011-12 ¹	2012-13 ²	2013-14 ²	2014-15 Forecast ³
Total Distance Learning Fee Revenue	\$6,147,934	\$6,652,038	\$9,752,411	\$9,972,885	\$9,875,600	\$10,632,634
Distance Learning Fee Ending Fund Balance	\$4,104,126	\$4,280,538	\$6,611,283	\$7,767,202	\$8,174,295	\$3,192,611
Distance Learning Fee Fund Balance to Revenue Ratio	67%	64%	68%	78%	83%	30%

¹ BOG 2012 survey is source for prepopulated figures

² OPPAGA 2014 survey is source for prepopulated figures

³ USF expects to spend down \$5.0 million of its cash balance in FY2014-15, with approximately \$4.6 million from USF Tampa. USF projects distance learning revenues of \$10.6 million in FY2014-15, an ending cash balance of \$3.2 million, and a balance to revenue ratio of 30%.

Our investments have and will continue to lead to increased online enrollments (14% increase in the Fall of 2014 over Fall 2013) and student success, including retention, progression and completion. This includes an investment to provide Colleges with content and technical support. With the distance learning funds, we are making strategic decisions to create learning options that meet the needs of all our students, and are working to grow online offerings even more. This calendar year, USF Tampa converted 135 courses to an online format. At the same time, our Innovative Education unit works hard to track and align with BOG and SACS expectations for online learning. Each converted course is carefully designed to adhere to statewide strategic goals, standards of high quality and cost-effectiveness.

Distance learning fee financials: USF-Tampa

	FY 2013-14
Distance Learning Fee Beginning Fund Balance	\$6,981,500.89
Distance Learning Fee Revenue	\$6,805,630.00
DISTANCE LEARNING COURSE EXPENDITURES	
010000 Salaries and Benefits	\$3,132,155.43
030000 Other Personal Services	\$1,291,907.94
040000 Expenses	\$1,118,493.02
060000 Operating Capital Outlay	\$36,457.04
180000 Transfers	\$1,179,769.72
Other (specify)	\$0.00
Other (specify)	\$0.00
Other (specify)	\$0.00
Other (specify)	\$0.00
TOTAL EXPENDITURES	\$6,758,783.15
Distance Learning Fee Ending Fund Balance	\$7,028,347.74

88 percent of revenue is generated from undergraduate student credit hours.

Distance learning fee revenues were used in 2013-14 to cover the costs associated with a variety of efforts that support online learning including course conversions to online formats, distance learning program management, compliance and reporting, program marketing, training and financial management. In addition, faculty are compensated for their efforts in developing distance learning courses. Teaching assistants are also compensated for developing and supporting faculty in delivering distance learning courses. Fees may be used to compensate third parties who provide online course conversion, marketing, and other support services. A portion of the fee revenue is used for information technology infrastructure support services associated with online courses, and for specialized technology necessary for the development and delivery of distance learning courses.

Innovative Education has developed a multi-year strategy to grow and enhance its online offerings to students, investing its distance learning cash balance over a multiyear time horizon. An important aspect to note regarding the recent results that have produced a remaining balance in Distance Learning fees from the previous year was the change in management that this area experienced in 2013. This change prompted USF's leadership to review the organization and areas of investment to assure alignment to its strategic plan and focus on student success. The new management team is now

aligned and focused in that regard and, as such, investments and associated higher levels of expenditures have been authorized for FY 2014-15 and beyond. As a measure of the increased level of investment in this fiscal year, please note that during the first quarter of FY 2014-15, expenditures have grown 77% to \$1.7 million compared to the same period in FY 2013-14 where just under \$1 million was expended. The cash balance of approximately \$7 million will be invested in online learning over the next 4 years, \$3 million of which to be spent in FY2014-15 (which will be in addition to that spent from revenues collected for that FY). This includes the development of approximately 100 new online courses and the launch of several new wholly online programs.

Responses to follow-up questions from OPPAGA:

Can you tell me the current number of staff in the Innovation Education unit whose primary responsibilities are to support distance/online learning?

In 2013-14, USF's Innovative Education unit employed 51 staff, excluding OPS, whose primary responsibilities supported distance/online learning.

The summary for distance learning fee expenditures for 2013-14 uses the term may be used to compensate third parties who provide online course conversion, marketing, and other support services. Could you confirm the revenue was or was not used for such services?

Yes, in 2013-14, third parties were used for online course conversion and marketing services for online programs.

Do the branch campuses (St. Petersburg, Sarasota-Manatee, and Health) use a similar RFP process as the Tampa campus to decide technology fee revenue spending? If not, please explain.

- ▶ The USF Health campus uses a similar RFP process that seeks input and proposals from students, faculty and technology staff. Governance committees on each of these campuses review and make decisions regarding the funding received proposals.
- ▶ The Sarasota-Manatee campus initially used the RFP process for Technology Fee projects and expenses. Some of the projects required multi-year funding to complete. As a result, the Regional Vice-Chancellor who oversees Academic Affairs, Student Affairs, Library and Campus Computing works in partnership with these units to ensure priority initiatives are met and new requests for technology are considered.
- ▶ The St. Petersburg campus does not at this time solicit proposals in the same manner. Tech Fee proposals are used to directly support the strategic plans of Academic Affairs, Campus computing, and the Library. The Regional Vice-Chancellor for Academic Affairs obtains input from the USF-SP Faculty Council, Deans and the USFSP Student Government President regarding the proposed funding initiatives.

For what purpose was technology fee revenue used for salaries and OPS in 2013-14 (e.g., IT support staff for the main campus)? Are these expenditures considered to be recurring or one-time/non-recurring?

Personnel expenditures paid from technology fee revenues at all USF campuses are non-recurring and are specifically related to implementation support for projects paid from that same funding source.

Online undergraduate and graduate programs compared:

Online graduate programs are more financially attractive than online undergraduate programs.

- ▶ Competitive disadvantage in undergraduate market
- ▶ Inability to compete with UF on price in undergraduate market
- ▶ Inability to match investment by UF in undergraduate market
- ▶ Established USF brand in graduate market
- ▶ Uncertain demand for undergraduate programs which are offered exclusively online
- ▶ Comparable cost structure for graduate and undergraduate online programs with higher pricing for graduate programs
- ▶ Generally less price sensitivity for many graduate programs
- ▶ Stronger financial prospects for online graduate programs at USF

Consideration	Online Undergraduate Programs	Online Graduate Programs
Competition	UF Online has competitive advantage: <ul style="list-style-type: none"> • Established brand and national ranking <ul style="list-style-type: none"> - #5 Best Online Bachelor's Programs {US News & World Report} - #3 Best Value in Public College {Kiplinger} - #5 Best Career Services {The Princeton Review} • Heavily funded <ul style="list-style-type: none"> - \$15M granted by Florida legislature • Low cost to students <ul style="list-style-type: none"> - 75% of in-state tuition 	Strong USF brand in online graduate programs <ul style="list-style-type: none"> • Nationally ranked programs <ul style="list-style-type: none"> - #17 graduate online engineering - #20 graduate education - #27 graduate business • 37 graduate degree programs and 43 graduate certificates available completely online <p><i>Source: US News & World Report Rankings</i></p>
Price Sensitivity	UF Online offers programs at 75% of in-state tuition and are not allowed to charge most fees	Higher price points for online graduate education programs. Often less price sensitivity for career advancers and those whose employers provide tuition benefits.
Demand	Developing market with uncertain potential <ul style="list-style-type: none"> • Only 11% of undergraduate students study exclusively online, half the rate of graduate students. Among 4-yr public institutions, only 5% of undergraduate students are exclusively online. • UF Online only recruited 22 FTIC students in Fall 2014, out of a goal of 100-150. 	Established market for online graduate programs <ul style="list-style-type: none"> • 22% of graduate students study exclusively online, twice the rate of undergraduate students. In Florida, this rate is 26%.
Financial Viability	Lower tuition point and comparable fixed costs results in lower margin, requiring high enrollments to break even. High enrollment potential hindered by competition, price sensitivity, and uncertain demand.	Higher tuition point and comparable fixed costs result in financial return for programs with market demand.

SUS institution DL unit comparison:

UNIVERSITY	DL FEE	BUSINESS STRUCTURE	ONLINE PROGRAMS*	LMS
FAMU	No DL Fee	Fully E&G Funded	3 Graduate	Blackboard
Florida Atlantic University	\$37/credit hour	Both E&G and DL funding	5 Graduate, 1 Grad Certificate, individual classes	Blackboard
Florida Gulf Coast University	No DL Fee	Fully E&G Funded	5 Grad, 3 certificates, 3 2+2, individual classes	Canvas
Florida International University	\$53.33/credit hour (no fees for fully-online)	100% DL Funded	13 Undergraduate 18 Graduate; individual classes	Blackboard
Florida Polytechnic University	N/A	Fully E&G Funded to date; Haven't hired Director of Online	N/A	Canvas
Florida State University	\$10 - \$242/credit hour. Most seem to be between \$39-\$100	Both E&G and DL Funding	7 Undergraduate 2+2, 2 undergrad certificate, 19 Graduate, 20 Grad Certificates, individual classes	Blackboard
New College	N/A	N/A	N/A	Moodle
University of Central Florida	\$18/credit hour	Both E&G and DL Funding	15 Undergraduate, 2 UG Certificates, 24 Graduate, 30 Grad Certificates, individual classes	Canvas
UF Online (UFO)	No DL Fee by state mandate	Funded by investment from the state	11 as of now, more added annually	Canvas
University of Florida (everything except UFO)	Varies by course, depending on course delivery and development costs	Distance and Continuing Education unit funded by a centralized administrative "tax." Not DL funded	2+2 programs; 83 Graduate (including certificates); individual classes	Canvas
University of North Florida	\$35/credit hour	Both E&G and DL Funding (not certain)	6 Graduate, 3 Grad Certificate, individual classes	Blackboard
University of South Florida	\$50/credit hour	100% DL Funded	13 Undergraduate (upper level), 37 Graduate, 43 Grad Certificates, individual classes	Canvas
University of West Florida	\$15/credit hour	Both E&G and DL Funding	7 Undergraduate, 10 Graduate, 12 Grad Certificate, individual classes	Desire2Learn

* Reported as of May 2014

Proctoring

Online proctoring pilot

- ▶ USF has conducted an online proctoring pilot over the past 3 semesters
- ▶ 6 companies were tested, including live proctoring (human based) solutions and passive (software based) solutions
- ▶ Over 1750 exams administered and proctored
- ▶ Results collected and students and faculty surveyed and criteria measured included:
 - Student ease of use (setup and usability)
 - Faculty ease of use (faculty usability)
 - Canvas integration
 - Customer service/support (training, responsiveness)
 - Instructor control (options for instructors)
 - Flexibility (Scalability and agility of solution)
 - Cost
 - Student Experience (degree of “creepiness,” inconvenience, or invasiveness)
 - Accessibility (ability to accommodate special needs and ADA compliance)
- ▶ ITN launching in January 2015 for campus-wide solution
- ▶ Anticipated launch of proctoring solution during Summer 2015
- ▶ Distance Learning Fees will pay all costs associated with proctoring, with no additional expense to the student

Quality Metrics/ Course Review

USF employs a quality review rubric to evaluate online courses. It is based on Quality Matters, but has been adjusted to meet USF's needs.

Course Review		Met
Section 1: Course Overview and Introduction		
1-a	Easy to find instructions on course navigation and locating key information is provided.	Yes
1-b	Course introduction (either written or video) is present.	Yes
1-c	Instructor introduction (either written or video) is present.	Yes
1-d	Instructor contact information is posted and is easy to find.	Yes
1-e	Etiquette expectations for discussions, email, and other forms of communication are stated clearly.	Yes
1-f	Course and/or institutional policies are clearly stated.	Yes
1-g	The course has a visually appealing, cohesive look and feel.	Yes
Section 2: Course Objectives		
2-a	Course and unit level objectives align with course-level outcomes that are measurable.	Yes
2-b	Objectives/outcomes are written in student friendly language.	Yes
2-c	Instructions for how to meet the learning objectives/outcomes are clear.	Yes
Section 3: Assessment		
3-a	Students have multiple opportunities to measure their own learning progress.	Yes
3-b	The course grading policy is stated clearly.	Yes
3-c	The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.	Yes
Section 4: Instructional Materials		
4-a	All resources and materials used in the course are appropriately cited.	Yes
4-b	Multimedia work correctly and of good quality.	Yes
4-c	The instructional materials present a variety of content, utilizing interactive media when appropriate.	Yes
4-d	The distinction between required and optional materials is clearly stated.	Yes
4-e	Instructional multimedia materials such as videos, narrated presentations, and animations are introduced with narrative context.	Yes
4-f	Instructional videos are chunked into sections that run no more than 10 minutes.	Yes
4-g	Images are meaningful and contribute to the understanding of the course content.	Yes

Continued on next page

Course Review

Met

Section 5: Learner Interaction and Engagement

- | | | |
|-----|--|-----|
| 5-a | Opportunities for student interaction are present. | Yes |
| 5-b | Activities support active learning. | Yes |
| 5-c | Student interaction requirements are clearly stated. | Yes |

Section 6: Technology and Support

- | | | |
|-----|--|-----|
| 6-a | Navigation throughout the online components of the course is logical, consistent, and efficient. | Yes |
| 6-b | Students can readily access the technology used in the course. | Yes |
| 6-c | Technologies and multimedia are current. | Yes |
| 6-d | Links to LMS resources are provided and easy to find. | Yes |
| 6-e | Links to student support services provided. | Yes |

Section 7: Accessibility

- | | | |
|-----|---|-----|
| 7-a | The course contains equivalent alternatives to auditory and visual content. | Yes |
| 7-b | The course design facilitates readability and minimizes distractions. | Yes |
| 7-c | In-context transcripts are provided for audio lecture. | Yes |

Final Review

This course meets quality standards. Yes

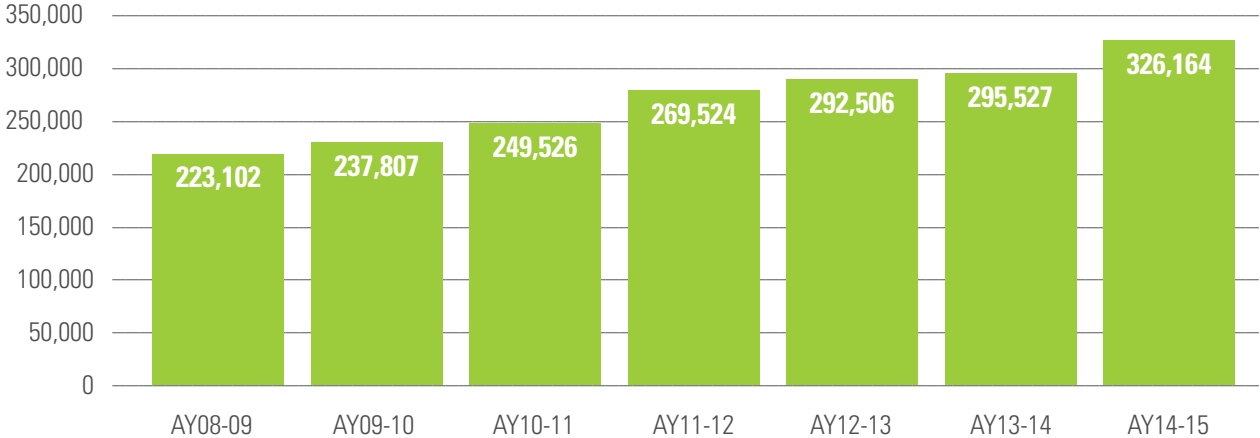
Comment:

Course reviewed by:

SCH

Online SCH by year for the System

Online SCH has grown annually over the past seven years, and currently equals 27 percent of total SCH.



Student Support

Student and Faculty Support

Student retention is an essential component of ensuring the long-term success of online students. Online degree program student retention services should include both on-boarding support, and post-enrollment outreach.

On-Boarding Student Support / Orientation

In order to get students started successfully, the following on-boarding activities are critical:

- ▶ Orient students to the university, the academic program, and the student resources available to them.
- ▶ Assist students as they work with other university offices including the registrar, financial aid, cashier, and others.
- ▶ Assist students in accessing university systems such as Canvas and Oasis.
- ▶ Work with students to develop a unique plan leading to program completion.

To view an example of an online student orientation, see Appendix D: Online Cybersecurity Orientation and Appendix E: Online Cybersecurity Student Handbook.

Post-Enrollment Outreach

In order to help student progress towards degree completion, dedicated student retention professionals are needed to serve the unique needs of online learners. These professionals provide the following services:

- ▶ Provide logistical support to students as they progress through the program including: add/dropping courses, course withdrawals, leaves of absence, probation, etc.
- ▶ Monitoring progression to degree
- ▶ Helping students feel more connected to USF

Future Outreach Recommendations

- ▶ Develop systems that allow professional staff to monitor a student's progression through the program.
- ▶ Monitor the student's progression to degree, to include monitoring course attendance and class participation, above and beyond that provided by faculty.
- ▶ Proactively reach out to students that appear to be struggling or falling behind.
- ▶ Create an interactive community of online students with the goal of helping to connect USF students.
- ▶ Expand career and networking opportunities.

Appendices

APPENDIX A

ONLINE PROGRAMS

GRADUATE DEGREE PROGRAMS

MS, Information Technology
MS, Engineering Management
**MS, Electrical Engineering for Professionals
**MS, Management Information Systems
**MBA, Sport Business
MS, Cybersecurity
**MS, Entrepreneurship in Applied Technologies
MA, Music Education
**MPA, Public Administration
MA, Library and Information Sciences
MS, Information Studies
MA, Adult Education
MA, Autism Spectrum Disorder and Severe Intellectual Disabilities
MA, Career and Technical Education
MA, Gifted Education
MA, Physical Education
MA, Reading K-12
MA, Special Ed w/ Conc. ESE, BD, LD, ID
M.Ed., Instructional Technology
M.Ed., Secondary Ed (TESOL)
Ed.S., Instructional Technology
Ph.D., Career and Workforce Education
MA, Global Sustainability
MS, Medical Sciences, Athletic Training
MS, Health Informatics
tDPT, Transitional Doctor of Physical Therapy
MPH, Public Health Practice
MPH, Public Health Administration
MPH, Global Disaster Management & Humanitarian Relief
MPH, Epidemiology
MPH, Health, Safety & Environment
MPH, Infection Control
MS, Speech-Language Pathology
MS, Child & Adolescent Behavioral Health
*MBA, Business Administration (USFSP)
*MS, Digital Journalism and Design (USFSP)

*Non-USF Tampa **Market-Rate Programs

UNDERGRADUATE COMPLETION CONCENTRATIONS

BS, Applied Sciences, Criminal Justice
BS, Applied Sciences, Information Studies
BS Applied Sciences, Public Health
BGS, Bachelor of General Studies, Criminal Justice
BGS, Bachelor of General Studies, Information Studies: Information Architecture
BGS, Bachelor of General Studies, Public Administration
BGS, Bachelor of General Studies, Information Technology
BGS, Bachelor of General Studies, Public Health
BS, Information Studies
BS, Information Technology
BS, Nursing, RN to BS
BA, Criminology
BA, Women's & Gender Studies
*BS, Communication Sciences & Disorders (USFSM)

GRADUATE CERTIFICATES

Crime Scene Investigations for Violent Crimes
School Library Media Specialist
**Applied Behavior Analysis
Children's Mental Health
Gerontology
Hearing Specialist: Early Intervention
Positive Behavior Support
Analytics and Business Intelligence
Entrepreneurship
Autism Spectrum Disorder
Disabilities Education: Severe/Profound
ESOL
Instructional Technology: Florida Digital / Virtual Educator
Instructional Technology: Distance Education
Instructional Technology: Web Design
Teacher Leadership for Student Learning
Reading Endorsement
Robotics
Systems Engineering
Technology Management
Total Quality Management
Transportation Systems Analysis
Wireless Engineering
Cybersecurity: Cyber Intelligence
Cybersecurity: Digital Forensics
Cybersecurity: Information Assurance
Clinical Investigation
Health Informatics
Health Sciences
Hearing Specialist: Early Intervention
Pharmacy & Practice Management
Pharmacy Sciences
Applied Biostatistics
Concepts and Tools of Epidemiology
Disaster Management
Humanitarian Assistance
Infection Control
Public Health Generalist
Public Health Policy and Programs
Social Marketing & Public Health
Toxicology and Risk Assessment
*Food Writing & Photography (USFSP)
*Infant Family Mental Health (USFSP)

APPENDIX B

GRADUATE CERTIFICATES

BUSINESS AND PROFESSIONAL

Analytics & Business Intelligence*
Business Foundations
Compliance, Risk and Anti-Money Laundering
Entrepreneurship**
Leadership in Developing Human Resources**
National & Competitive Intelligence
Nonprofit Management
Public Management
Food Writing & Photography (USFSP)

BEHAVIORAL AND COMMUNITY ENGAGEMENT

Applied Behavior Analysis*
Addictions and Substance Abuse Counseling
Children's Mental Health*
Community Development
Criminal Justice Administration**
Geriatric Social Work/Clinical Gerontology
Gerontology*
Global Health & Latin American and Caribbean Studies
Global Health Practice
Hearing Specialist: Early Intervention*
Integrative Mental Health Care
Marriage and Family Therapy
Mental Health Counseling
Positive Behavior Support*
Rehabilitation Technology
Transitional Research in Adolescent Behavioral Health**
Women & Gender Studies

TECHNOLOGY

Geographical Information Systems
Interdisciplinary Transportation Program
Materials Science and Engineering
Regulatory Affairs - Medical Devices*
Renewable Energy*
Robotics*
Smart Grid Power Systems*
Technology Management*
Total Quality Management*
Wireless Engineering*

* Fully Online ** Partially Online

EDUCATION

Africana Studies**
American Culture & Society
Autism Spectrum Disorder*
Career Counseling**
College Teaching**
Creative Writing
Disabilities Education: Severe/Profound*
Diversity in Education
English for Speakers of Other Languages
ESOL*
Evaluation
Film & New Media Studies
Foreign Language Education: Culture & Content
Foreign Language Education: Professional
Instructional Technology: Distance Education*
Instructional Technology: Florida Digital Educator*
Instructional Technology: Instructional Design**
Instructional Technology: Multimedia Design
Instructional Technology: Web Design*
Multimedia Journalism**
Post Master's Leadership in Higher Education**
Post Master's Library and Information Science**
Professional & Technical Communication Reading*
Research Administration
Research Methods**
School Counseling Post Master's**
School Library Media Specialist*
Teacher Leadership for Student Learning*
Teaching English as a Second Language
TESL Teaching Composition

CYBERSECURITY

Cyber Intelligence*
Digital Forensics*
Information Assurance*

HEALTH AND SUSTAINABILITY

Aging and Neuroscience**
Applied Biostatistics*
Bioinformatics
Biostatistics**
Biotechnology
Biomedical Ethics**
Brain Fitness & Memory Management
Clinical Investigation*
Concepts & Tools of Epidemiology*
Diasporas & Health Disparities**
Disaster Management*
Environmental Health**
Environmental Policy & Management
Epidemiology
Epidemiology of Infectious Diseases**
Health Equity**
Health Informatics*
Health Management and Leadership**
Health Sciences*
Humanitarian Assistance*
Hydrology
Infant Family Mental Health (USFSP)
Infection Control*
Intellectual Property
Integrative Health Coaching
Integrative Oncology
Integrative Weight Management
Maternal & Child Health
Maternal & Child Health Epidemiology*
Medical Anthropology
Medicine & Gender
Metabolic Cardiology
Metabolic Endocrinology
Metabolic & Nutritional Medicine
Pharmacy Science*
Pharmacy & Practice Management*
Public Health Generalist*
Public Health Policy & Programs*
Safety Management
Social Marketing & Public Health*
Teaching & Communicating Ocean Sciences Broader Impacts**
Toxicology & Risk Assessment*
Violence and Injury: Prevention and Intervention
Water, Health & Sustainability
Women's Health

APPENDIX C

SEE BOG TASK FORCE REPORT BEGINNING ON THE NEXT PAGE



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Task Force on Postsecondary Online Education in Florida

FINAL REPORT

Submitted

December 9, 2013

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EXECUTIVE SUMMARY

Task Force Charge

The 2012 Legislature provided funds to the Board of Governors (BOG) to obtain the services of a consulting firm to study online learning in Florida. A contract was awarded to The Parthenon Group and its report and additional materials were submitted to the Board on November 16, 2012. After reviewing the report, obtaining additional information, and having multiple discussions, the BOG's Strategic Planning Committee recommended that the full Board:

- Use the strategic plan's preeminence metrics to designate a university to create a separate arm to provide online degree programs of the highest quality, and request funds from the Legislature to support such an effort. The preeminence metrics were passed by the 2012 Legislature and approved by the Board for use in the 2012-2013 university workplans. Further, the selected university will create an innovation and research center to ensure the state is a leader in the development of cutting-edge technology and instructional design for online programs and conduct research to help strengthen online degree programs and the success of online students.
- Direct the Chancellor to form a system-wide workgroup to report to the Strategic Planning Committee and continue working with the state's universities, colleges, and other delivery systems to determine ways in which services and online degree programs, including market-based job analyses, could be better coordinated to ensure state and student needs were met in a cost-efficient and effective manner.

The Board approved the Committee's motions at its meeting on February 21, 2013. The Legislature passed, and the Governor approved, CS/CS/SB 1076, creating an online institute at a preeminent university, thereby implementing the first motion. The online institute, UF Online, was established at the University of Florida (UF) and is charged with providing high quality, fully online baccalaureate degree programs for UF students.

The Chancellor began implementing the second motion by appointing the Task Force on Postsecondary Online Education in Florida, in collaboration with the Florida College System (FCS) Chancellor, Randy Hanna. The Task Force was to focus on postsecondary online learning programs and services being provided in a more cost-efficient and effective manner throughout the system and state. Membership of the Task Force included representatives from universities (including the University of Florida), colleges, the private sector, Florida Virtual Campus (FLVC), and the Department of Economic Opportunity (DEO). Refer to Appendix B for a listing of Task Force members and their affiliations. The Task Force was charged with the following:

Recommend strategies for better coordinating services and online programs in the State University System and Florida College System and, to the extent feasible, across other delivery systems to ensure state economic development needs and student demands are being met in an effective and cost-efficient manner. Such recommendations are to include, but not be limited to the following:

Task Force on Postsecondary Online Education in Florida

- *Goals for online education and related accountability measures for tracking performance on those goals.*
- *Improved data collection at the institutional and system levels. Such data collection must, at a minimum, be adequate for tracking performance on the accountability measures recommended above and shall include applicable cost components involved in the development and delivery of distance learning courses, as well as student feedback regarding the delivery and support of online education.*
- *Best practices that will lead to quality credit and noncredit programs.*
- *Viability/desirability of common technical capabilities.*
- *Alignment of online programs with identified state economic development needs and student demands.*
- *Raising awareness of online courses and programs to different segments of the market (marketing).*
- *Providing student support services in a collaborative, cost-efficient manner.*
- *Effective use of technological innovations (mobile devices, cloud computing, social networks, etc.).*
- *Providing faculty support services and encouraging inter-institutional faculty collaboration in course development.*
- *Development and expanded use of eTextbooks and other electronic materials.*
- *Collaborative licensing of resources and technology.*
- *Collaborative efforts related to Massive Open Online Courses (MOOCs) and to competency-based online courses, in cooperation with the Department of Education.*
- *Sharing information and resources.*

This report is the result of the Task Force’s efforts.

Project Approach

The Task Force held an organizational meeting on June 18, 2013. In order for the Task Force to learn from activities in other states, three speakers presented their online learning strategies and achievements to date:

- Dr. Jay Box, Chancellor, Kentucky Community and Technical College System
- Dr. John Cunningham, Interim CEO of UMassOnline
- Carey Hatch, Associate Provost, State University of New York

The Task Force members were subsequently divided into three committees, with the following areas of focus.

Academic Affairs Committee	
Issues to consider:	<ul style="list-style-type: none"> • Goals and performance measures • Aligning programs with state needs • Effective practices • MOOCs • Faculty collaboration for course development • Sharing information and resources • Development and use of eTextbooks and other electronic material

Technology and Data Issues Committee	
Issues to consider:	<ul style="list-style-type: none"> • Data collection: access, quality, and cost components • Collaborative licensing of resources and technology • Viability and desirability of common technical capabilities • Sharing information and resources • Use of technological trends for program and services delivery
Faculty and Student Support Services Committee	
Issues to consider:	<ul style="list-style-type: none"> • Effective practices in faculty and student services • Collaborative, cost-efficient student and faculty support services • Increasing student awareness of programs and services (marketing) • Sharing information and resources

Committee members volunteered to coordinate specific issues and develop recommendations. Many of the members created working groups or advisory groups to bring additional expertise and perspectives to the process.

Each committee met via teleconference and webinar throughout the summer and fall. Through these meetings, committee members defined their issues, developed plans of action, conducted research and investigations, and developed draft recommendations and strategies. The Chairs of each committee met regularly to discuss their progress. Minutes and committee materials are located on the BOG’s website (www.flbog.org). The committee materials were then used to develop a draft report under the guidance of the Task Force Chair and the Committee Chairs. The report was subsequently reviewed by each committee member and presented to the Task Force at large for adoption on November 13, 2013.

Florida’s Advances in Online Learning

The state of Florida is already a national leader in terms of its breadth of online offerings. Bills passed by the 2013 Legislature, as well as funding and proviso in the 2013 General Appropriations Act, reflect a keen legislative interest in online programs and services.

In Florida, *online learning* refers to a course in which at least 80% of the direct instruction is delivered using some form of technology when the student and instructor are separated by time or space, or both (per section 1009.24(17), Florida Statutes (F.S.)). A *Hybrid* course is one where 50% to 79% of the instruction is delivered using some form of technology, when time or space, or both, separate the student and instructor. *Traditional* (and Technology Enhanced) refers to primarily face-to-face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction. In a *Traditional* course, classroom attendance is not reduced.

These definitions do not fully capture the nuances of the current online learning environment. Very few students opt for a fully online or a completely face-to-face education, but rather mix and match the courses and modalities that best meet their individual needs. It is very difficult to segregate courses and programs along the lines of the formal definitions.

There are many advantages to online learning. Online learning allows Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and easy access to an affordable higher education, regardless of where students may live or their accessibility needs, cannot be overstated as an effective way to create a strong workforce from within Florida’s population and to attract businesses that provide high-skill high-wage jobs that drive today’s global economy.

In Florida and across the nation, students are increasingly taking advantage of online learning opportunities. In fact, according to the Parthenon report, 40% of Florida’s State University System (SUS) and FCS students took at least one course online in 2010-2011. The SUS and FCS currently offer over 700 online undergraduate, graduate, and certificate programs. This breadth and depth of courses provides students with access to courses and programs tailored to differing needs. The table below, based on these data collected by the Parthenon Group, depicts this distribution.

Program Level	SUS Online Offerings	FCS Online Offerings
Other Certificate	0	42
Associate’s	0	134
Undergraduate Certificate	29	91
Bachelor’s	46	45
Graduate Certificate	126	0
Master’s	172	0
Doctorate	16	0
Totals	389	312

Online learning is not a “silver bullet” to solve all of Florida’s education and workforce needs. Experience has shown the cost to develop quality online courses is higher than for traditional courses. Because of this, tuition or fees for online courses are often higher than for traditional courses, although students may gain savings through reduced commuting costs and living at home instead of on campus. A key cost advantage of online learning is that it enables institutions to serve more students than can be accommodated by their current brick and mortar infrastructure.

Recent developments in the Florida online learning environment are highlighted below.

UF Online

The 2013 Legislature passed Section 1001.7065, F.S., which created the preeminent state research universities program and provided that the university meeting all 12 of the academic and research preeminence standards will establish an institute for online learning. The BOG determined at its meeting on June 10, 2013, that UF was the only institution that met all 12 preeminence criteria. On September 27, 2013, the UF Online Comprehensive Business Plan was submitted to and approved by the BOG and is available on the BOG website.

UF Online's business plan expands the offering of high-quality, fully online, four-year baccalaureate degrees at a reduced cost for Florida residents. The enabling legislation requires the university to begin offering these degrees by January 2014. UF Online will begin with seven programs (majors) and increase to 30 by 2018-2019 and 35 by 2019-2020, thereby increasing the total number of online bachelor's degree programs in the state. Tuition for in-state students will be no more than 75% of resident tuition (currently \$112 per credit hour). The 10-year forecast based on an enrollment of approximately 24,100 in the 10th year, with a 57%/43% mix of in-state and out-of-state students, will produce a cumulative fund balance of \$43.6 million after 10 years, including the \$35 million from the Legislature.

UF Online will also implement a Research Center and research programs dedicated to both discovery and application of online learning. It is UF Online's position that "research is never complete without dissemination and application," and it plans to share its research advances nationally.

Complete Florida Degree Program

The 2013 Florida Legislature authorized (CS/CS/SB 1076) for the Complete Florida Degree Program, with the University of West Florida (UWF) serving as the lead institution in coordination with participating institutions. The Complete Florida Degree Program is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses, intentional advising, and coaching. Among programmatic requirements specified by the Legislature are online support services, data collection, identification of workforce needs, targeted occupations of the state, and student recruitment. UWF, in collaboration with its partners, submitted its detailed program plan to the BOG, the State Board of Education (SBE), and the legislative appropriations committee on September 1, 2013. This program plan is available on the UWF website (www.uwf.edu).

Florida Virtual Campus

The 2012 Florida Legislature passed Section 1006.73, F.S., creating FLVC to provide access to online student and library support services, and to serve as a statewide resource and clearinghouse for technology-based public postsecondary education distance learning courses and degree programs. FLVC is tasked to coordinate with the SUS and FCS systems to identify and provide online academic support services and resources when the multi-institutional provision of such services and resources is more cost or operationally effective. FLVC was created by consolidating four entities: the Florida Center for Library Automation, the College Center for Library Automation, the Florida Distance Learning Consortium, and the Florida Center for Advising and Academic Support.

Task Force Findings

In Florida and across the nation, students in increasing numbers are taking advantage of online learning opportunities. The online offerings that students seek come in many forms, targeting different students with varying requirements for success. In addition, online degree programs are

expanding access for adult and nontraditional learners. According to the Parthenon Report, “nationally, online degree programs can meet postsecondary requirements for 80% of job openings in target clusters.” These factors all contribute to students increasingly seeking online options. Because of this, institutions are developing effective practices in online postsecondary education, with a focus on high-quality program development, delivery, and support.

To best leverage existing effective practices, knowledge, and experience, the Task Force conducted extensive research and investigation. The following findings emerged from these activities.

Finding #1 - Florida already has vast experience and expertise in online education.

Florida’s higher education institutions have made tremendous progress in online learning, and Florida has a vast repertoire of expertise and experience at both the state and institutional levels. Floridians have a wide variety of online programs and courses to select from that fit their diverse needs, skills, and learning style. According to the Parthenon Group, the SUS and FCS currently offer over 700 online programs and 40% of Florida’s postsecondary students took at least one course online in 2010-2011. It is now time to capitalize on this expertise to enhance statewide collaboration with the goals to improve access, quality, and cost of online learning for Floridians.

Finding #2 - Floridians do not have a single place to find the needed information to participate in Florida’s postsecondary online education opportunities offered statewide.

Most of Florida’s postsecondary institutions provide information on their website for the online learner to access individual local programs and courses. This approach requires prospective students to access each institution’s website to find needed information. While FLVC provides an online catalog of distance learning courses as well as information on programs and institutions, a more robust statewide approach that provides one-stop access to all online learning information would provide a uniform gateway for students to more easily enter the online segment of Florida’s higher education system.

Finding #3 - Florida’s higher education students must have a “home” institution in order to meet accreditation standards.

Florida’s higher education online students will need to continue having a “home” institution that grants their degree and provides the majority of their student services (e.g., financial aid, academic advisement, etc.). This necessitates a decentralized approach for many back-office functions to support online learning.

Finding #4 - A common statewide Learning Management System (LMS) can provide cost savings for institutions and a consistent interface for students.

A survey administered by the Task Force indicated there is interest by some of Florida’s higher education institutions to have a common statewide LMS to provide students with a consistent online learning experience across the state and to achieve cost savings.

Finding #5 - A central repository for effective practices can provide statewide cost efficiencies through shared knowledge.

Florida's higher education institutions want to capitalize on their collective expertise by increasing statewide collaboration to identify effective practices in the areas of course development, faculty services, assessment, MOOCs, and student services. To achieve cost efficiencies, there is a desire to identify and share effective practices, to collect effective models used by institutions throughout Florida and the world, and to make them available in a central statewide repository for all to use.

Finding #6 - To extend online learning, many Florida institutions are offering MOOCs, but few offer credit and there is no centralized statewide effort.

MOOCs are fast becoming a method for students to advance their learning and knowledge. Florida's higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide delivery that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.

Finding #7 - An expanded learning resources repository and guidelines for the selection and use of electronic learning materials can reduce the cost of course materials for Florida's online learners.

The postsecondary institutions desire statewide guidelines to make better-informed decisions for adopting eTextbooks and other electronic materials. To increase access and use of approved materials, renewed efforts to support a statewide learning resources repository is needed to provide electronic materials for students and faculty at an affordable cost.

Finding #8 - Florida's higher education institutions currently use national, state, and/or regional-level labor market data to shape the development of online program offerings, but there is a desire to strengthen the alignment of workforce needs with educational opportunities.

The Task Force found a positive alignment between the online programs institutions provide and workforce needs, as well as strong BOG and FCS program approval processes that require the use of workforce data for new academic programs. However, there are opportunities to enhance existing efforts through the sharing of effective practices and by expanding the distribution of labor market statistics and employment data. These efforts could achieve a tighter coupling between workforce needs and online programs.

Finding #9 - Expanded data collection processes are needed to document state-level progress and more accurately measure the development and outcomes of online learning.

Existing state-level data collection efforts do not currently encompass the information needed to track Florida's progress in online learning courses and programs in terms of access, quality, cost, and later employment.

Finding #10 – While Florida institutions do a significant amount of marketing for their online programs, there is little coordinated statewide marketing occurring at this time.

There is online learning marketing of programs occurring at the institutions. FLVC also received some marketing funding in 2013-2014 and UF Online allocated some its funding for outreach efforts. However, there is no coordinated state-level marketing taking place to increase the awareness by Floridians of all the available statewide online educational opportunities available to them.

Task Force Recommendations

The Task Force seriously considered the challenges of simultaneously improving access, quality, and the cost of higher education. The recommendations included in this report reflect the Task Force’s common goals to work collaboratively within and across delivery systems to achieve the following:

- Bring expanded online educational offerings of high quality to Florida citizens
- Set measures and goals to greatly increase access to educational opportunities that will lead to employment and support Florida’s economy
- Develop common solutions and unduplicated services
- Provide students with more flexible tools to find and enroll in courses they may need across the state

The Task Force’s recommendations reflect these common goals.

Recommendation	Description
Recommendation #1	Expand and Clarify Roles and Responsibilities To effectively extend Florida’s online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state’s initiatives.
Recommendation #2	Implement a Statewide Common Online Marketplace for Students FLVC should take the lead role in developing and marketing a statewide common online marketplace to facilitate student access to Florida’s postsecondary online learning opportunities.
Recommendation #3	Coordinate a Common LMS (Opt-In) FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions which choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.
Recommendation #4	Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery The SUS, FCS, and DEO should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.

Recommendation	Description
Recommendation #5	Develop and Deliver Statewide For-Credit MOOCs The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.
Recommendation #6	Enhance and Expand The Online Learning Resources Repository FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.
Recommendation #7	Provide Statewide Faculty Development Center(s) for Online Learning The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.
Recommendation #8	Create an Effective Practices Repository FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.
Recommendation #9	Enhance Data Collection Efforts for Online Learning Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of Florida Education and Training Placement Information Program (FETPIP) data to identify workforce and employment trends.

The Task Force’s recommendations are assigned to existing organizations that are best suited for implementation, yet suggest linkages among the responsible entities to ensure coordinated statewide efforts. This approach does not expand government, but rather incorporates and infuses enhanced online learning into the educational delivery systems and structures that already exist. Each recommendation that requires additional one-time or recurring legislative funding places the responsibility on the implementing organization(s) for developing a strategy, determining the timing for implementation among its other priorities, and identifying the associated funding mechanism [i.e., either a legislative budget request (LBR) or an alternative funding mechanism].

Several of the recommendations will require additional funding to ensure success, but all of them were designed to meet the Task Force’s goals of providing online education in an effective and cost-efficient manner and ensuring the state’s workforce and economic development needs and student demands are met across the postsecondary education delivery systems.

TRENDS RELEVANT TO FLORIDA'S ONLINE LEARNING INITIATIVES

The Task Force identified the following demographic, educational, online learning, and technology trends that will continue influencing Florida's higher education online learning initiatives. Many of the trends identified in this section are discussed in detail in the *NMC Horizon Report: 2013 Higher Education Edition* (<http://www.nmc.org/pdf/2013-horizon-report-HE.pdf>).

Demographic Trends Impacting Online Learning

Online Students

A study on "Online College Students in 2013," (C. B. Aslanian, 2013) indicated that, nationally, 32% of college students were taking at least one online course and 3 million students were enrolled in fully online programs in 2012. Results of this study indicated within 12 months of graduation:

- 44% of these students improved their employment standing
- 45% received salary increases
- 36% experienced promotions

In addition, almost two-thirds of these online students enrolled at an institution within close proximity to their residence. This study further indicated that online business studies were the most popular among undergraduate and graduate students and more individuals achieved a master's degree using an online program than any other degree or certificate. Also, the study indicated that employers do not always make hiring and promotional decisions based on a graduate having in-classroom experience.

The Parthenon Report documented that participation in online education courses at Florida's public postsecondary institutions already surpasses participation nationally; 40% of Florida's students took at least one online course in 2011.

These findings suggest an increased desire by students for convenient access to education and a corresponding need to continue expanding online learning opportunities.

Florida's Economy

While the Florida economy is improving, the need to attract business and industry to the state is critical to providing the high-skill high-wage employment opportunities that drive today's global economy. However, without the presence of a highly skilled and educated workforce, the likelihood of attracting these companies is low. The need for increased access to an affordable higher education cannot be overstated as a means of improving Florida's economy and at the same time creating a strong workforce from within Florida's population.

Currently only 26% of Florida's residents hold a baccalaureate degree and many of these individuals lack the necessary skills for today's technology-driven workplace. Many of Florida's citizens are not served by the existing traditional higher education system because of professional or personal

commitments. As such, they either opt-out of traditional postsecondary education or enroll in an alternative institution that offers the convenience and flexibility they need. Florida's higher education institutions are perfectly poised to implement expanded opportunities for online learning by leveraging the vast experience and expertise they have developed to date.

Educational Trends Impacting Online Learning

Competency-Based Learning

Competency-based education can reduce costs, shorten the time required to graduate, and provide educational institutions with perhaps more effective measures of student learning. In competency-based learning, students progress by proving they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. This is in contrast to traditional models that can and often do measure competency, but are time-based; i.e., courses last about four months and students may advance only after they have put in the seat time. While traditional institutions hold time requirements constant and learning may vary among students, competency-based learning holds learning constant and allows time to vary.

In competency-based learning, students are rewarded for prior knowledge that they demonstrate during pre-tests. Once a student displays a specific competence, based on a faculty member's assessment, the student is free to move onto other areas of the course or, in some cases, test out of the course entirely. Students are able to spend more time focusing on areas of the subject that require more of their attention and spend less time on topics they have already mastered.

For online learning, efforts by Southern New Hampshire University, Northern Arizona University, Kentucky Community and Technical College System, and Western Governors University are challenging the traditional models for education by providing online self-paced learning where a student completes a program as soon as they have demonstrated the required proficiencies. Online learning will continue to provide a rich forum for a competency-based education and is already beginning to challenge the traditional definition of a credit hour.

Open Micro-Credentials and Stackable Certificates

Micro-credentials are indications of proficiency related to specific skills and granted by a recognized authority. Consider a student studying computer science working toward a bachelor's degree. After successfully completing a module on mathematical logic, the student is awarded a "merit badge" recognizing competency in that subject. While there is not yet a central authority for micro-credentials, several organizations are exploring the concept. For example, Brainbench is an online testing service offering certification across hundreds of topic areas. Mozilla, with support from the MacArthur Foundation, is developing a micro-credential registry called OpenBadges. The system uses an electronic "backpack" in which badges issued by a variety of providers are stored. Other organizations experimenting with issuing badges include universities (Carnegie Mellon, Boise State, University of California at Davis, University of Southern California, University of Illinois), publishers (David Wiley, Training Magazine), cultural institutions (Smithsonian, Shedd Aquarium,

Corporation for Public Broadcasting), and nongovernmental organizations (Design for America, SweetWater Foundation, Girl Scouts). Even Gartner, in *Hype Cycle for Education, 2013*, predicts a quick uptake in the use of open micro-credentials, and specifically Mozilla's OpenBadges.

Each new credentialing experiment, such as micro-credentials, challenges the traditional role of universities and colleges in educating Florida's citizens. Higher education institutions may want to continue seeking ways to provide credit that is more granular and may want to consider experimenting with OpenBadges or similar platforms to document students' achievements in online courses.

The Impact of Online Learning on Education

Challenges to the Traditional Accreditation Process

The Southern Association of Colleges and Schools (SACS) accreditation process looks at the institution and the programs offered by that institution in order for a school to receive accreditation. Accreditation teams typically examine content, faculty qualifications, facilities, instructional resources, and student services, among other areas that are specific to that institution. While not easy to achieve, accreditation was simple to understand and assess. As the education systems have increasingly embraced new methods and technologies, accreditation has become much more complex. Attention has focused on competencies replacing credit hours, stackable and micro-credentials replacing degrees, and online learning methods replacing or supplementing the traditional classroom.

As online learning continues to expand and change the way education is delivered through new technology options, higher education institutions will need to investigate and promote new strategies for accreditation. The State of Florida's higher education system will need to continually examine how online learning can be accommodated within the accreditation process.

Low-Cost Degree Programs

While traditional universities and colleges historically provided the majority of degree programs, new entrepreneurial models are emerging that offer degrees at a significantly lower price. Completely online universities – some regionally accredited and some not – offer degree programs students can complete without having to move to a new town, rent a dorm room or apartment, drive to and from campus, or give up an often difficult-to-find job. Students taking online courses often avoid extra lab or other fees.

One method to determine the effectiveness of online programs is to investigate the real-world outcomes (employment in field and salary) for students pursuing online degrees compared to those completing traditional degrees. Data on the cost and effectiveness of fully online programs are important to ensure that students have comparable cost-benefit data for fully online programs compared to traditional learning experiences.

Changing Faculty Role

Faculty members are a critical resource in the education system and play an indispensable role in the development and teaching of online learning courses. However, the faculty's role encompasses not only that of teacher, but also innovator and researcher. This research role enables Florida's universities to receive grant funding and private donations to create new inventions and scientific findings that help grow the economy.

Faculty members, however, are also one of the most costly components of course development and instruction. In some institutions, the traditional role of faculty as advisor, mentor, course designer, instructor, and coach is being disaggregated with the potential of achieving cost savings: advising functions are assigned to professional advisors, online course design is accomplished in cooperation with instructional designers, and coaching is facilitated by staff in a learning success center.

With the advent of multiple new methods for online learning, such as MOOCs and competency-based courses, institutions are further reevaluating the appropriate roles of faculty members and finding new ways to capitalize on their expertise and critical research functions, while also reducing the overall cost of instruction. New technology-based tools are emerging that provide digital methods to monitor student progress, flag students who are experiencing problems, and assist faculty and advisors to intervene with timely and appropriate advice, coaching, and guidance.

With the increase in online learning, faculty members require new skills and approaches to teaching. While the ability to speak before large groups and using presentation software were once key skills, faculty teaching online or blended courses now need to understand such varying subjects as constructivist learning theories, copyright, accessibility, and designing effective online assessments. This changing role necessitates the need to develop and deliver professional development for faculty members.

MOOCs Becoming Mainstream

MOOCs are open online courses that anyone, anywhere can attend. The courses are typically offered at no cost and have massive, worldwide enrollments. At Georgia Tech, a MOOC-delivered Masters of Science in Computer Science degree program (initially subsidized by a corporate partner) will cost students less than \$7,000. The same degree delivered traditionally at the school costs out-of-state students around \$45,000. While many colleges and universities are experimenting with MOOCs, there are many unanswered questions. Should credit be awarded to students who complete a MOOC? If so, how? Is there a sustainable economic model for MOOCs? How does the use of MOOCs affect an institution's core business processes (e.g., registering, educating, and matriculating students)?

MOOCs have become very popular, with some courses having over 100,000 students enrolled. Instructors presenting MOOCs have become Internet "rock stars" with thousands of people following their social media streams. For students, MOOCs present a low-risk, low-investment way of trying out new areas of study; however, the transferability of MOOCs from one institution to another for credit remains a challenge.

For institutions, MOOCs require new systems, new ways of handling assessments and providing credit, and new strategies for accreditation. Gartner recommends institutions explore granting credit for completion of MOOCs and investigate the use of external testing companies for evaluating student performance.

The American Council on Education has recently recommended five MOOCs for credit, which may provide a starting place for Florida's statewide efforts. Another avenue for MOOC delivery includes providing courses through an external provider.

Open Educational Resources

Open educational resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Open educational resources came to the attention of the public in 2000 when the Massachusetts Institute of Technology published core course content online, making it freely available worldwide. Creative Commons, established in 2001, introduced a set of alternative copyright licenses for resource sharing in 2002. By 2009, there were an estimated 350 million works licensed under Creative Commons. The Open Courseware Consortium, consisting of member institutions from around the world (including Broward College in Florida), provides a repository for open educational resources.

As governments and educational institutions work to reduce the cost of education for students and taxpayers, the adoption of open educational resources is one strategy that has a potential for reducing educational costs for institutions and for the students.

Open educational resources can benefit online education in Florida in a number of positive ways, such as:

- Lowering the cost of course materials for students and the institutions
- Increasing the ability for faculty to customize learning materials to their courses

Options to consider for improving the quality of open educational resources could include:

- Implementing a peer-review process for open educational resources to ensure quality
- Providing incentives to faculty, instructional designers, and institutions for licensing their locally produced instructional resources under Creative Commons
- Investing in existing open educational resources and encouraging their use in Florida institutions
- Developing open educational resources for core curriculum classes in Florida institutions

Technology Trends Impacting Online Learning

Mobile Everything: An Increasingly Mobile-Centric Technology Ecosystem

A 2012 survey by Accenture found a majority of users, across all age groups, connected to the Internet with a mobile device. In addition, many analysts report the growing impact of tablets in higher education, with an expanding ecosystem of education, social, and productivity applications being embraced by students and faculty.

For these reasons, analysts over the past several years have encouraged a “mobile-first” strategy when allocating development resources. Now, instead of a “mobile-first” strategy, analysts are suggesting a “mobile-only” focus since mobile devices are becoming the primary Internet access device across all age groups.

Higher education institutions are likely to continue investing in technologies that support mobile usage while avoiding solutions that are dependent on specific technologies or web browsers in order to prevent creation of a new “digital divide.” Adopting the principles of responsive web design and similar technologies to support new device standards is also worthy of consideration.

Games and Gamification

Educators are beginning to learn what the marketing world has known for years: social games can increase engagement and change behavior. One author (Zichermann, 2010) said that, “...in order to compete with games, marketing must become a game.” Unlike more passive forms of marketing, games provide increased engagement. Yet, most educational systems do not systematically incorporate game mechanics and gamification in online learning in part due to the high cost of development.

The use of game dynamics in education to increase student engagement, increase skills, and promote institutions and resources is well established. Lee Sheldon, a professor of Communications at Rensselaer Polytechnic Institute, reorganized an undergraduate class into a massive multiplayer game. He replaced grades with “quest points,” organized the class into “guilds,” and assigned “quests” which students completed to “level up.” The “gamification” of the classroom has raised grades in Dr. Sheldon’s classes from an average of C to an average of B. Dr. Sheldon reports that attendance in his classes is close to perfect.

Trends in gamification for online learning will require ongoing monitoring and exploration. Of particular importance is its impact on student learning outcomes.

Big Data and Learning Analytics

The cost for data storage continues to decrease and cloud options for the storage of large data sets are now readily available. These trends make it easier to collect and warehouse large data sets that are useful for identifying patterns and trends and for increasing the level of personalized services for students. New tools and methods are required to analyze these data and to discover new and useful

insights. Large data sets will also cause online educators to focus more intently on the need for security and privacy of student data.

The identification of patterns and trends in educational data sets is referred to as learning analytics. Gartner points toward two ways big data sets are being used in education: traditional research and to improve learning outcomes. The *NMC Horizon Report: 2013 Higher Education Edition* also suggests a future where learning analytics from big data sets drive actionable data for all levels of the educational delivery system – from return-on-investment data for policy-makers, to the identification of at-risk students, to assisting students and their parents in selecting an educational pathway.

Data harvested from large educational data sets can also be used to customize online courses. These data, typically captured in learning management systems, can be used to tailor the content to the learner, to provide resources to assist a student in learning, to make decisions on how to adapt the course to improve learning outcomes, or trigger student interventions if needed.

These data sets will create new ways to inform students and parents on how these data can be used for educational decision-making as well as to provide postsecondary institutions with new opportunities for assisting students with their educational decisions, activities, and outcomes.

Interoperable Standards

Students are increasingly attending multiple institutions as they move along their educational pathway. There are two trends in interoperable standards to be monitored as Florida's online learning advances.

- The IMS Global Learning Consortium (formerly Instructional Management System Project) has published a series of standards for educational metadata, content portability, ePortfolio, etc. The organization's membership includes learning management system developers, eResource publishers, school districts (including the Florida Virtual School and the Escambia County School Board), universities, and colleges.
- The U.S. Department of Education has identified three interoperability standards used in education: Sharable Content Object Reference Model (SCORM), Schools Interoperability Framework (SIF), and the IMS. No single standard has yet emerged.

The development of educational information interchange standards will foster the exchange of data among Florida institutions and with others nationally.

Common Authentication Standards

Common authentication defines a protocol or standard for securely passing identity information between institutions and service providers. Authentication standards facilitate access to distributed resources using the institution's user credentials.

As students begin to take online instruction at multiple postsecondary institutions, they often have to maintain multiple credentials for access to each institution's learning management system, library

system, and other student services. Online learning and collaborative delivery of student services could be streamlined if institutions adopt and use a standard federated identity management architecture. Current technologies in use for federated identity management in higher education include the following:

- Shibboleth is based on the Security Assertion Markup Language standard. Systems developed in a Shibboleth environment are either identity providers or service providers. The identity provider authenticates the user and provides confirmation to the service provider. A single identity provider can authenticate users for many service providers, and a single service provider can receive authentication from many identity providers.
- Central Authentication Service (CAS) is a single sign-on protocol for the web. Its purpose is to permit users to access multiple applications while providing their credentials (such as userid and password) only once. It also allows web applications to authenticate users without gaining access to a user's security credentials, such as a password.
- OpenID is a web authentication system used by some of the Internet industry leaders (including Google, Facebook, Yahoo!, Microsoft, Telecom Italia, etc.). Using OpenID, a user can authenticate to sites that support the standard. Some universities are looking at OpenID as a "bring your own" digital identity for their students.

As Florida's higher education seeks to expand common access to online learning opportunities, authentication protocols will need to be established for use by all higher education institutions.

Adaptive Learning Software

Adaptive learning systems display to students pre-developed sequences of content, explanations, and assessments and track performance at each step as they work their way through the course material. Students can individually choose the path and sequence of tasks within pre-defined limits. The resulting data are captured and used to customize the delivery of content and assessments and the determination of content mastery, resulting in individualized learning pathways. Although adaptive learning systems are far from perfect, they are rapidly evolving and moving toward creating a learning environment that is highly effective and efficient.

RECOMMENDATION #1 – EXPAND AND CLARIFY ROLES AND RESPONSIBILITIES

To effectively extend Florida’s online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state’s initiatives.

Task Force Charge

The Task Force was charged to “recommend strategies for better coordinating services and online programs in the SUS and FCS and, to the extent feasible, across other delivery systems.” To support this charge, the Task Force determined that clear roles and responsibilities for implementing each recommendation should be determined and submitted to the BOG and, where appropriate, the FCS and the Florida Legislature for consideration.

Current State and Research

There are multiple entities involved in Florida’s postsecondary online learning efforts that will have new responsibilities for implementing proposed Task Force recommendations. These groups should work collaboratively to ensure the most effective use of state funding for online learning.

Florida Virtual Campus

On July 1, 2012, FLVC was created (Section 1006.73, F.S.) by merging four organizations with long histories of service to Florida’s public universities and colleges to form an exciting new academic support organization. The Chancellors of the SUS and the FCS share joint oversight of FLVC. A Board of Directors, composed of college and university vice presidents appointed by the Chancellors as well as officers from FLVC’s advisory groups, assists the Chancellors in their governance role. FLVC receives essential advice on the development and delivery of its products and services from two advisory groups:

- The Members Council on Library Services provides advice on the services FLVC provides to the users and staff of each public university and college library in Florida. It is composed of one presidentially appointed representative from each institution.
- The Members Council on Distance Learning and Student Services provides advice on the distance learning, academic advising, and student services provided by FLVC. It is composed of one presidentially appointed representative from each institution.

FLVC is jointly funded through the BOG and the SBE. Recurring funding is provided for FLVC’s core statewide services, such as library services, distance learning, and student services. In 2013-2014, non-recurring funding was provided for initiatives such as implementing a common web infrastructure, modernizing the distance learning catalog, statewide marketing, among other activities.

UF Online

The 2013 Legislature enacted Senate Bill 1076 (Chapter 2013-27, F.S.), thereby creating an online institute at a preeminent university, UF Online, as well as providing funding for implementation and support. The law requires UF Online to begin offering fully online, four-year baccalaureate degrees by January 2014. Part of UF Online will include research in all aspects of online teaching, learning, and technology, consistent with the delivery of “high-quality” online programs. The spirit of the assignment and the commitment of the University also require an associated research effort in all aspects of the online teaching, learning, and technology triangle. UF will begin this effort in academic year 2014-2015 with the establishment of a Research Center (as part of UF Online) with appropriate staffing.

UF Online received funding from the Florida Legislature. This funding is being used to develop fully online programs, market the courses nationally and internationally, provide student services for online learners, and support research in online learning and teaching, among other activities.

BOG Office of Institutional Research and FCS Office of Research and Analytics

The State of Florida has been at the nation’s forefront in its data collection for public higher education. Beginning in the early 1990s, Florida’s universities and colleges began defining ways to collect student, staff, and financial information from each institution in order to examine trends and provide information for statewide decision making. Through the years, the BOG and FCS have established formal processes, in collaboration with the universities and colleges, to develop common definitions, data elements, and a standard process to collect these data and to store them in statewide databases. These data sets are used to generate reports and respond to ad hoc requests about Florida’s public postsecondary education system.

BOG’s Office of Institutional Research responds to information requests regarding Florida’s twelve public universities, provides data resources for public and internal uses, conducts research and analysis of issues that help guide policy decisions, and provides data to support Board staff. The staff serves as liaisons between those who directly work with the universities to update statewide data resources and the Board policy staff to facilitate sound policy decisions based on relevant and accurate data. Similarly, the FCS’ Office of Research and Analytics is responsible for data, reports, and external research involving Florida’s state colleges.

Complete Florida Degree Program

In Florida, 2.2 million students have stopped out of college. UWF is leading a legislatively funded initiative intended to answer the challenge of how to get adults back to school to complete a college degree. Through fully online, competency-based learning, accelerated courses, and prior learning assessments, all areas of this program are tailored to workforce-related degrees. Using a concierge-based approach to student services, the Complete Florida Degree Program will facilitate retention and degrees earned. Partners currently include the University of West Florida, Florida International University, University of Central Florida, Florida State College at Jacksonville, Indian River State

College, St. Petersburg State College, Florida Gulf Coast University, and private institutions still to be determined.

Finish Up, Florida!

The Finish Up, Florida! program was funded by the Lumina Foundation for Education and is designed to reach out to students who left the FCS without earning a degree and to encourage them to return to finish. Finish Up, Florida! reflects the efforts of a statewide collaboration led by the Foundation for Florida's Community Colleges in partnership with the Department of Education (DOE), the Division of Florida Colleges, and the former Florida Center for Advising and Academic Support (the functions of which now reside under FLVC).

Designated Lead Institutions

The BOG and FCS have a long history of selecting a lead or host institution for statewide initiatives for postsecondary education. Examples include the Florida Center for Library Automation, the University Press of Florida, FLVC, the Florida Institute of Oceanography, and the Complete Florida Degree Program. The lead or host institution is usually selected through a competitive procurement process or because of its expertise or available resources. An oversight board representing the SUS and FCS systems, as appropriate, typically guides ongoing efforts.

Florida's Public Higher Education Institutions

Florida's universities and colleges offer thousands of online courses to meet student needs and market them within their service areas. There is significant expertise and experience within Florida's postsecondary institutions that should be leveraged for statewide efforts.

Need

Florida already has vast experience and expertise in online education. Florida's higher education institutions have made tremendous progress in online learning, and Florida has a vast repertoire of expertise and experience at both the state and institutional levels. According to the Parthenon Group, the SUS and FCS currently offer over 700 online programs and 40% of Florida's postsecondary students took at least one course online in 2010-2011.

A variety of approaches are taken to market online programs. The institutions market their online programs; UF Online dedicated national and international outreach dollars for its new online degree program from its state allocation; non-recurring funding for marketing was also provided to FLVC in FY 2013-2014.

It is now time to capitalize on this expertise to enhance statewide collaboration with the goals to improve access, quality, and cost of online learning for Floridians, to set specific goals for Florida's online learning enrollments, and to enhance the statewide marketing efforts for specific initiatives.

Implementation Steps

Because there is a multitude of entities involved in online education, clarity on each group's proposed role and responsibility is required in order to achieve the goals put forward by the Task Force. Collaboration among these entities is detailed to ensure statewide coordination and to result in a cost-effective online learning delivery system in Florida.

The following steps are required to implement this recommendation.

Step 1 - BOG should review and then define and adjust the roles and responsibilities for implementing Task Force recommendations.

The BOG, in collaboration with the FCS, should review the Task Force's proposed assignments for each recommendation, make any desired adjustments, assign the responsibilities as necessary, and seek statutory changes (if needed). The BOG and the FCS should also set online learning enrollment goals for the next five years.

Some Task Force recommendations will require one-time and/or recurring legislative funding for implementation and to market them to Floridians; others will not. The following matrix outlines the responsibilities as proposed by the Task Force.

Task Force on Postsecondary Online Education in Florida

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
BOG, in collaboration with the FCS	The BOG and the FCS should continue to set state policies and regulations for online learning. The Task Force also recommends the BOG, in cooperation with the FCS, take the lead role in coordinating system-wide academic initiatives (such as MOOCs and faculty development in online learning) as well as setting online learning enrollment goals to guide the state’s efforts.	<p>Expand and Clarify Roles and Responsibilities</p> <p>Select a Lead Institution(s) for MOOCs (Competitive Procurement)</p> <p>Select a Lead Institution(s) for Faculty Development in Online Learning</p>	<p>Recommendation #1, page 18</p> <p>Recommendation #5, page 49</p> <p>Recommendation #7, page 64</p>
BOG and FCS Data Collection Units	The BOG Office of Institutional Research and the FCS Office of Research and Analytics units should take the lead role in coordinating the collection of consistent data to measure online courses and degree programs in terms of cost, quality, and access. In collaboration with the UF Online Research Center, the BOG and FCS data collection units should research the use of FETPIP employment data for identifying trends in online learning.	Enhance Data Collection Efforts for Online Learning	Recommendation #9, page 81

Task Force on Postsecondary Online Education in Florida

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
FLVC	The statutory language that created FLVC delineated its role as providing online academic support services and resources. Therefore, the Task Force recommends FLVC should focus on system-wide academic and student support initiatives, such as coordinating licensing for a statewide LMS. Marketing funding should be provided to FLVC for new initiatives that are assigned to the organization.	<p>Coordinate a Common LMS (Opt-In)</p> <p>Implement a Statewide Common Online Marketplace for Students</p> <p>Enhance and Expand The Online Learning Resources Repository</p> <p>Create An Effective Practices Repository</p>	<p>Recommendation #3, page 38</p> <p>Recommendation #2, page 31</p> <p>Recommendation #6, page 57</p> <p>Recommendation #8, page 69</p>
Lead Institution(s)	The BOG, in collaboration with the FCS, should issue a competitive procurement to select a lead institution(s) for statewide efforts such as for-credit MOOCs. The BOG and the FCS should jointly issue a competitive procurement for a faculty development center. Marketing funding should be provided to the lead institutions(s) for new statewide initiatives.	<p>Coordinate Statewide Delivery of For-Credit MOOCs</p> <p>Provide Statewide Faculty Development Center(s) for Online Learning</p>	<p>Recommendation #5, page 49</p> <p>Recommendation #7, page 64</p>
Individual Institutions	Florida’s universities and colleges must continue to deliver and market quality online programs and courses to address the educational needs of Florida’s citizens.		

Task Force on Postsecondary Online Education in Florida

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
UF Online	The Task Force recommends the UF Online Research Center take the lead role in coordinating ongoing statewide postsecondary research in the area of online learning through the creation of an Online Learning Research Advisory Committee. After research is completed, the Task Force recommends the Online Learning Research Advisory Committee provide this information to FLVC for cataloging, dissemination, and placement in its central repository.	Create a Statewide Online Learning Research Advisory Committee	Recommendation #1, page 18
Complete Florida Degree Program Finish Up, Florida!	Lessons learned and effective practices identified by the Complete Florida Degree program initiative and the Finish Up, Florida! program should be shared statewide as part of the development of the common online marketplace, as well as through the proposed FLVC repository for effective practices.	Provide lessons learned to the SUS, FCS, and FLVC	Recommendation #2, page 31 Recommendation #8, page 69
DEO	DEO, in collaboration with the BOG and FCS, should continue to provide enhanced labor market and employment data to Florida's postsecondary institutions and to enhance their use in program decision making.	Provide Enhanced Labor Market Statistics for Online Program Decisions	Recommendation #4, page 44

Step 2 - UF Online, in collaboration with the BOG, should plan, configure, and implement an online learning research advisory committee.

Many of Florida's postsecondary institutions conduct research in online education. As online learning expands in Florida, statewide collaboration is desired to focus research efforts and to more broadly share research results. Toward this effort, the UF Online Research Center, in collaboration with the BOG, should define the roles, accountabilities, and procedures for a statewide Online Learning Research Advisory Committee to facilitate research in online learning and to share research outcomes.

Once the strategy and plan has been determined, UF Online and the BOG should identify the members of the Advisory Committee. This Committee should consist of representative membership from the SUS and FCS as well as a liaison from FLVC. This Committee will identify needed statewide online learning research, determine which institution should take the lead role in conducting the research, and review the research results. In addition, the Committee should be charged with bringing the needs of the individual institutions to the forefront. The focus will be on making state-level recommendations and setting statewide research goals. The Task Force has already identified a number of areas where research and input is desired to advance Florida's postsecondary online learning efforts.

As research is completed or effective practices identified, such output should be provided to FLVC and housed in its effective practices repository. A monthly publication (electronic newsletter) could also be distributed by FLVC to the institutions, listing new additions to the repository as well as occasional articles on recent research and effective practices.

Cost Benefit

Recommendation #1 assigns the Task Force recommendations to the existing organizations that are best suited for implementation. This approach does not expand government, but rather incorporates and infuses enhanced online learning into the educational delivery systems and structures that already exists. Each recommendation that requires additional funding places the responsibility on the implementing organization(s) for developing a strategy, determining the timing for implementation among its other priorities, identifying the necessary one-time and/or recurring costs, and determining the best funding mechanism (i.e., LBR or an alternative funding mechanism).

Recommendation Timeline

The following timeline is a suggested sequence of events for implementing the Task Force recommendations. The entities charged with new responsibilities should be given the flexibility to sequence these events based on adequacy of funding, other priorities, and guidance provided by their individual governing boards.

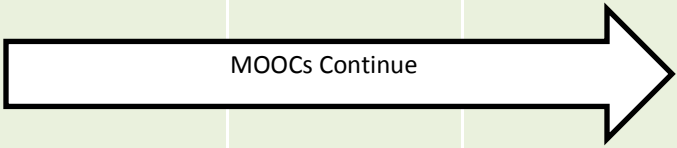

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)							
Recommendation #1 - Expand and Clarify Roles and Responsibilities	Step 1 – BOG should review and then define and adjust the roles and responsibilities for implementing Task Force recommendations.						
Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs	Step 1 – The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.	<p>Step 2 – The BOG should select a lead institution(s) using a competitive procurement process.</p> <p>Step 4 - The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.</p>	Step 5 – The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.				


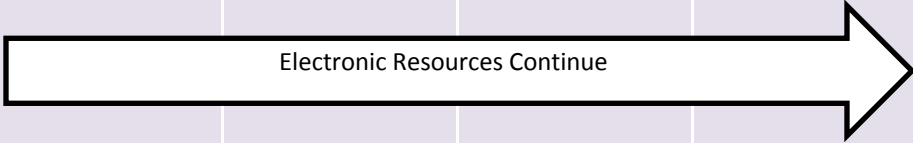
Task Force on Postsecondary Online Education in Florida

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)							
Recommendation #7 - Provide Statewide Faculty Development Center(s) for Online Learning	Step 1 – The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.		Step 3 – The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.				
	Jan-June 2014	July-Dec 2014	Jan-June 2015				
BOG and FCS Data Collection Units							
Recommendation #9 - Enhance Data Collection Efforts for Online Learning	Step 1 – The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.	Step 2 – The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning. Step 3 – The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.	Step 4 – The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.				
	Jan-June 2014	July-Dec 2014	Jan-June 2015				


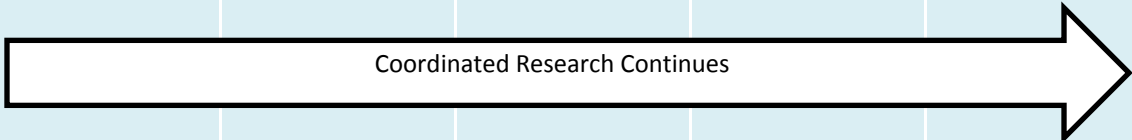
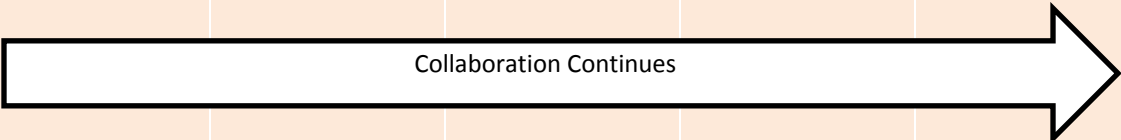
Task Force on Postsecondary Online Education in Florida

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
Lead Institution(s)							
Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs		Step 3 – In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.		Step 6 – The lead institution(s) should begin implementing the statewide MOOC strategy.			
Recommendation #7 - Provide Statewide Faculty Development Center(s) for Online Learning		Step 2 – In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.		Step 4 – The lead institution should begin providing statewide services for faculty and administrator development for online learning using a train-the-trainer approach.			

Task Force on Postsecondary Online Education in Florida

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC							
Recommendation #2 - Implement a Statewide Common Online Marketplace for Students	<p>Step 1 – FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.</p> <p>Step 2 – FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.</p>		<p>Step 3 – FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.</p>	<p>Step 4 – FLVC should begin implementation of the common marketplace.</p>			
Recommendation #3 - Coordinate a Common LMS (Opt-In)		<p>Step 1 – FLVC should develop a strategy for a common LMS using an opt-in approach.</p>	<p>Step 2 – FLVC should align the proposed strategy with statewide leadership.</p>	<p>Step 3 – FLVC should begin the negotiations and licensing processes.</p>	<p>Step 4 – FLVC should launch the pilot implementation.</p>	<p>Step 5 – FLVC should continue implementation with remaining institutions.</p>	<p>Step 6 – FLVC should assess the effort and determine next steps.</p>
Recommendation #6 - Enhance and Expand The Online Learning Resources Repository	<p>Step 1 – FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.</p>		<p>Step 2 – FLVC should update Florida’s learning resources repository to increase its accessibility and use.</p>				

Task Force on Postsecondary Online Education in Florida

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC							
Recommendation #8 - Create An Effective Practices Repository	Step 1 – FLVC should create working groups or assign tasks to existing groups to identify effective practices. Step 2 – FLVC should create an effective practices repository.	Step 3 – FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.			Effective Practices Continues 		
	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
UF Online							
Part of Recommendation #1 - Create an Online Learning Research Advisory Committee		Step 2 – UF Online, in collaboration with the BOG, should plan, configure, and implement an online learning research advisory committee.	Coordinated Research Continues 				
	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
DEO							
Recommendation #4 - Enhance Labor Market Statistics for University and College Online Program Development and Delivery	Step 1 – DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida’s postsecondary needs.	Step 2 – DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.	Collaboration Continues 				

RECOMMENDATION #2 – IMPLEMENT A STATEWIDE COMMON ONLINE MARKETPLACE FOR STUDENTS

FLVC should take the lead role in developing and marketing a statewide common online marketplace to facilitate student access to Florida’s postsecondary online learning opportunities.

Task Force Charge

The Task Force was charged with exploring “collaborative licensing of resources and technology” and “viability and desirability of common technical capabilities.” The Task Force defined this topic as exploring the technical capabilities needed to provide online learning to Florida’s citizens given the state’s multi-institutional environment. The Task Force explored implementing a common Enterprise Resource Planning (ERP) system for all SUS and FCS institutions to perform administrative functions, such as financial aid, student registration, human resources, etc. A common ERP for the state’s higher education system was dropped from consideration during Task Force deliberations because of the high cost, complexities, and the varying needs of each institution. However, student support technologies for the common marketplace were considered.

The Task Force was also charged with exploring “raising awareness of online courses and programs to different segments of the market (marketing).” The Task Force examined ways an effective marketing strategy and campaign could increase awareness of specific statewide programs and services for prospective students. The focus of these efforts was on supporting statewide online learning efforts, not on a specific institution’s programs.

Current State and Research

Florida continues to need a highly skilled, educated workforce to meet employment needs and to attract business and industry to the state. There are currently 271,126 (seasonally adjusted) unfilled positions in the State of Florida alone that need qualified workers, while 11,462,000 Floridians remain unemployed (August 2013). The need for increased access to affordable higher education is critical for improving Florida’s economy and at the same time creating a strong workforce from within Florida’s population.

Some of Florida’s citizens are not fully served by the existing higher education system due to professional or personal commitments. As such, they either opt out of a traditional postsecondary experience or enroll in an alternative institution that offers the needed convenience and flexibility. Prospective online students are also faced with actual or perceived barriers when entering or participating in Florida’s postsecondary education system. For example, students must first identify which postsecondary institution offers the desired program of study. The student may hear about local offerings through a television commercial or via the statewide FLVC common catalog of

distance learning courses. Unfortunately, students may have to visit a number of institutional websites before finding the online program of interest.

After the desired online program is located, students must complete an application for each institution they are interested in attending, meet that institution's admission requirements, and enroll in that institution before they are able to take an online course. In most cases, they must also wait for a standard semester to begin before starting their online education experience. Then, if the student wants to take an online course from another institution, a detailed transient student application process must be completed, routed, and approved. Once accepted, students face an online learning experience that is different from the one they are accustomed to at their home institution.

Florida's post-secondary model works well for the traditional student who proceeds straight from high school to a postsecondary institution, but it does not always support the needs of students who do not follow a traditional educational pathway or adult learners who are trying to balance work and a continuing education. Florida's decentralized process also does not effectively support the traditional high school student when trying to make informed postsecondary education decisions.

On the other hand, Florida's postsecondary institutions must comply with SACS accreditation requirements, which state, "At least 25% of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree" (Comprehensive Standard 3.5.2). This standard ultimately requires a student to have a "home" institution that grants the degree and coordinates the educational process. The home institution provides all the frontline (e.g., online student portals) and back-office functions (e.g., financial aid) needed by that student to navigate through the educational experience. This decentralized approach causes a student to experience differing online learning environments and institutional procedures when taking courses from multiple institutions.

There is some coordination and collaboration for online learning occurring in the State of Florida through FLVC. The Florida Legislature formed FLVC in 2012 (Section 1006.73 F.S.) to provide access to online student and library support services and to serve as a statewide resource and repository for technology-based public postsecondary education online learning courses and degree programs. FLVC provides some services for the online student, such as:

- Serves as a repository for all online courses available in the SUS and FCS systems (i.e., the current online catalog of all courses offered by Florida postsecondary institutions that charge a distance learning fee)
- Provides students with information to assist with understanding the transferability of courses among Florida's universities and colleges
- Supports an online advising tool for academic planning for the transferability of a student's courses
- Facilitates students taking a course at another institution through the transient student application process

- Provides online access to university and college library resources, as well as statewide electronic resources purchased on behalf of the institutions
- Provides links to postsecondary admissions and student services by redirecting students to existing university and college websites

FLVC was provided legislative funding in FY 2013-2014 to market specific statewide online learning initiatives, but these efforts are just beginning. In addition, Florida's postsecondary institutions devote marketing efforts for their individual online programs, either as part of the overall institution or within a specific department. UF Online was provided funding for its development and implementation, and devoted part of those funds to market its programs in the State of Florida, within the United States, and internationally. Other states, such as The State University of New York Learning Network Marketing Services and GeorgiaOnMyLine.com provide more coordinated marketing efforts and online tools to help guide students in their educational careers. Online competition is increasing from both for-profit and nonprofit institutions within Florida and from commercial and private entities in other states; therefore, there is an increasing need to market Florida's online degree programs and courses.

Florida, under the guidance of FLVC, has the opportunity to create a new model for education to solve Florida's critical workforce and education needs and to establish a statewide marketing campaign to support this effort. Through the creation of a common online marketplace, Florida can leverage the existing capabilities and innovations of the state's universities and colleges while providing a student with a one-stop solution for ongoing education and to facilitate admission based on the institution's requirements.

As the common marketplace develops, the need may arise for FLVC to have enhanced system capabilities in order to process student inquiries and other functions related to students, the marketplace, and the individual institutions that offer the respective online programs and which will award student credit.

For the common marketplace, FLVC will coordinate statewide efforts to guide students to the individual institutions that opt into and support this common statewide approach, but FLVC will not award credit or degrees, which will remain the responsibility of the respective institutions.

The State of Florida's higher education system is well situated to implement this common online marketplace approach. The Florida Articulation Coordinating Committee and the related common course numbering system facilitate the transferability of courses from one institution to the next. In addition, FLVC provides a statewide organization that crosses the SUS and FCS sectors to coordinate statewide online learning initiatives. The common online marketplace efforts could also be expedited through leveraging the efforts of UWF's Complete Florida Degree Program and the FCS Finish Up, Florida! initiative. These factors, coupled with Florida's already advanced online learning expertise and experience at the 12 universities and 28 colleges, create an environment where innovation and advances can occur.

A common online marketplace will enable the state to target marketing to Florida residents to increase degree production and provide a pipeline of highly prepared workers. It can also serve as a

model for innovation, creating new methods for program delivery including online competency-based courses, MOOCs, and other new learning initiatives that give students recognition for demonstrated knowledge and abilities. A common online marketplace will also give students the opportunity to access public higher education opportunities across the state, even if the desired program is offered by an institution but is not in close proximity to their home.

Need

Other than FLVC's course catalog of online programs, some services for students, and links to each institution, Floridians do not have a single place to find all the needed information to participate in Florida's statewide postsecondary online education opportunities. Most of Florida's postsecondary institutions provide information on their website for the online learner to access individual local programs and courses. This approach requires prospective students to access each institution's website to find needed information.

In this new virtual world, it is critical to provide real-time access to educational opportunities for all Florida citizens, regardless of their geographical location. A statewide approach that provides students with one-stop access to online learning and other information will provide a uniform gateway for students to enter the online segment of Florida's higher education system. While students will still need to be admitted into an institution and meet the applicable admissions requirements, providing a one-stop place for Floridians will connect prospective students with an appropriate educational choice and applicable statewide student services. Developing a corresponding marketing campaign will increase the level of awareness by prospective students regarding the opportunities available to them.

Implementation Steps

FLVC should take the lead role in developing and promoting a common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities. This marketplace should include the services that students require to support them through this process. One-time and/or recurring legislative funding (or an alternative funding mechanism) will be required for this statewide coordination role and for marketing purposes.

As envisioned by the Task Force, the common online marketplace will support functions such as:

- Information about online degree programs for students and advisors
- Streamlined access to the institution offering the desired online program as well as appropriate contact information
- The new and updated common course catalog of online courses
- Streamlined support for students who want to take an online course at an institution other than their home institution
- Guidance for online students throughout the financial aid process
- Support for a student's transfer and articulation between institutions
- Assistance for students with the college admissions process

- Provide students with support for accessing degrees and planning their educational career
- Statewide student services as applicable to online learners

As such, the common marketplace will provide the information and services needed by students to access the online segment of Florida's higher education system through a uniform gateway and to seek admission and continue their education. The common online marketplace will not replace the institution's critical student services or systems, but rather provide an overlay that communicates with each institution's back-office functions. FLVC should also coordinate Florida's marketing efforts to promote the common marketplace to facilitate matching postsecondary education opportunities with online learners and degree seekers.

The following steps are required to implement this recommendation.

Step 1 - FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.

The current FLVC website was originally created through a merger of four similar statewide entities, each with its own web presence. This website was rapidly established by using existing technology tools in order to meet legislatively required deadlines. In spring 2013, FLVC selected a web portal tool (Liferay) to serve as its common web platform. FLVC is currently in the process of implementing this tool, with an initial release scheduled for the spring of 2014. FLVC is also in the process of updating the online catalog that lists all the online courses offered by Florida's postsecondary institutions that charge a distance-learning fee. As part of its immediate plans, FLVC also intends to create a student-centric portion of its website and align its current services according to the online learner's needs.

Next, FLVC should work with its Board of Directors to configure a working group to guide the common marketplace effort. This group should be comprised of a wide range of individuals from the offices of online learning, financial aid, student services, academic programs, and Chief Information Officers (CIOs). The process for reviewing and approving the strategy and plan of action should be defined and should include multiple statewide leadership groups, as follows:

- SUS – Board of Governors Office, Council of Academic Vice Presidents, Council of Student Affairs, Council for Administrative and Financial Affairs, and CIO Council
- FCS – Division of Florida Colleges, Council for Instructional Affairs, Council of Business Affairs, and Council of Student Affairs

FLVC's Board of Directors should charter this working group to define the functions and features of the common online marketplace. This group should conduct the following activities:

- Develop a working definition for the common online marketplace
- Establish its service boundaries (e.g., services to be provided by FLVC, the institutions, or both)
- Develop an implementation strategy
- Determine what technologies may be needed for student services

- Create a marketing strategy
- Identify statewide costs
- Determine initial and long-term funding mechanisms

This group should also closely examine the efforts of UWF's Complete Florida Degree Program and the FCS Finish Up, Florida! initiative for successes and lessons learned. Cloud-based solutions are preferred for the common online marketplace to avoid the creation of a large technical infrastructure.

The working group may also identify a need for FLVC to have enhanced system capabilities in order to process student inquiries and other functions related to students, the marketplace, and the individual institutions that offer the respective online programs and which will award student credit. FLVC, in collaboration with the institutions, BOG, and FCS, will need to include such system requirements in its planning process along with the identified benefits and timeline to plan, develop, and implement the required functionality.

Step 2 - FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.

FLVC should seek input on the common online marketplace strategy and funding mechanism(s) with key statewide leadership groups in Florida to ensure alignment with institutional and statewide needs. After approval by FLVC's Board of Directors, the budget request should be submitted to the BOG and the SBE for formal approval and inclusion in their respective LBRs.

Step 3 - FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.

FLVC should begin working with the SUS and FCS CIOs to define data exchange, authentication, and security strategies for the common online marketplace.

- ***Data Exchange Protocols*** - Because the common online marketplace will communicate with the institutions' existing information systems, well-developed data exchange, authentication, and security strategies will be required.
- ***Student Authentication*** - The common online marketplace will require implementation of common, standardized methods of system authentication (logins and passwords). Common authentication will enable students in any participating institution to log into permitted resources at all other participating institutions using their home institution credentials.
- ***Data Security*** - The exchange of data among and between institutions will also require increased attention to information security. As systems are interconnected, and as data are transported, there is an increased likelihood of vulnerabilities that could compromise a student's confidential information.

See Section 2 – Trends for more information on common authentication standards.

Step 4 - FLVC should begin implementation of the common marketplace.

Assuming state-level approvals are obtained (Step 3) and legislative funding is received or an alternative funding strategy is identified, FLVC should begin implementing and marketing the common online marketplace. Initially, FLVC should conduct a pilot project with a few universities and colleges prior to expansion to all institutions that opt-in to this approach.

Cost Benefit

This initiative will require startup funding for planning, to modernize and develop needed student services within the marketplace, and for the hosted or cloud-based technologies. Funding will also be required for marketing purposes and for establishing IT data protocols, authentication, and security strategies. The common online marketplace approach could be sustained over time through increased student enrollments, state appropriations, and grant funding. The benefits of this initiative include an anticipated increase in enrollment in Florida’s online learning programs by providing Floridians easier access to the vast array of existing postsecondary education opportunities. State-level funding to market the common marketplace will benefit all the institutions by promoting and extending their local services on a statewide basis.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	<p>Step 1 – FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.</p> <p>Step 2 – FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.</p>		<p>Step 3 – FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.</p>	<p>Step 4 – FLVC should begin implementation of the common marketplace.</p>			

RECOMMENDATION #3 – COORDINATE A COMMON LMS (OPT-IN)

FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions that choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.

Task Force Charge

The Task Force was charged with exploring the “viability and desirability of common technical capabilities,” as well as “collaborative licensing of resources and technology.” Although Florida’s universities and colleges currently possess significant technical capabilities with regard to eLearning and web-based services, those capabilities vary in depth and type. The Task Force identified a common LMS as a way to conduct collaborative licensing to reduce costs and to make course delivery more seamless across the postsecondary education delivery systems.

Current State

Florida’s universities and colleges vary in their technical capabilities in the areas of eLearning and web-based services. Recent efforts to connect Florida’s public postsecondary institutions to complete the transient student admissions process illustrated how the varying technical infrastructures and business processes make it difficult to connect to multiple institutional systems. This mixed environment makes it challenging to implement statewide collaborative initiatives that could better serve Florida citizens.

On the other hand, there are specific reasons each institution requires a set of ERP systems to handle administrative functions (e.g., student admissions, registration, and financial aid). The Task Force considered recommending a common ERP for the state’s higher education system but did not do so because of the high cost and disruption, and the varying needs of each institution.

However, the Task Force did believe there are opportunities to share collaboratively a common LMS to achieve statewide cost savings. Institutions use a LMS to deliver course content to their students, whether online, blended, or face-to-face. LMS content management systems also allow for the capture of student behaviors, such as log-ins, discussion productivity, assignment access, and exam completion times, which can be analyzed to promote more individualized approaches to student support. At some future point, the common LMS could also be tied into the common marketplace identified in Recommendation #2.

As part of its efforts in researching strategies, the Task Force surveyed the institutions within the public university and college systems, as well as the Independent Colleges and Universities of Florida (ICUF) schools, through an online questionnaire. The Task Force used this survey to collect information on the current and projected use of LMSs by Florida institutions to deliver online courses. The responses describe the current state of LMS adoption and use in Florida. The number of institutions included in the survey and the number of respondents are shown below.

Task Force on Postsecondary Online Education in Florida

	Total Invited	Total Responses	Total Non-Responses
Florida Public Universities	12	9	3
Florida Public Colleges	28	21	7
The Independent Colleges and Universities of Florida (ICUF)	31	11	20
Others	0	2	n/a
Totals	71	43	30

Based on the survey, the majority of SUS, FCS, and ICUF institutions that responded to the survey deliver online courses through a LMS. (Detailed survey results can be found at www.flbog.org.)

	Yes	No
Universities	8	1
Colleges	21	0
ICUF	8	3
Other	1	1
Totals	38	5

Through the survey, the Task Force found that each institution has chosen the instructional and technological solutions that it deemed best for its individual purposes. As a result, there are approximately six LMSs in use from both commercial and open-source providers. Of the 43 institutions that responded to the survey, the majority of them use Blackboard as their primary LMS, with Angel as the next most widely used product. However, the LMS market is very dynamic and these figures will change over time.

	Blackboard Learn	Blackboard ANGEL	Instructure Canvas	Desire2Learn Learning Environment	Moodle	Sakai
Universities	3		3	1		1
Colleges	7	7	3	2		1
ICUF	5	1			1	
Other					1	
Totals	15	8	6	3	2	2

The 43 institutions that responded to the survey reported a total expenditure of approximately \$4,359,818 in base licensing fees in 2012-2013 for their LMS products.

Base Licensing Fees 2012-2013	
Universities (9 of 12 universities)	\$1,447,271
Colleges (21 of 28 colleges)	\$2,663,828
ICUF (11 of 31 institutions)	\$248,719
Totals	\$4,359,818

The survey also revealed that in 2012-2013 survey respondents spent approximately \$950,639 on supplementary online software tools (e.g., collaboration, video conferencing, messaging, content management, electronic portfolios, analytics, rubrics, and mobile device access), while some of the institutions receive these services bundled into their primary LMS at no additional cost. Thus, respondents reported spending at least \$5 million per year for online learning support tools. This figure does not include the infrastructure or staff costs required for an in-house LMS or the fees associated with a hosted solution.

Though Florida has exemplary policies such as articulation agreements and common course numbering that facilitate student transactions between institutions, the technological connections among institutions have proven to be far less seamless. While many other states do not have the advantageous policy environment present in Florida, most states reviewed for this report share a common technical infrastructure (a learning management system or a student information system) among their institutions. Therefore, the use of a single LMS solution for Florida deserves careful consideration.

Based on the results of the Task Force survey, the majority of institutions that responded will adopt a state-provided LMS using a cost-sharing model, while the same number will use a cost-sharing model if the LMS were the same brand their institutions were currently using. Please note that institutions were only allowed to provide one response to this question.

	Yes, would adopt a state-provided LMS	No, would not adopt a state-provided LMS	Yes, if it were the same brand the institution is currently using
Universities	2	1	5
Colleges	8	3	8
ICUF	4	1	2
Other	1	1	0
Totals	15	6	15

There are models already in place in other states (such as the opt-in model in Georgia) that can be studied for applicability in Florida. The opt-in model will provide Florida the opportunity to initiate a pilot program among volunteering institutions.

It is critical the selected LMS contains features that can support academic analytics. LMS vendors are offering increasingly sophisticated analytics capabilities, either as core functionality or as add-on modules at additional costs. Analytics modules, whether embedded or external, provide means for students, faculty, and authorized external parties to observe the in-course activities and outcomes of

individual students in real time. Data elements such as time in course, content consumed and created, communications with instructors and fellow students, and scores on assessments can be tracked and made visible through dashboards or reports. Using this information to drive notifications and interventions, student performance can be enhanced and academic difficulties avoided. Institutions that have implemented effective analytics-intervention strategies have observed significant increases in student success and persistence. However, there is a cost to the institutions to implement these capabilities.

Need

A common statewide LMS can provide cost savings for institutions and a consistent interface for students. A survey administered by the Task Force indicated there is interest by some of Florida's higher education institutions to have a common statewide LMS to provide students with a consistent online learning experience across the state and to achieve cost savings. Potential challenges with implementing a common LMS include timing an institution's transition to coincide with any current LMS contracts as well as faculty adoption and use of a new LMS.

Implementation Steps

FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for common use in Florida to attain statewide cost savings and provide a consistent user experience for students. Initial funding for planning activities will be needed for implementation.

This recommendation is based on the assumption that all Florida postsecondary institutions will have the option to participate in the common LMS initiative (i.e., opt-in and not mandatory). The process will begin through a phased adoption with the ultimate goal of achieving 100% involvement through voluntary participation. FLVC should serve as the centralized coordinating entity for selecting the statewide platform. Leadership and coordination of this recommendation will fall under the governing structure already established within FLVC, as well as the organizational framework of each participating institution.

The following steps are required to implement this recommendation.

Step 1 - FLVC should develop a strategy for a common LMS using an opt-in approach.

FLVC should coordinate the development of a strategy, timeline, and funding mechanism for a common statewide LMS using an opt-in model. Faculty and CIOs must be included in this planning process to identify any steps needed to ensure adoption and integration of a statewide LMS. The strategy should include a cost savings analysis, pilot institution options, and potential cloud-based and hosted solutions. Equally important is the identification of which LMS to proceed with first, as well as the cost sharing proposed for each institution. The resulting strategy should include recommended approaches to reduce the cost to each participating institution. Start-up funding may be required from the legislature to support the project until a cost sharing model can be fully implemented.

Step 2 - FLVC should align the proposed strategy with statewide leadership.

FLVC should review the common LMS strategy and funding approach with key statewide leadership groups in Florida to align the strategy with the needs of the institutions. This task will potentially include the following groups:

- SUS – Board of Governors Office, Council of Academic Vice Presidents, Council of Student Affairs, Council for Administrative and Financial Affairs, and CIO Council
- FCS – Division of Florida Colleges, Council for Instructional Affairs, Council of Business Affairs, and Council of Student Affairs

Step 3 - FLVC should begin the negotiations and licensing processes.

Once the strategy is approved through the SUS and FCS structures, FLVC and its Board of Directors should initiate the negotiations and licensing of the selected LMS.

Step 4 - FLVC should launch the pilot implementation.

FLVC should work with the institutions that volunteered to participate in the pilot LMS project. This step will require each participating institution to transition its current online courses to the new system, reestablish LMS integrations with other systems, and train its faculty. This step should also include ensuring that any analytics data generated by the LMS are made securely available to the respective institutions for ongoing analysis and interventions.

Step 5 - FLVC should continue implementation with remaining institutions.

Once the pilot institutions have successfully implemented the LMS, FLVC should begin implementation for the other institutions that want to participate. This will need to be a progressive step with the institutions because of the differing LMS contract expiration dates, the effort required to train faculty, the time required to convert courses into the common LMS, and the need to avoid disruption to student instruction.

Step 6 - FLVC should assess the effort and determine next steps.

In this step, FLVC should conduct research on the statewide LMS initiative with data from the participating institutions. These findings will aid FLVC and statewide leadership to make recommendations on whether to continue with the opt-in program or make the common LMS mandatory statewide. FLVC should also determine if one statewide LMS is sufficient or if the effort should be expanded to a second LMS product.

Cost Benefit

The proposed common LMS will require some initial funding for FLVC to begin the effort, for negotiation and contracting purposes, and for faculty inclusion and training during the initial steps. To offset the cost for ongoing support, the common LMS should be funded through fees paid by the institutions based on commonly adopted metrics. Conversely, the institutions will no longer incur

some of the expenses of an institutionally supported LMS (i.e., infrastructure or hosting costs). The following are the benefits anticipated for a statewide common LMS:

- Anticipated reduced costs for LMS licensing and related services
- A common authentication method for students to receive statewide services
- Sharing of courses, programs, and related materials between Florida universities and colleges (e.g., content repositories)
- Increased efficiencies in course and program delivery
- Acquisition and utilization of common data sets for learning analytics within the LMS

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC		Step 1 – FLVC should develop a strategy for a common LMS using an opt-in approach.	Step 2 – FLVC should align the proposed strategy with statewide leadership.	Step 3 – FLVC should begin the negotiations and licensing processes.	Step 4 – FLVC should launch the pilot implementation.	Step 5 – FLVC should continue implementation with remaining institutions.	Step 6 – FLVC should assess the effort and determine next steps.

RECOMMENDATION #4 – ENHANCE LABOR MARKET AND EMPLOYMENT STATISTICS FOR UNIVERSITY AND COLLEGE ONLINE PROGRAM DEVELOPMENT AND DELIVERY

The SUS, FCS, and DEO should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.

Task Force Charge

The Task Force was charged with exploring the “alignment of online programs with identified state economic development needs and student demands.” The Task Force defined this topic as the alignment of the institutions’ online programs with the employment needs of the job market and employer demands. Student demand was deemed a byproduct of employer and job market needs and best addressed by the institutions.

Current State and Research

All Florida public universities and colleges are required to use need and demand data in their proposals for the creation of new programs. For example, the SUS form that is required for a university to request a new program must include the “national, state, and/or local data that support the need for more people to be prepared in this program at this level.”

The FCS has a similar requirement on its new program request form. When requesting a new academic program, colleges are required to identify workforce demand and unmet needs by documenting information such as the geographic region to be served, the number of current jobs, the number of current job openings, and the projected number of job openings five years from the current year.

Once a new program is approved for delivery, the university or college can offer it using various modes of delivery. For example, if an institution has been offering a program face-to-face, it does not have to go through an external approval process to begin offering the program online.

The BOG Strategic Plan also includes academic programs of strategic emphasis that are derived in part from workforce projection data provided by DEO and from other considerations such as key economic information and input from workforce councils in the state. Degrees granted by institutions in the BOG programs of emphasis are a metric in the universities’ annual accountability reports and are soon expected to become metrics in the SUS performance funding formula.

The FCS’ current strategic plan includes the identification and expansion or enhancement of academic and vocational/workforce preparation and training programs of strategic emphasis. The identification of applicable programs is based on information that is also derived, in part, from workforce projection data provided by DEO and the regional workforce boards, as well as other considerations such as key economic information and input from the colleges themselves. In

addition, these degree and certificate programs (both postsecondary adult vocational and industry-based certifications) provided by the FCS are included in the system's accountability measures, recognized in currently available incentive funding provided by the Legislature, and will be included in the metrics tracked in a performance funding formula currently under development.

To further explore the use of workforce data by Florida's institutions of higher education, the Task Force members conducted interviews with a sampling of Florida universities and colleges. These interviews centered on the extent to which online programs and courses are selected based on job market demands. Through these discussions, it became evident that Florida's public higher education institutions have online programs in place that address job market needs. Some institutions are tightly aligned with employer needs, while others are less closely linked. It was clear that the institutions' industry advisory groups or business partnerships appear to be the best method for selecting current and needed programs. However, it also became evident that sharing job market data could be improved. Some examples from the university and college sectors of the alignment of workforce needs and online educational opportunities are as follows:

- At Florida International University (FIU), about 40% of the programs in its School of Business are offered online. These programs are identified based on the needs of business. For example, FIU initiated an online information technology (IT) program based on businesses' IT workforce needs. FIU uses national labor statistics and business partnerships to identify jobs that are in demand.
- At the University of West Florida (UWF), online programs are aligned to workforce needs such as health sciences, nursing, IT, and public health at the bachelor's level. At the graduate level, high demand programs drive the decision to move programs fully online. UWF has formed the Innovation Institute that serves as an "educational incubator" to solve complex challenges facing UWF, online learning, and the overall costs of education. The Institute is responsible for the Complete Florida Degree Program as well as all UWF innovative program activities. The Institute works on projects that have a substantial impact on the regional economy to meet the growing demand of Florida's workforce challenges.
- At the University of Central Florida (UCF), online programs were initiated to target workforce needs since UCF is a leading university for business partnerships. Some of the colleges at UCF have advisory boards which provide input on programs for business needs. UCF's student enrollment growth in its online programs is the direct result of the university's focus on online learning. Knowledge of job market needs comes from both labor statistics and business partnerships.
- St. Petersburg College (SPC) received a Fund for the Improvement of Postsecondary Education (FIPSE) grant to expand online education programs and services. SPC obtains input from industry on programs and courses. SPC uses advisory groups for online, face-to-face, and blended programs. Labor statistics used by SPC include information from Worknet Pinellas, the U.S. Department of Labor, and the Occupational Outlook Handbook. Student demand also determines if an online program should be expanded.
- Florida State College at Jacksonville's (FSCJ) Center for eLearning was established to develop high-quality online courses for both academic and career-oriented programs. To

date, the Center has developed online baccalaureate programs in early childhood education, IT management, nursing, supervision and management, and business administration. These programs have advisory boards comprised of local leaders in government and business. Demand for online courses is determined by student enrollment, with ongoing expansion as needed. FSCJ is currently working on a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant in a consortium of 10 community and state colleges to jointly develop online programs in the IT and healthcare professions.

Based on these interviews, the Task Force concluded Florida already has many online programs and courses designed to meet job market needs. The trend is clearly to have positive employment outcomes for student graduates. There were gaps, however, in awareness of data sources available for labor market information and a related desire to receive more Florida-specific labor market data.

It is also important to note that Florida's labor market data were an important component in the work performed by the Access and Educational Attainment Commission. The BOG Chair established this Commission in June 2011 to address the state's need for future baccalaureate degrees. The Commission selected a team of researchers from education, labor, and business to provide information and analyses. Data similar to that provided in the Commission's final report should be readily and easily available to Florida's postsecondary institutions. The final report created by the Commission can be found on the BOG website (www.flbog.org).

Need

Florida's higher education institutions currently use national, state, or regional-level labor market data to shape the development of online program offerings, but there is a desire to strengthen the alignment of workforce needs with educational opportunities. The Task Force found a positive alignment between the online programs institutions provide and workforce needs, as well as a strong BOG and FCS program approval processes that require the use of workforce data for new academic programs. Through the sharing of effective practices and the expanded distribution of labor market statistics and FETPIP employment data, a tighter coupling between workforce needs and online programs can be achieved.

There were also related suggestions to ensure consistent practices among the institutions in their decisions for online programs. Recommendations related to effective practices for workforce needs are addressed in Recommendation #8 of this report.

Implementation Steps

DEO, the BOG, and the FCS would like to enhance existing efforts to align online programs with identified state economic development needs. Through the sharing of effective practices and increased distribution of labor market and employment data, an even tighter coupling between workforce needs and online programs may become possible.

The following steps are required to implement this recommendation.

Step 1 - DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida's postsecondary needs.

DEO's Bureau of Labor Market Statistics should work collaboratively with the BOG and FCS to provide enhanced State of Florida and regional labor statistics on jobs in demand to colleges and universities at least semiannually for their use in developing new market-based online degree programs. Data should consist of elements such as:

- Current and projected industry and occupational employment
- Online job ads by occupation
- Supply and demand ratios by occupation
- Wages by industry and occupation

Florida's postsecondary institutions should continue to use this enhanced data set in their program planning efforts. Labor statistics or other market demand indicators could be included as part of the university and college strategic, tactical, or work plans for their online learning programs. These plans could include a description of how new online programs are aligned with state and regional employment needs. If educational institutions do not have plans addressing online learning programs, they should be encouraged to develop such plans.

As part of this step, the BOG and FCS will need to identify the contact person within the institutional research unit of each university and college as well as the best data delivery method. This step will ensure the information is distributed to the appropriate program office and is available as online program decisions are made. The Bureau may also need to provide webinars or other support to increase the awareness of the data and their use as input for program and course decisions.

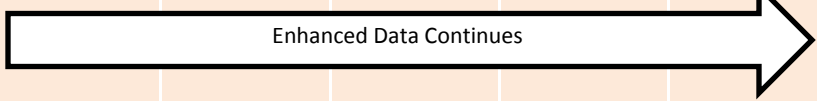
Step 2 - DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.

DEO's Bureau of Labor Market Statistics, the BOG, and the FCS should conduct a pilot with a few select institutions to use labor data for program planning and to explore the use of FETPIP employment data. (Additional information on FETPIP data can be found in Recommendation #9.) This pilot should also determine data methods for institutions to use in applying labor statistics to identify online program needs, as well as determining if FETPIP workforce and enhanced employment data will be of value to the institutions. In turn, these pilot partnerships should improve data production, delivery, and use. Institutions that have volunteered to be part of the pilot project include Tallahassee Community College, St. Petersburg College, Palm Beach State College, and the University of South Florida.

Cost Benefit

The DEO Bureau of Labor Market Statistics can implement this recommendation as part of its ongoing data collection and analysis activities. The expected benefit is a tighter alignment of labor market statistics and use of these data by Florida's postsecondary institutions.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017	
DEO	Step 1 – DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida’s postsecondary needs.	Step 2 – DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.						

RECOMMENDATION #5 – DEVELOP AND DELIVER STATEWIDE FOR-CREDIT MOOCS

The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.

Task Force Charge

The Task Force was charged with identifying “collaborative efforts related to Massive Open Online Courses (MOOCs)” and was subsequently asked to review CS/HB 7029 passed by the Florida Legislature. The Task Force explored identifying a strategy for the statewide development and delivery of for-credit MOOCs, the process by which MOOCs are developed and delivered, the standards to be used to ensure high-quality and consistency across Florida’s postsecondary system, the impact on existing curricula, and financial issues.

Current State and Research

As required by CS/HB 7029, beginning in the 2015-2016 school year the BOG and the SBE must adopt rules that enable students to earn academic credit for online courses, including MOOCs, prior to initial enrollment at a postsecondary institution. Chapter 2013-45 (SB 1514) significantly increases the cost to the school district for students dually enrolled in high school and a college or university. This legislation, when combined with CS/HB 7029, makes MOOCs a viable option for high school students seeking postsecondary credit.

MOOCs represent an alternative to traditional and online classes for students to acquire knowledge in particular subjects. Presently, universities are in the pilot phase of their efforts to offer MOOCs for credit and the Lumina Foundation is funding a two-year project to develop a common framework for what constitutes student learning so that it may be applied to assessing MOOCs.

In Florida, the University of Florida, the University of Central Florida, the University of West Florida, Florida International University, and St. Petersburg College are offering MOOCs and researching how the concept fits into the overall postsecondary online learning landscape.

- UF is delivering MOOCs through Coursera
- The University of Central Florida is offering lower-enrollment, interactive MOOCs through Canvas Network
- The University of West Florida and Florida International University (as well as several institutions across the United States) are developing a MOOC-2-Degree system in cooperation with Academic Partnerships as a strategy for adult learners to gain interest in pursuing graduate program activity
- Florida International University is offering a range of enrichment MOOCs in both English and Spanish

- St. Petersburg College is delivering MOOCs for developmental courses that are being accessed by local high schools, current students, and the general public

Business Models

There are six business models higher education institutions are using or are planning to use for granting academic credits for MOOCs. The goal of the models is to attract new students to degree programs and to offer a lower tuition through MOOCs for credit.

Institutions Granting Credits for MOOCs Built by Home Institution - This model describes an institution granting credit for MOOCs that it develops in-house using the institution's course standards and degree program learning outcomes. Similar to the process of institution-to-institution transfer credits, students submit a request for their MOOC transcript or syllabus to be reviewed and considered by the home institution and complete a proctored exam to demonstrate their familiarity with the subject. The MOOC is offered at no cost to students who do not seek academic credit. When a student does put in a request for credit review of the MOOC, the student pays a fee much lower than regular tuition. The State of Georgia has this business model in place and many universities are considering implementation, such as Cleveland State University, Lamar University, Utah State University, University of Arkansas, University of Cincinnati, and University of Texas at Arlington.

- *Advantages* - Because the MOOC is less expensive to students, more accessible, and requires only a basic fee for credit review requests, it may lead to new enrollments. Such students may not have otherwise enrolled without the MOOC option for additional credit courses, academic degrees, or certificates.
- *Disadvantages* - The MOOC still has to be funded, built, and hosted by the home institution.

Institutions Granting Credits for MOOCs Built by Other Institutions or MOOC Providers - This model is similar to the model described above, with the addition that the home university also reviews and considers granting credit for MOOCs offered by other institutions or commercial MOOC providers (i.e., Coursera, Udacity, and EdX). A student will still submit a request for the MOOC transcript or syllabus to be reviewed and considered for credit and will be required to take a proctored exam at the home institution. The fee will remain lower than regular tuition at the home institution conducting the review. The American Council on Education (ACE) operates a credit-recommendation service that evaluates individual MOOCs built by various institutions. If a MOOC passes ACE's evaluation, ACE notifies its 1,800 members that ACE approves the MOOC as credit. However, it is still up to the individual institution to grant credit for a MOOC. Currently, only five MOOCs have been recommended by ACE for academic credit. Currently, San Jose State and Colorado State University Global Campus are considering or have implemented this model collaborating with Udacity.

- *Advantages* - The home institution does not have to fund, build, and host the MOOC. The ability to submit requests for transfer MOOCs to be reviewed for and granted credit at the home institution may incentivize new students who will not have otherwise enrolled without the MOOC option into academic degrees.

- **Disadvantages** - Students will have less contact with the faculty of the home institution. The course content may lose some intellectual coherence with the remainder of the degree curriculum if not created by the faculty at the home institution.

Institutions Offering the First Course of a Degree Program as a MOOC - This model describes an institution offering the first course of a degree program as a MOOC. The student is granted credit for this MOOC and does not have to pay for the MOOC, even after continuing to the other non-MOOC courses of the degree program. The “free trial” concept is based on the premise that revenues will be generated from students who complete the entire degree who will not have otherwise enrolled without the MOOC serving as a first course option. The University of Cincinnati and Academic partnerships through its partner institutions currently have this model in place.

- **Advantages** - Students who have not made the decision to enroll in a program may be strongly incentivized to join knowing that the first course is free. The rest of the selling features (student experience, collaboration, and interaction) have to come into play during the first term in order for students to continue to pursue the degree.
- **Disadvantages** - The MOOC has to be funded, built, and hosted by the home institution using its course standards and degree program learning outcomes, but the home institution receives no tuition for this MOOC’s credits.

Institutions Licensing MOOCs From Other Institutions Through Coursera - Coursera (the licensor) licenses MOOCs from another university to the home university (the licensee) to be used in a degree program. Students pay the home institution a fee lower than regular tuition. The MOOC will still have branding from the institution that developed the course, but is offered as one of the home institution’s online options. The MOOC still maintains its assigned professor from the original institution, but the home institution provides students a faculty member or instructor who serves as an additional study advisor to discuss material and assign supplementary material. Antioch University, which is currently partnered with Coursera, assigns 20 students to one supplementary faculty member or instructor. From students who enroll in the MOOCs at the home university, Coursera receives between 6 and 15 percent, and the institution and professor of the MOOC receive about 20 percent of gross profits. The State University of New York participates in this model for its most popular undergraduate general education courses.

- **Advantages** - The home institution does not have to fund, build, and host the MOOC. The home institution is able to leverage the reputation of the institution that created it (in the case where the MOOC is from a prominent institution).
- **Disadvantages** - Using a MOOC created by another institution does nothing to enhance the relationship between students and faculty at the home institution.

Institutions Partnering with Corporations and Udacity - This model describes a home institution collaborating with a workforce entity and Udacity to offer specific degree programs, which prepare professionals for the specific industry through MOOC-style courses. Students complete a proctored exam at the end of each MOOC at a proctoring center (not necessarily on-campus at the home institution). Students pay for the MOOC-style courses at a lower cost than the regular tuition. The

workforce entity helps fund the building and hosting of the MOOCs. Revenues from the tuition are distributed among the home institution, the business entity that was chosen to partner, and Udacity. Georgia Institute of Technology collaborated with AT&T and Udacity to offer a Master's in Computer Science. AT&T contributed \$2 million to launch the degree. AT&T hopes this degree will prepare more workers in the industry and hopes to target AT&T employees and nonemployees. Georgia Tech and Udacity will share the profits (and losses) 60%/40%, respectively.

- **Advantages** - This partnership model is especially attractive to organizations in industries lacking a workforce with the necessary skillset or education. The business funds the development of the MOOCs using the Udacity platforms, which decreases costs for the home institution because it is able to benefit from Udacity's hosting scalability.
- **Disadvantages** - There is less instructional revenue for the home institution to reinvest in faculty and student support services (however, in the end, the smaller profit may be offset by a larger student and alumni base which may bring additional growth opportunities to the home university).

Developmental MOOCs

Completion rates for postsecondary education students taking remedial education courses fall below state and national goals. As stated in Complete College America, there is a documented need "to accelerate mastery of college-ready skills, completion of gateway courses, and enrollment into programs of study." The importance of improving student accessibility and success when placed in precollege courses has become crucial to the State of Florida's goals for college completion rates.

Designing MOOCs that incorporate Florida's College System Competencies promotes the skills necessary for students to earn postsecondary degrees. Developmental MOOCs will add value to a larger student population of learners than can be reached with current methods. These include the following:

- Currently enrolled college students who enroll in MOOCs for increased study and supplemental resources
- Prospective students pursuing a degree who enroll in MOOCs to complete required developmental education course(s)

Additionally, developmental MOOCs deliver cost saving opportunities for high schools and institutions that leverage the ready-made professional quality courses.

Broward College was recently awarded a \$300,000 grant from the DOE to fund the development of massive open online courses in foundational subjects. Broward College's proposal, supported by College Access Challenge Grant funds, uses a competency-based approach to instructional design that assesses students' abilities and helps them focus their time and energy on areas that need the most attention. This self-paced approach drives an effective, time-efficient pathway to success for students seeking to boost their reading, writing, or math skills. This MOOC will be provided for use by the entire state, and will be unique in its use of game-based learning activities.

Need

Many Florida institutions are offering MOOCs, but few offer credit, and there is no centralized statewide effort. MOOCs are fast becoming a method for students to advance their learning and knowledge. Florida's higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide use that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.

Implementation Steps

Under the leadership of the BOG, and in cooperation with the FCS, a lead institution(s) should be selected to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and competency-based evaluations. Additional one-time and potentially recurring legislative funding will be required for this initiative and for ongoing statewide marketing efforts.

The following steps are required to implement this recommendation.

Step 1 - The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.

For consideration by the BOG at its January 2014 meeting, BOG staff, in cooperation with FCS staff, should develop an LBR amendment for initial MOOC startup funding for statewide coordination and a pilot program. If approved by the BOG, the amendment will be submitted to the 2014 Legislature for its consideration. This LBR amendment should detail the cost for first year startup activities, such as development of a Request for Proposals (RFP) to select a lead institution(s), the implementation of a pilot program, the establishment of a statewide working group to develop a detailed strategy and workplan, and the development of draft regulations.

Step 2 - The BOG should select a lead institution(s) using a competitive procurement process.

The BOG staff should develop an RFP to select a lead institution(s) to lead the statewide effort for MOOCs. If possible, this RFP should be ready for release on July 1, 2014, or sooner if feasible.

Step 3 - In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.

Once selected, the lead institution(s) should conduct the pilot program. At the same time, the institution should configure a statewide working group to develop a statewide MOOC strategy, including a marketing strategy. The working group should consist of staff from the SUS and FCS academic officers. The working group should develop strategies for the following items:

- How to address each element outlined in CS/HB 7029 as it relates to MOOC delivery?
- How should MOOCs for credit be provided and supported within the SACS accreditation framework?
- What is needed for MOOCs to be supported as part of Florida's common course numbering and articulation processes?
- How will MOOCs be supported during a students' transfer to another institution?
- What MOOCs should be offered statewide? The lead institution(s) should take into consideration that the expansion of MOOCs will require system-level support and should include the selection of high-demand courses that may include developmental, career readiness courses, and enrichment courses.
- Who should develop the MOOCs? What MOOC course development guidelines are necessary to ensure the use of effective practices and a standardized course environment?
- What MOOCs are already developed that can allow Florida to begin offering MOOCs as soon as possible?
- How should MOOCs be delivered and via what technology platform? Possible platforms include leveraging an existing SUS and FCS LMS tool or implementing a common platform (like the new Open edX platform to be developed by Google and EdX).
- How should posttests be administered (evaluation methods should be uniform across the SUS and FCS systems), as well as:
 - How to certify student performance on learning outcomes after completing a MOOC?
 - How to authenticate student identity (e.g., automated essay grading tool introduced by EdX; proctored exams)?
- A method for students to be able to verify having completed the MOOC, such as badges or certificates.
- What type of marketing campaign will best meet statewide needs?
- If the statewide MOOCs should be coupled or linked to the common marketplace (Recommendation #2).

For these efforts, the lead institution(s) should work closely with the proposed Online Learning Research Advisory Committee as outlined in Recommendation #1.

These efforts should result in a pilot program as well as a strategy and 2015 LBR request for statewide implementation efforts. The BOG, in collaboration with the lead institution(s), should review the LBR and MOOC strategy with the appropriate statewide leadership groups as part of the state's normal budgeting process.

Step 4 - The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.

Concurrent with the lead institution's efforts, the BOG should begin development of draft regulations required to award credits to students completing MOOCs prior to admissions and to standardize the

tuition for MOOCs. The Task Force suggested the following guidelines for the development of required regulations:

- MOOC must be built by an SUS or FCS institution or must be approved by ACE as eligible for credit
- MOOC is associated with a lower division course
- Student must obtain certification of completion for the MOOC and complete assessment(s) approved by the home institution granting credit

Step 5 - The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.

The LBR should include the projected number of MOOCs to be developed, approximate cost to develop, and associated delivery and student support infrastructure. The BOG should request funding from the 2015 Legislature to implement the approved strategy and to obtain required approvals for a common MOOC tuition.

Step 6 - The lead institution(s) should begin implementing the statewide MOOC strategy.

The lead institution(s) should conduct the following steps for statewide implementation.

- Assist the BOG in determining which SUS or FCS institutions should be funded to develop which MOOCs
- Create development teams working in collaboration with a supplemental media development team to support high-end MOOCs
- Coordinate or provide the MOOC delivery mechanisms
- Implement consistent processes for delivery
- Develop necessary student support infrastructure

The goal is to have for-credit MOOCs in place by the fall 2015 semester.

Cost Benefit

Offering for-credit MOOCs will require startup funding for the development of courses, for the infrastructure to support their delivery, and for a statewide marketing campaign. These costs should be offset in future years through registration fees and tuition. Providing MOOCs in Florida through the postsecondary system will enable Floridians to take courses that are offered using quality standards and assessments and with the possibility of receiving credit for the course from a postsecondary institution. MOOCs offered through state institutions of higher education can be a cost-effective way for Florida high school students to obtain instruction that can later be validated for credit through examination or other competency-based measures envisioned by CS/HB 7029.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)	Step 1 – The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.	<p>Step 2 – The BOG should select a lead institution(s) using a competitive procurement process.</p> <p>Step 4 – The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.</p>	Step 5 – The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.				
Lead Institution(s)		Step 3 – In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.		Step 6 – The lead institution(s) should begin implementing the statewide MOOC strategy.			

RECOMMENDATION #6 – ENHANCE AND EXPAND THE ONLINE LEARNING RESOURCES REPOSITORY

FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.

Task Force Charge

The Task Force was charged with exploring the “development and expanded use of eTextbooks and other electronic materials.” The Task Force defined this topic as the creation of guidelines for the selection of electronic materials, as well as an upgrade of Florida’s central repository to allow for the statewide sharing of eTextbooks, eResources, and learning objects to lower the cost of course development and the cost of materials for students.

Current State and Research

Section 1004.085, F.S., “Textbook Affordability,” and BOG’s Regulation 8.003, “Textbook Adoption,” provide guidelines for the adoption of textbooks and course materials that are affordable to students in Florida’s postsecondary institutions. Historically, initiatives to expand the use of eTextbooks and other electronic educational resources were hindered by the availability of materials and technologies to support their use.

Open Educational Resources

Open educational resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Open educational resources came to the attention of the public in 2000 when the Massachusetts Institute of Technology published core course content online, making it freely available worldwide. Creative Commons, established in 2001, introduced a set of alternative copyright licenses for resource sharing in 2002. By 2009, there were an estimated 350 million works licensed under Creative Commons.

In recent years, the demand for electronic educational materials has increased along with the availability of free and licensed materials. The Task Force found that electronic educational materials are now available through many online projects that offer free or affordable eTexts, full eTextbooks, eResources, and various learning objects for both the student and the instructor. However, many of the free resources are not robust and comprehensive enough to be widely used. Many commercial publishers also offer electronic versions of textbooks, often with a plethora of accompanying electronic materials.

National models can enable Florida to expand its existing knowledge and expertise in the development and distribution of high quality and peer-reviewed course material at no or reduced cost for students. Florida could also follow the example of other states (e.g., the Kaleidoscope project, a consortium of community colleges and four-year schools from California to New York) and identify ways to address the high cost of textbooks through bulk licensing of commercial digital textbooks and resources combined with open electronic materials.

National services that were explored are illustrated below.

Online Projects	Offerings
OpenStax College	eTextbooks
Connexions	eTexts, eResources, Learning Modules
Community College Consortium for Open Educational Resources	eTextbooks
Open Educational Resources Commons	Learning Objects, eTexts, eTextbooks, eResources
Project Gutenberg	eBooks, eTextbooks
MERLOT	eResources, eTextbooks
The Orange Grove	eTextbooks, Learning Objects
Indiana University eTexts	eTextbooks

Open eTextbooks

Adopting open eTextbooks poses challenges such as how to evaluate the materials to identify those that best address curriculum standards and student learning outcomes. Also, many institutions that have supported faculty development of open eTextbooks for students use (at a lower cost) are abandoning their efforts because they are not financially sustainable or the faculty members stopped using the eTextbooks for their courses. The adoption of open eTextbooks is also sometimes hindered by potential faculty resistance, lack of awareness, competition from commercial publishers, identification of materials, and sustainability.

Conversely, open eTextbooks can provide lower cost materials for students. FLVC’s Open Access Textbooks Project resulted in the report *2012 Promise of Open Access Textbooks: A Model for Success (Revised Edition)*. The report provides an overview of the development and use of open textbooks in Florida and lists resources for authoring and editing open texts. For two consecutive years, the grant also supported statewide research on student and faculty perceptions and use of open resources, commercial print and digital textbooks, and learning resources. The Open Access Textbook Project found that over half of the students reported not having financial aid that will cover textbook costs and 63% of the students reported they did not purchase the required textbook because of the cost. Almost one-fourth reported doing without a textbook frequently (23%).

Some institutions are opting to license publisher-created content. Indiana University, for example, has collaborated with commercial publishers to provide students around the state with digital textbooks. The Indiana University pilot program found that only 12% of students chose to purchase

a paper copy and the lower cost of an eTextbook was considered the most important factor by students who purchased them. Recommendations from the pilot were to:

- Consider plans for optimal procurement and distribution
- Factor in the role of open electronic resources
- Obtain volume pricing with commercial publishers
- Ensure accessibility for users with disabilities and usability on multiple devices and platforms

The Task Force research shows that eTextbooks are often more affordable for students and students often prefer them to printed textbooks. In Florida, the use of open and commercial eTextbooks should be further investigated and considered for reducing student and institutional costs of instructional materials.

The Orange Grove

In Florida, FLVC supports The Orange Grove, which is a statewide digital repository for electronic materials, including open textbooks, learning objects, administrative and professional development documents, and statewide licensed instructional resources for higher education. Faculty, researchers, and institutions can search, use, remix, contribute to, comment on, and rate any of the items in the repository. Alternatively, a user can search for items, have access to, and use harvested resources. The Orange Grove repository can also be integrated with a variety of campus-based learning management systems. The Orange Grove is a model resource recognized around the country. However, The Orange Grove has never been funded as needed to ensure the quality of resources it contains, address accessibility and usability issues, promote its use statewide, perform needed technology updates, or adapt it for use with federated identity management. In addition to The Orange Grove, several Florida institutions have developed their own electronic resource repositories, including the University of Central Florida's Obojobo, which received the 2013 WICHE Cooperative for Educational Technologies Outstanding Work award.

Standards

Standards are also emerging for the selection and use of open electronic materials. The Task Force reviewed guidelines set forth by the College Open Textbooks Collaborative (COTC). The Saylor Foundation, a nonprofit organization dedicated to free and open education, adapted the COTC criteria for the evaluation of open access texts. Materials are peer-reviewed on a scale of 1 to 5, with comments on strengths and weaknesses.

Need

An expanded learning resources repository and guidelines for the use and selection of electronic learning materials can reduce the cost of course materials for Florida's online learners. The postsecondary institutions desire statewide guidelines to make better-informed decisions for adopting eTextbooks and other electronic materials to help drive down the cost of instructional materials.

Statewide efforts on the use of global content and guidelines on how it can be reused, mixed, altered, and adapted to meet local needs of the institutions will increase the use of quality open resource materials. An improved statewide learning resources repository to provide electronic materials for students and faculty at an affordable cost will facilitate these efforts.

Implementation Steps

FLVC, in collaboration with its Members Councils, should define standards for the selection and adoption of electronic resources as described in this report to increase their use in Florida. The role of the two Members Councils could include:

- Members Council on Library Services – provide expertise on the selection of electronic library resources and identify effective practices for metadata tagging to help students and faculty find and select from the resources available to them
- Members Council on Distance Learning and Student Services - provide expertise on the integration of electronic resources into online courses and programs

In addition, FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use. These two activities are aimed at increasing the use of electronic materials (both open and commercially available) and to lower the cost of instructional materials.

Although additional one-time and potentially recurring legislative funding will be required for this effort, long-term cost savings will be attained by the state through resource sharing and reducing the unit cost of educational materials.

The following steps are required to implement this recommendation.

Step 1 - FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.

This working group should be tasked with the following activities and develop related guidelines and recommendations. For research-based input into its activities, the working group should request any existing research identified by the Online Research Advisory Committee (Recommendation #1), as well as recommendations from the Members Council on Library Services. After any guidelines are developed, FLVC should publish and disseminate the guidelines, preferably under the effective practice portal as proposed in Recommendation #8.

- ***Task 1 - Develop statewide guidelines for reusable learning object development.***

The working group should develop a set of statewide guidelines for institutions wishing to adopt or implement reusable learning objects. Electronic reusable learning objects should include content, practice, and assessment components. These components should be part of any learning objects that are developed or collected, and learning objects should be designed such that they may be used flexibly in part or whole as needed. A structure for evaluating

the quality and utility of learning objects may be adapted from existing rubrics or a review and rating process may be developed. A potential tool for evaluating learning objectives should include:

- Degree of alignment to standards
 - Content accuracy, consistency, and currency
 - Quality, clarity, and readability of written text
 - Quality of content, practice, and assessment components
 - Technological interactivity and learner feedback
 - Accessibility for users with disabilities and usability across platforms
- ***Task 2 - Develop standard frameworks to use in the evaluation of electronic textbooks.***

The working group should develop standard frameworks for use in the evaluation of electronic textbooks. This review should include examining current research and trends on the creation of eTextbooks by public and commercial entities, as well as students' use of eTextbooks. Whether open access or produced by a commercial publisher, eTexts should be evaluated using a common framework or guidelines. A tool for evaluating eTextbooks should include the items listed in Task 1.

- ***Task 3 - Develop standard frameworks to use in the evaluation of electronic instructional resources.***

The working group should develop standard frameworks for use in the evaluation of other open and commercial electronic instructional resources. A tool for evaluating online resources should include the items listed in Task 1. A framework could be adapted from the COTC and Saylor Foundation criteria, which are based on American Library Association guidelines. A peer-review process akin to the MERLOT model may also be considered within, or across, institutions.

- ***Task 4 - Conduct additional investigation into adoption of online-based commercial publications.***

The working group should conduct additional investigation into how to adopt and implement commercially published eTextbooks, including what legislative action may be needed to support implementation efforts and what funding models or fee schedules should be implemented. The working group should consider if a formal statewide initiative will benefit students who would ordinarily opt out of purchasing a book. The working group should also:

- Explore Indiana University's pilot partnership with commercial publishers because the eTexts @ IU initiative could be a model for the implementation of commercially produced electronic textbooks in Florida

- Consider the possibility of negotiating or coordinating statewide contracts with one or more publishers of eTextbooks; research on this topic should be conducted in conjunction with any statewide pilot implementation
- Examine the efforts of FLVC's eTextbook Licensing Workgroup
- Explore key questions and issues identified by the Task Force, such as:
 - ✓ The potential for eTextbook or open textbook fees
 - ✓ The role of campus bookstores in licensing and distribution
 - ✓ The issue of bookstore non-compete clauses and their potential for limitations on statewide licensing of digital resources
 - ✓ The potential role of FLVC in negotiating statewide licensing of eTextbooks and instructional resources for Florida's public higher education institutions

Step 2 - FLVC should update Florida's learning resources repository to increase its accessibility and use.

Florida's The Orange Grove initiative, as well as electronic resource trends throughout the United States, demonstrate the need for a statewide repository for quality, reusable electronic materials for open use across institutions. Continuation of such a statewide repository promotes cross-institution collaboration and sharing, and can reduce the cost of course materials for students. Today, The Orange Grove currently supports this need. However, the management, updating, maintenance, and funding of the repository have not kept pace with the need. Florida's repository needs updating technologically, and issues such as funding, quality assurance of included resources, accessibility and usability, and promotion for statewide faculty need to occur. Currently, it is difficult for users to identify and locate resources and there is a lack of adequate resources to support the repository efforts.

Therefore, FLVC should select two lead institutions (one from the university system and one from the college system) to collaborate with its staff in defining how the statewide repository for electronic resources should be adapted and changed in light of current postsecondary needs and changes in technology. The focus on the new repository should be to address state-level educational and workforce needs and to identify where efficiencies can be gained through sharing. This should include high-demand courses or program recommendations by the BOG's Commission on Access and Educational Attainment.

This working group should examine the following strategic questions:

- What is the purpose and scope of Florida's online repository?
- Should the current technology supporting The Orange Grove continue to be used? Is there a better product on the market to support this effort? Alternatively, should the repository be incorporated into FLVC's future integrated library system?
- How should information be placed into the repository for most effective use by faculty and potentially students?
- Should a peer review of materials be considered?

- How should electronic materials be collected and evaluated prior to their addition in the statewide repository?
- What budget and timeline is required to make the desired changes to the online repository or to incorporate it effectively into the future integrated library system?
- What is the funding required to support the repository as needed to attain statewide efforts?
- What are the respective roles of FLVC and the institutions in coordinating statewide licensing of commercial, digital, instructional resources?
- Is legislation needed to require institutions and faculty that receive state grants for developing instructional materials to place them in the repository?

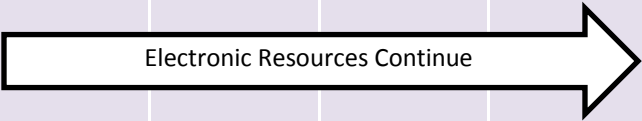
Based on these questions, FLVC should develop a one-time and/or recurring LBR or identify an alternative funding mechanism to update or replace the repository. Once funding is available, implementation should begin.

Cost Benefit

Initial funding will be required for planning, work group, and standardization activities. However, these costs should be offset by statewide gains through an increased use of open and licensed electronic resources focused on lower student and institutional costs.

A statewide repository to support the sharing of eTextbooks, eResources, and learning objects may require one-time and potentially recurring legislative funding depending on the approach selected, but these investments should lower the cost of course development and student material costs. Shareable statewide materials will provide faculty access to more value-added content, affordable or no-cost online resources, and other high-quality educational resources.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	Step 1 – FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.		Step 2 – FLVC should update Florida’s learning resources repository to increase its accessibility and use.				

RECOMMENDATION #7 – PROVIDE STATEWIDE FACULTY DEVELOPMENT CENTER(S) FOR ONLINE LEARNING

The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.

Task Force Charge

The Task Force was charged with exploring “providing faculty support services.” The Task Force defined faculty as all faculty members (regardless of rank) who teach in an online environment.

Current State and Research

As part of the research for faculty services, several national models stood out as providing innovative faculty services, including Open State University of New York (SUNY), UMass Online, Illinois Online Network, Pennsylvania State System of Higher Education (PASSHE), and Online@UCF. Detailed research on these models is located in Recommendation #8 – Create an Effective Practices Repository.

State systems and individual institutions across the country frequently offer faculty development as a component of the overall online learning initiative. Each system or individual institution’s model is unique to the resources allocated to that institution, the level of emphasis placed on online learning, and the capabilities expected of faculty members. Many states have a centralized entity whether housed in a state office or through a designated institution to coordinate online learning statewide. System-level efforts such as these encourage collaboration, efficiency, and clear outcomes in the area of faculty development.

The National Center for Academic Transformation (NCAT) has been studying faculty support services for many years. NCAT has successfully worked with institutions across the United States to make better use of the most expensive cost of a course, the faculty member. Most of the work done by NCAT has emphasized the on-campus or blended model with high-enrollment general studies courses. Significant cost savings have been achieved across participating institutions while also increasing quality as measured by reduction in drops, failures, and withdrawals; improved course retention; and a comparison of overall student learning outcomes across sections (participants in redesign compared to nonparticipants). Although much of the work with NCAT was not focused on online education, the lessons learned can be applied to online learning. Where disaggregating of faculty functions is successful, significant coaching is available for students, assessments are not given by the instructor but by a distinct evaluator, and students move through in a more self-paced manner.

In Florida, many institutions have excellent faculty development programs for online learning. For example, UCF stands out as providing high-quality faculty support services, through its Online@UCF program. Online@UCF provides faculty support services through ongoing, award

winning faculty training. Much of this training has been available for faculty for over 16 years, and UCF has been recognized as an international leader in online learning and professional development. The UCF model provides focused training and significant instructional design and media support while measuring metrics of quality, satisfaction, and success for each online offering. UCF also received a Next Generation Learning Challenge grant along with the American Association of Colleges and Universities to support the development and implementation of the Blended Learning Toolkit to support effective practices and training. This model provided free and open resources to anyone interested in blended learning as well as direct training with partner institutions.

UCF offers a comprehensive suite of faculty development programs that address a variety of instructional contexts as depicted in the table below.

- Designing and delivering original online and blended courses (IDL6543)
- Delivering already-developed online and blended courses (ADL5000)
- Designing and delivering original video lecture capture courses (IDV Essentials)
- Web-enhancing traditional face-to-face courses (Essentials of Webcourses@UCF)

Web Essentials	IDV Essentials	ADL5000	IDL6543
Available to teach "Web-enhanced" Face-to-face	Required to teach lecture-capture/ video streaming course	Required to teach existing online/blended course	Required to design and teach original online/blended course (\$ stipend)
Technology Focus	Design and Delivery Focus	Pedagogy, Logistics, Technology Focus	Deeper Design, Delivery, and Teaching Focus
5 hrs	8 hrs	35 hrs	80 hrs

In addition, UCF provides a wide range of continuous and ad hoc faculty development, including:

- Faculty seminars in online teaching
- Open labs and workshops
- The teaching online pedagogical repository
- The blended learning toolkit
- Special topics sessions

Staff from UCF’s Center for Distributed Learning are often recognized as experts in online faculty development in conferences and during benchmarking visits from institutions both in the United States and from around the world. UCF staff members are frequently engaged as expert consultants on online faculty development topics for other domestic and international colleges and universities.

Need

Many other states have successfully implemented faculty development services through a centralized approach. Florida should consider following other states' examples to attain cost savings by developing and delivering postsecondary faculty and administrator development services for online learning through a centralized approach and a train-the-trainer model.

Implementation Steps

The BOG and the FCS should jointly select one or more lead institution(s) to develop and implement statewide faculty development services for online education using a train-the-trainer approach. In this model, the selected institution(s) will focus its efforts on training key faculty training leaders and administrators on effective and proven ways to teach online learning. Institutions will be able to opt-in to these services as desired. One-time and potentially recurring legislative funding will be required for this initiative.

The following steps are required to implement this recommendation.

Step 1 - The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.

The BOG and the FCS should jointly develop an RFP to select a lead institution(s) to lead the statewide effort for faculty and administrator development using a train-the-trainer approach.

Step 2 - In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.

The selected lead institution(s), in cooperation with the BOG and the FCS, should define the role, responsibilities, timeline, and cost for statewide delivery of faculty and administrator development for Florida's universities and colleges using a train-the-trainer approach. The lead institution(s) should work closely with the proposed Online Learning Research Advisory Committee as outlined in Recommendation #1.

These planning efforts should result in a strategy and 2015 LBR request for implementation funding. The BOG and the FCS, in collaboration with the lead institution(s), should review the LBR and strategy for increased train-the-trainer faculty and administrator development for online learning with the appropriate statewide leadership groups as part of the state's normal budgeting process.

Step 3 - The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.

The BOG and the FCS should request one-time and/or recurring funding from the 2015 Legislature to implement statewide train-the-trainer faculty and administrator development for online learning.

Step 4 - The lead institution(s) should begin providing statewide train-the trainer services for faculty and administrator development for online learning.



The lead institution(s) should begin implementation of statewide train-the-trainer faculty and administrator development services. The lead institution(s) will then manage statewide train-the-trainer services that could include tangible recognition for completion (certificates, badges, completion letters for annual evaluation, etc.) through both online and site-based activity. The lead institution(s) should also leverage existing online professional development materials created by other institutions to place in an effective practices repository.

This strategy will not be appropriate for all online courses and programs in Florida. However, it is worth investigating as a way to reduce costs and to increase student retention and completion.

Cost Benefit

Coordinating and providing statewide train-the-trainer faculty and administrator development services for online learning will require startup funding for organization and infrastructure activities. These costs could be offset in future years through the exploration of cost recovery models. By centralizing these services, the State of Florida can attain cost savings over time.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)	Step 1 – The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.		Step 3 – The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.				
Lead Institution(s)		Step 2 – In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.		Step 4 – The lead institution should begin providing statewide services for faculty and administrator development for online learning using a train-the-trainer approach			

RECOMMENDATION #8 – CREATE AN EFFECTIVE PRACTICES REPOSITORY

FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.

Task Force Charge

The Task Force was charged with exploring “best practices that will lead to quality credit and noncredit programs” and “sharing information and resources.” These topics were considered along multiple dimensions, including student services, academic affairs, faculty services, faculty collaboration, and workforce needs. In addition, the Task Force elected to use the term “effective practices” rather than “best practices” in recognition that there are many alternative solutions, not just one considered “best.”

Current State and Research

Technology Tools to Facilitate Sharing

The charge to “share information and resources” was interpreted by the Task Force as the mechanisms that should be established to ensure dissemination of information and resources for statewide effective practices in online learning across key stakeholders.

To investigate and research potential solutions for the distribution of resources and information, the Task Force developed a matrix of popular resource-sharing tools. This matrix was distributed to members of Florida’s online learning community to collect information on their use of the potential tools. Individuals with experience in online learning programs at private not-for-profit universities, public universities, for-profit four-year universities, and career colleges provided feedback. Results were collected and summarized.

Additional discussions occurred with FLVC on its current and intended tools for information dissemination. FLVC indicated it had in place an internally developed website and is upgrading to a new content management system (Liferay). In addition to supporting numerous transactions, Liferay offers a robust permission structure that provides for interaction at a variety of levels and through different methods (e.g., official notices, informal discussions, and wikis).

In summary, to provide statewide cost efficiencies through shared knowledge, a central location and repository for effective practices should be created by FLVC.

Student Services

The charge to “provide student support services in a collaborative, cost-efficient manner” included identifying those services specifically geared toward entry and matriculation of online students,

including, but not limited to orientation, registration, advisement, and academic support (tutoring, library services) for students enrolled in online programs.

The sharing of institutional information on school websites has become the standard for students to obtain knowledge of programs, services, and the academic offerings of the respective institutions. Student services readily fit into this model, including admissions, financial aid, housing, orientation, etc. These online services were originally created to serve traditional on-campus students, but can readily be extended to serve online students. These student services tend to be unique to each institution.

Student services can be more challenging in an online learning environment because of the perceived need for high levels of interpersonal contact between students and staff. Counseling, academic advising, healthcare, and other services have struggled with how best to provide services to the online learner. Recreation, student organization support, services for students with disabilities, and similar areas have yet to offer substantial online services. Interaction with students in an advising or mentoring context for online learning still presents a substantial challenge that has not been resolved in a cost-effective or scalable manner.

For institutions with strong commitments to online learners, some online support services exist such as new student orientation, tutoring using video and podcasts, and career development modules. These services are often embedded in eLearning platforms for maximum exposure to both online and on-campus students. However, in Florida, these student services for the online learner are being added at individual institutions without consideration for sharing across Florida's postsecondary systems. The only example of collaborative student support services identified in Florida was a loosely configured consortium comprised of SUS career centers that share a group license for MyPlan software.

Furthermore, at the state level there is minimal coordination and collaboration of student services for online learning through FLVC. Even though FLVC has a Members Council on Distance Learning and Student Services, there are only a few student services professionals represented.

Thus, little collaboration is evident in Florida among the universities and colleges for coordinated efforts in student services for the online learner. While the Task Force members indicated that the primary responsibility for student services for the online learner should remain with the student's "home institution," it was also generally recognized that collaboration and identification of effective practices were needed.

In summary, to begin a dialog on the need for common statewide student services, cross-institutional communication and sharing should occur. Once the communication begins, Florida's higher education delivery systems should decide what student services could be delivered statewide for the online learner (if any). Discussions should also include how student services should be offered to support the Task Force's recommendation for the development of a common online marketplace (Recommendation #2).

Faculty Services

The charge to “provide faculty support services” focused on identifying effective practices in faculty services, specifically related to faculty teaching load, use of contract faculty and adjuncts, and new models for instruction in online programs.

When investigating this topic, considerations included identifying strategies used across institutions, establishing collaboration facilities, and a focus on students (e.g., all effective practices must have the students’ interests at their core). The topics included:

- All faculty (regardless of rank) training, incentives, and intellectual property issues associated with course development
- New models to reduce costs without reducing instructional quality, which may include disaggregating the tasks associated with a course, looking at wraparound services to support courses, coaching, mentoring, etc.

The Task Force discovered that state systems and individual institutions across the country offer faculty development services and support as a component of the overall online learning initiative. Faculty support services may include professional development, resource sharing, free or reduced-cost use of electronic resources, development of policies that affect faculty load, course quality, intellectual property, adjunct usage, and use of models that disaggregate the role of the faculty member.

Each individual institution’s model is often unique to the institution and varies on the emphasis in online learning. Many states have a centralized entity, whether housed at the state level or through a designated institution, to coordinate statewide faculty online services.

Across the spectrum of U.S. higher education, states and individual institutions are focusing on how to reduce costs. Historically, institutions have treated online learning as an expansion of the existing classroom instruction model. With this philosophy, course size, curriculum, and the role of the instructor remain constant, which can increase the cost of online education.

At the national level, there are some very exciting innovations occurring that provide examples of how to promote collaborative, cost-efficient faculty services. Case studies include:

- **Open SUNY** - The SUNY Learning Network is now launching Open SUNY, with the goal of expanding open and online education while fostering innovation in teaching and learning through coordinated systems, projects, and alliances.
- **UMass Online** - UMass Online is a consortium of the University of Massachusetts institutions, with UMass Online serving as the portal for all online learning activity. Individual campuses approve courses and curriculum and assign instructors. Instructional design and technology-based services are available to help faculty reduce course development time.
- **Illinois Online Network** - The mission of Illinois Online Network (ION) is to promote and build foundations for developing faculty and to support enhanced online education. ION

hosts a comprehensive faculty development and administration program where faculty members earn certificates of recognition for completion. ION also hosts a faculty summer institute and awards badges to its faculty for completion of specific competencies for quality in online learning.

- *Pennsylvania State System of Higher Education (PASSHE)* - The system recently implemented a common statewide LMS to gain cost efficiencies. Additionally, PASSHE manages an annual virtual conference offering 60 one-hour webinars for faculty to attend, collaborate, and learn new things about online learning.
- *University of Central Florida* - UCF's Online@UCF program provides faculty support services through ongoing, award winning faculty professional development. Much of this training has been available for faculty for over 16 years, and UCF has been recognized as an international leader in online learning and professional development. Additional information on UCF's Online@UCF is located in Recommendation #7 - Create Statewide Faculty Development Center(s) for Online Learning.

Individual institutions in Florida have also invested heavily in online learning and have created support structures for course development and delivery. Each participating institution has strengths and can provide information of value to others. Several of these institutions have opted to share effective practices in online and blended education and contribute their efforts to the Sloan-C Best Practices or to FLVC. Additional institutional effective practices repositories include:

- University of Central Florida's Blended Learning Toolkit (<http://blended.online.ucf.edu/>) and the Online Teaching Pedagogical Repository (<http://topr.online.ucf.edu/index.php>)
- Florida State University's Instructional Strategies Handbook (<http://distance.fsu.edu/instructors/instructional-strategies>)
- Florida International University's faculty-based effective practices website (<http://online.fiu.edu/faculty/resources>)

Through the Task Force's research, student feedback on faculty effectiveness was found somewhat lacking for reporting on online learning success. Institutions interviewed noted the need for such data gathering and analysis, but no clear structure or methodology was offered.

In summary, leaders exist in Florida's state university and college systems from which effective practices in faculty services, based on experience and empirical studies, can be developed and collected. This expertise can facilitate the creation of a repository of effective faculty service practices accessible to all Florida postsecondary institutions. This facilitation role can be led by FLVC, with resulting findings stored in a central repository. Parallel to this activity, the Task Force recommended selecting a lead institution to spearhead and deliver statewide efforts for faculty development for online learning (Recommendation #7).

Faculty Collaboration

The charge on "encouraging inter-institutional faculty collaboration in course development" included identifying methods to encourage faculty in different ways to collaborate on course

development, in light of intellectual property rights and other considerations that may prevent faculty from different institutions jointly developing courses.

Most online materials are developed by the faculty teaching the course, acquired from a textbook publisher, or acquired from an existing repository such as The Orange Grove or MERLOT. In some cases, institutions are engaging the services of vendors to work with faculty to develop online materials. In other cases, a master course is developed and made available to all faculty members at the institution; however, such courses are rarely shared across institutions. When collaboration does occur among faculty in course development, the scenario is typically a team including one faculty member as a subject matter expert who works with others such as instructional designers and media specialists.

While two or more faculty may develop a master course, there is little evidence of teams of faculty jointly developing online courses. A more common occurrence is the peer review of online courses. The most widely known formal process is Quality Matters, which is faculty-centered and based on continuous improvement and peer review.

Faculty members are encouraged (typically by payment or course release) to develop learning objects and to make those learning objects available to others through searchable repositories such as The Orange Grove. The Orange Grove, managed by FLVC, could be a valuable resource to support faculty collaboration. While The Orange Grove has existed for many years and has been used as an example of effective practices by other states, there has been minimal support of The Orange Grove in Florida.

In summary, there are opportunities for collaborative development of courses, but these efforts will need to be planned through a statewide working group. In addition, as outlined in Recommendation #6 - Enhance and Expand the Learning Resources Repository, Florida's postsecondary institutions should update or replace The Orange Grove repository. While The Orange Grove has served as a useable tool, changes in both technology and faculty adoption are required to better support course development efforts.

Academic Affairs

The charge to identify "best practices that will lead to quality credit and noncredit programs" included defining a process to enable educators to share information about programs and processes that are noteworthy or that deserve both recognition and adoption statewide.

The Task Force conducted a comprehensive review of the following areas to identify effective practices for academic affairs:

- Benchmarks, principles, and guidelines for online education for the institutions
- Effective practices in teaching strategies for online learning and assessment for faculty
- Exemplary programs that illustrate effective practices (Quality Matters, Sloan Consortium Quality Scorecard, Florida Exemplary Postsecondary Programs, etc.)

The research on effective practices in academic services revealed the following. While some of the findings from this research cross into other areas such as faculty services and student services, they are all contained here as part of the overall assessment of effective practices for academic services.

- *Studies for online teaching failed to include all the items that are normally required in face-to-face settings.*

The online student needs to know how to obtain academic advising, financial assistance, peer support, library access, etc., regardless of time of day or campus environment. Online librarians need to be in place for the student who does not understand how to access the materials, conduct formal research online, or avoid plagiarism.

Tutorials need to be in place for all those “after-hours” or frequently asked questions. Assessment tools need to be linked to measurable standards or benchmarks. Students need to be assessed regarding their learning capacity and level, their technology skill readiness, learning styles or preference, and preferred social and student engagement. Few of the effective practices models addressed these items.

Online faculty should have load assignments and teaching assistants equitable to other faculty teaching face-to-face. None of the effective practices models addressed load capacity for online classes by type or structure.

Faculty training was mentioned frequently, but rarely specifically. A common view was faculty should be trained not only in their content area, but also in the use of the technology and workarounds when the technologies do not work. Only a few of the reports noted that the faculty needed training in how to work with diverse students across states, countries, time zones, cultural groups, etc., and the importance of turnaround time for engagement.

- *The effective practices models did not always address the needs of students with disabilities.*

The lack of Universal Design for Learning was evident in many of the studies reviewed. By designing online courses that center on multiple means of representation, multiple means of action and expression, as well as multiple means of engagement, the faculty and student take the learning back to the community and additional learning occurs. This practice, though designed for students with disabilities, helps all learners to be empowered.

For postsecondary online learners, many may be returning to the classroom after a long disengagement. Other postsecondary online learners may have undiagnosed learning disabilities and need multiple structures to reach them to make them successful in the classroom. These same structures may also engage the learners that do not have a disability. There was no evidence provided in any of the studies of a learning assessment or a technology assessment as built-in tools for the online delivery.

None of the effective practices models addressed the use of adaptive technologies that can aid both the student with disabilities and the student who has no disabilities. Tools enhance

communication and can include digital text for visual and auditory impairments, memory tools, graphics and video tools, internet tools, virtual meetings, avatar coaches, etc., that may assist the postsecondary online learner that has minor sight or auditory impairments. Since many of the postsecondary learners are older and may have visual or auditory issues or may not have been exposed to the newer technologies, these components need to be addressed in an effective practices model.

In summary, the Task Force found many areas where effective practices for academic support services did not exist. This deficiency provides an opportunity for Florida to collaborate for improved academic support services for the online learner. In particular, statewide practices for delivering online services for students with disabilities should be addressed.

Workforce Needs

The charge to “align online programs with identified state economic development needs and student demand” included assessing institution’s use of state-level market data and the use of effective practices for integrating workforce needs with online programs.

The Task Force examined effective practices the individual universities and colleges currently use for alignment of workforce needs with their programs. Recommendations related to effective practices are contained in this section. Tasks related to extending the use of market research data and the refinement of what data are provided are contained in Recommendation #4 – Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery.

To investigate the alignment of workforce needs with the institutions’ delivery of academic programs, information was collected from a sample of universities and colleges regarding their online programs. These discussions covered how online programs and courses were selected over time, the role the job market played in these program discussions, and use of labor data. The institutions surveyed had strong business advisory boards and interfaces with companies for input into program and institutional planning efforts. For a synopsis of these interviews, please see Recommendation #4.

In summary, Florida universities and colleges already have online programs geared to job market needs. Some institutions are tightly aligned to employer needs and some are only loosely aligned. While it was evident that data sharing on job statistics could be improved, business advisory boards and business partnerships appeared strong. The interviews identified some effective practices that should be shared and used by Florida’s universities and colleges. These effective practices should be gathered and provided through FLVC for use by all postsecondary institutions.

Need

A central repository for effective practices can provide statewide cost efficiencies through shared knowledge. Florida’s higher education institutions want to capitalize on their collective expertise by increasing statewide collaboration to identify effective practices in the areas of course development,

faculty services, assessment, MOOCs, and student services. To achieve cost efficiencies, there is a desire to identify and share effective practices, to collect effective models used by institutions throughout Florida and the world, and to make them available in a central statewide repository for all to use.

Implementation Steps

FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, academic affairs, faculty services, faculty collaboration, and workforce needs. These effective practices should reside within a repository for access and use by the institutions. The access and use of the materials should be tracked and monitored to determine if the repository provides lasting value to the institutions. Ongoing marketing efforts will facilitate institutional awareness of its existence.

The following steps are required to implement this recommendation.

Step 1 - FLVC should create working groups or assign tasks to existing groups to identify effective practices.

FLVC's Members Council on Distance Learning and Student Services frequently charters working groups to explore topics and to report their findings to the membership at large. The Task Force recommends creating effective practices working groups for the following areas, or assigning these tasks to groups already in existence:

- Effective practices in student services for the online learner
- Effective practices in faculty services for online learning
- Effective practices in faculty collaboration in the development of online courses and shareable electronic materials
- Effective practices in academic services for online learning
- Effective practices to enhance workforce alignment

The working groups should create guidelines as to what materials are appropriate for the effective practices repository as well as how materials will be evaluated for inclusion.

- ***Task 1 - Identify effective practices in student services for the online learner.***

Once student services are better represented within FLVC's structure, a new or existing working group should be tasked to identify areas for increased collaboration in student services. This group should also identify effective practices. The following activities should take place:

- Develop a survey for the universities and colleges that offer fully online degree programs to determine the commonalities related to systems used to deliver online learning and how student services are delivered. While FLVC should administer the survey, state-level support will be needed to ensure that all institutions respond to it.

- Investigate large private enterprises that are able to offer extensive consulting and infrastructure support for online initiatives. It is possible that a key reason they have not entered the market to provide online student services is the lack of interest by Florida institutions.
- Assess the ability for current online services to become shared resources and determine if cost-effective practices are possible.
- Begin collating effective student services practices from Florida's postsecondary institutions and others across the nation to begin developing a statewide repository.
- Recommend means to assure that institutions promote use of the repository and adopt effective practices.
- Recommend means to recognize faculty and institutions that implement effective practices.

Any recommendations for change in providing statewide student services for the online learner should be provided to the Members Council for consideration. Identified effective practices should be placed in the repository.

- ***Task 2 - Identify effective practices in faculty services for online learning.***

FLVC should assign a new or existing working group to identify effective practices in faculty services for online learning. This group should identify effective practices in faculty support services and compile them into a central repository. Within the repository, a community of practices by faculty services discipline should be established. The group should also explore ways to incorporate student feedback on online sources and faculty member effectiveness. Any recommendations for change in statewide faculty services for online learning should be provided to the Members Council for consideration.

- ***Task 3 - Identify effective practices in faculty collaboration in the development of online courses and shareable electronic materials.***

FLVC should assign a new or existing working group to identify effective practices for faculty collaboration. This working group should focus on topics such as:

- How to increase faculty collaboration in master course development
- Procedures for denoting peer reviews of any courses provided through FLVC's distance-learning catalog
- How to accommodate and process any online materials that have a Creative Commons license and therefore must be shared
- Recommend means to recognize faculty and institutions which implement effective practices

Any recommendations for change in statewide faculty collaboration for course development should be provided to the Members Council. Identified effective practices should be placed in the repository.

- ***Task 4 - Identify effective practices in academic services for online learning.***

FLVC should assign a new or existing working group to identify effective practices for academic affairs. This working group should focus on activities such as the following:

- Conduct a review of the Universal Design for Learning model across the state or develop a more comprehensive approach to integrating current practices and technologies for students with disabilities.
- Clearly define the standards needed to tie the learning and teaching to the strategic plan from the classroom level to institutional leadership.
- Identify new methods of engaging students (e.g., use of gamification, social media, eTextbooks, and online resource centers).
- Identify more student-driven services for engagement or service learning in the community.
- Recommend means to recognize faculty and institutions which implement effective practices.

Any recommendations for change in statewide academic services for the online learner should be provided to the Members Council for consideration. Identified effective practices should be placed in the repository.

- ***Task 5 - Identify effective practices to enhance workforce alignment.***

FLVC should assign a new or existing working group to identify effective practices for aligning postsecondary programs and courses to workforce and employer needs. This should include practices such as the following:

- The use of labor statistics or other market demand indicators to guide the university and college systems in their strategic planning processes, including a description of how new online programs can be aligned with state and regional employment needs
- The creation of business advisory boards or business partnerships to support the identification of new online programs, leveraging and replicating effective practices among the institutions' online programs
- Recommendations for how university and college online program offices should consult with external or business advisory boards during the development of new online degree programs
- The potential formation of new advisory boards to provide advice on the use of internships and job placement needs
- The assignment of a workforce coordinator for the online program areas to oversee activities related to the alignment of online programs with employer needs
- Recommend means to recognize faculty and institutions which implement effective practices

Identified effective practices to enhance workforce alignment should be placed in the repository.

Step 2 - FLVC should create an effective practices repository.

FLVC is implementing Liferay as the foundation for its future web presence. To configure it for the effective practices portal, FLVC will need to create the structure for storing each of the recommended effective practices, establishing methods and guidelines for updating the content, creating procedures for information dissemination, and determining how to monitor its use to assess ongoing value.


Step 3 - FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.

FLVC, in collaboration with its Board of Directors, should either identify strategies to increase student services participation in the Members Council on Distance Learning and Student Services or seek a different venue for this input. Alternatively, there may already be informal consortia among the institutions that could be expanded to provide a platform for collaborative relationships. However, without a state-level mandate, these consortia will remain low profile and will probably not be cost effective. For these reasons, FLVC is best situated to recommend a course of action for increased discussions in the area of online student services.

Cost Benefit

This recommendation will require some initial investment for implementation, but will yield great benefits by harnessing and leveraging the expertise of Florida's postsecondary institutions and of others beyond the state. By identifying effective practices and placing them in a common repository, all Florida institutions can have access to a vast library of resources to improve and to innovate their local practices. As the repository begins to be implemented, a marketing campaign to the institutions will increase the adoption of effective practices.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	<p>Step 1 – FLVC should create working groups or assign tasks to existing groups to identify effective practices.</p> <p>Step 2 – FLVC should create an effective practices repository.</p>	<p>Step 3 – FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.</p>					

RECOMMENDATION #9 – ENHANCE DATA COLLECTION EFFORTS FOR ONLINE LEARNING

Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of FETPIP data to identify workforce and employment trends.

Task Force Charge

The Task Force was charged with exploring “improved data collection at the institutional and system levels,” as well as “data collection efforts should be adequate for tracking performance on accountability measures and cost components involved in the development and delivery of distance learning courses, as well as student feedback regarding the delivery and support of online education.”

Current State and Research

In Florida’s public postsecondary system, multiple entities are involved in collecting online learning data.

Board of Governors and Florida College System

The BOG’s Office of Institutional Research is responsible for statewide collection of data on a scheduled basis from each of the Florida universities. The FCS has a similar unit, the Office of Research and Analytics, which collects standard statewide data from Florida’s colleges. These units both work with statewide user committees comprised of individuals from each system’s institutional research group. These statewide user groups meet regularly to determine what data to collect and to set data element standards and vocabularies to ensure valid conclusions can be derived from statewide data. Both units produce annual Fact Books that summarize this information for legislative and statewide use.

For online learning, the BOG and the FCS data units both collect the same set of data elements for courses that are 80% or more online (the working definition of fully online courses), including the delivery method (modality) for each course. These data elements have been included in the BOG’s Student Data Course File since 1998-1999. The FCS has likewise collected online learning data since 1998-1999. Both systems collect data to the six-digit Classification of Instructional Programs (CIP) level. The FCS adds two prefix and two suffix characters. In addition, BOG obtains data on whether each SUS institution collects a distance-learning course fee. Fee data are also periodically collected.

The BOG publishes its online learning data in the annual Accountability Report, and distance learning Full Time Equivalent projections are included in the annual university work plans submitted to the BOG. These reports are posted on the BOG website. FCS produces standard reports

on online headcounts and FTE counts. Both the BOG and FCS system offices respond to ad-hoc inquiries from legislators and others.

Future BOG and FCS data collection plans include collecting additional student-level online course data. BOG plans to collect data on those SUS institutions' online programs offered to distant students.

Florida Education and Training Placement Information Program

For employment placement data on graduates of Florida's postsecondary institutions, both the BOG and the FCS rely on data from the DOE's FETPIP. Section 1008.39, F.S., created FETPIP to provide follow-up data on former students who have graduated, exited, or completed a public education or training program within the State of Florida. FETPIP accomplishes this task by matching student information with employer-provided data.

Florida Virtual Campus

FLVC serves as the repository for SUS and FCS institutions' online program data and maintains a catalog of such programs with Web links to individual institutions. The online program list is currently updated twice a year. FLVC also processes, but does not retain, transactional data regarding student access to this online course information as well as transactional data related to student applications for the transient student process (i.e., when a student wants to take an online course from another institution). FLVC is also required by law to collect information on those online courses that require payment of a distance learning course fee. In 2013, this data collection requirement was extended to online programs.

FLVC systems and related information are primarily intended to help students find online programs, initiate transient enrollment requests, and link the student to a university or college for needed services. Outside of collecting and reporting on online course and program fees, FLVC does not collect system-level data for research or planning purposes.

Focus Areas

Based on this information, BOG, FCS, and FLVC agree work is needed to update and refine distance learning modality definitions and to refine and enhance statewide data collection for online learning. The following areas should be taken into consideration as work in the area of statewide data collection proceeds.

- **Online Learning Vocabulary** - A common vocabulary, or set of terms, needs to be developed for online learning to be used across institutions and systems to establish a common understanding and draw valid conclusions.
- **Data Dictionary** - A common data dictionary for online learning should be created to define the terms in very specific ways to guide institutions in extracting data from their internal systems and thereby reporting common information. Examples are terms describing course modalities and defining the distinctions among modalities.

- ***Access, Cost, and Quality Dimension*** - Performance metrics should be identified and agreed to in order to establish data collection procedures to assess access, cost, and quality dimension on a statewide basis.
- ***Academic Analytics*** - Academic analytics is the use of institutional ERP or LMS data to define predictive pathways of student success and the role online learning plays in influencing that success. The use of analytics should be examined by each institution and as part of the proposed statewide common LMS as detailed in Recommendation #3. Many institutions that currently have the technical capacity to gather analytics data from their current systems are using them to promote improved student success, while those institutions not yet using analytics should be encouraged to do so.
- ***Student Placement*** - The employment data generated by FETPIP can potentially measure differences (if any) between students taking fully online programs compared to fully on-campus programs (which would include students taking online, blended, and face-to-face courses as part of their on-campus experience).

Need

Existing state-level data collection efforts do not currently encompass the information needed to track Florida's progress in online learning courses and programs in terms of access, quality, cost, and later employment. Expanded data collection processes are needed to more accurately measure the development and outcomes of online learning.

Implementation Steps

Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, cost, and future employment. The following steps are required to implement the recommendation.

Step 1 - The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.

While data collection by BOG, FCS, and FLVC are coordinated to an extent, enhanced data collection efforts could result in the collection of essentially similar online learning data by multiple agencies. Because the BOG and FCS already have entities responsible for obtaining statewide data on student, financial, and human resources, these units are the logical entities to extend and enhance data collection for online learning. This approach will ensure online learning data are collected in a unified manner from the institutions, housed in existing master databases, and consistently reported to all agencies that require the data for analysis and reporting.

At the same time, FLVC's Members Council on Distance Learning and Student Services provides an avenue for the BOG and FCS data units to obtain input on what types of data should be collected. This group should also examine what type of statewide reports on online learning should be generated from the data for analysis purposes. Because there are two separate reporting processes

(BOG and FCS) and multiple databases to capture this state-level information, reports and analytics that meld the data between the university and college sectors are critical.

This assessment of what reports would be desired by the institutions should include identifying what transactional data from the online catalog will be meaningful. Assisted by legislative funding, FLVC has recently embarked on a multi-year project to modernize and enhance the online course and degree program catalog. The initial phase of the project will result in the ability for both FLVC and the institutions to generate a number of reports as required by Section 1006.73, F.S. As planning continues for the second phase of this project, FLVC should work with its Members Council on Distance Learning and Student Services to identify additional desired analytics and build those capabilities into future phase of the project plan. As part of this consultation, FLVC should explore alternate dissemination and access methods to the online course catalog analytics.

Step 2 - The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning.

There are multiple tasks required to extend Florida's data collection efforts to online learning, including the following:

- ***Task 1 - Develop, publish, and maintain a vocabulary for online learning.***

In a multi-organizational collaborative environment spanning the state's postsecondary sectors, common understandings and definitions are foundational for conversations, decisions, and management. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should create and maintain a vocabulary for online learning developed in cooperation with FLVC's Members Council on Distance Learning and Student Services.

In addition to access, quality, and cost metrics, other data elements to be added and defined for statewide data collection processes are:

- ***Online Certificate Program Data*** - Florida institutions offer not only online degree programs, but also online certificates at both the graduate and undergraduate levels. Institutional reporting should be expanded to include certificate programs offered, along with the associated modalities.
- ***Course Length and Start Dates*** - Data collection protocols currently assume that all online courses are offered in a standard 14-week semester format. Increasingly, online courses are being offered in 7 week, 7.5 week, 8 week, and other shorter formats with five or more "starts" per academic year. This allows students to complete more courses per year, or sequentially blend work or other activities with course taking, both of which can facilitate access to higher education and more rapid and efficient completion. Course length and start dates should be added to the data collection process when shorter course formats are applied.
- ***MOOCs and Blended Courses*** - Additional information on MOOCs should be collected including subject area, provider (e.g., Udacity, Coursera, edX, Canvas

Network, etc.), and blended learning courses (which are typically less than 80% online).

- ***Task 2 - Establish metrics to represent access, quality, and cost dimensions for online education in Florida.***

Key performance metrics to measure online learning must be identified, defined, and commonly understood before statewide data collection efforts can begin. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should spearhead this process, in cooperation with FLVC's Members Council on Distance Learning and Student Services.

Key performance metrics for the coordination, support, and outcomes of online education in Florida are access, quality, and cost. The following recommendations represent the most general quantification of those variables, with the focus on the utilization of currently existing data elements and those most easily obtained by all institutions.

- ***Access***

The access dimension should be measured by collecting each academic term by student and course level – lower level undergraduate, upper level undergraduate, and graduate – the number of course sections, course enrollments (e.g., duplicated headcount), and student credit hours generated for each online learning modality, as well as standard classroom-based instruction. This will allow measurement and analysis of trends, both online and on-campus, on a modality-by-modality basis. An additional explanatory variable gauging the impact of online learning across the state is the number of students taking only online courses or only face-to-face courses on a per-term basis.

- ***Quality***

Attributes, metrics, methods, and materials to adequately document each aspect of performance are activities that are the purview of the accredited institution delivering the online academic program or course. The student outcomes of online education should mirror those of the on-campus academic experience, and thus, the measurement of online quality should mirror those efforts to measure quality of the on-campus experience. At a minimum, the quality dimension should be measured by student success in individual courses, both online and face-to-face. It is recommended student success data be collected by modality for each academic term, with student success defined as attainment of a course grade of A, B, or C. Lesser grades would be regarded as non-successful outcomes. Every academic program has defined learning outcomes, but the cost of documenting a broadly coordinated assessment per course would be prohibitive.

- **Cost**

The cost dimension of online learning is one of the least understood measures, both nationally and in Florida. A widely held assumption is that online courses cost significantly less to develop and deliver than do the equivalent on-ground courses. The experience of most public institutions with online offerings is that this assumption does not hold true until an online initiative achieves significant scale, and perhaps not even then because of the additional technical, human, and support resources needed to launch and sustain a high-quality online program.

Development of cost measures from Florida institutions will provide a foundation for fact-based planning and projections. As new delivery models develop, and as the collaborative activities recommended in this report are deployed, the cost dimensions and the impact of changes can be assessed as Florida institutions of higher education seek to provide cost-effective educational opportunities. The direct institutional costs for developing and delivering online courses should be collected on a fiscal year basis.

Specific cost elements are to be determined, but can likely include those elements published in a Florida Distance Learning Consortium 2009 Task Force report. Institutions that have implemented the distance learning course fee already track the costs of developing and delivering online courses and programs and can therefore readily report such data. Institutions that have not previously tracked these costs can benefit from the experience and methods of those that have.

- ***Task 3 - Develop, publish, and maintain a data dictionary for online learning.***

After a common vocabulary is established, a common data vocabulary and associated data dictionary are needed to maintain the consistency and quality of the data collected. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should develop the data dictionary for expanded data collection for online learning in cooperation with their respective institutional committees. The resulting vocabulary for online learning should be included as part of the existing data elements dictionaries used by the institutions.

Step 3 - The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.

As part of the previously described data collection and definition processes, the BOG should establish data protocols to allow for separating data submitted by institutions for fully online programs from the rest of the institution's data.

Step 4 - The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.

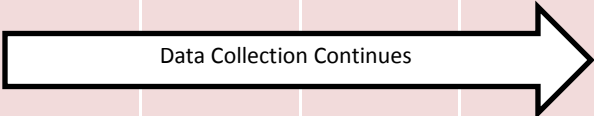
The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should lead an effort, in collaboration with UF Online Research Center, to examine if online learning has an

impact on a graduate’s employment and wages. During the Task Force efforts, UF’s Online Business Program offered to leverage its student data and employment survey data to begin this effort.

Cost Benefit

Because this recommendation uses existing data collection units and statewide processes, no additional funding is required. Implementing this recommendation will benefit the state by providing additional information for drawing conclusions about Florida’s postsecondary online learning to increase quality, cost effectiveness, and access.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG and FCS Data Collection Units	Step 1 – The BOG’s Office of Institutional Research and the FCS’s Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.	Step 2 – The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning. Step 3 – The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.	Step 4 – The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.				

APPENDIX A – ACRONYMS

Acronym	Definition
ACE	American Council on Education
BOG	Board of Governors
CAS	Central Authentication Service
CIO	Chief Information Officer
CIP	Classification of Instructional Programs
COTC	College Open Textbooks Collaborative
CS	Committee Substitute
DEO	Florida Department of Economic Opportunity
DOE	Florida Department of Education
ERP	Enterprise Resource Planning
F.S.	Florida Statutes
FCS	Florida College System
FETPIP	Florida Education and Training Placement Information Program
FIPSE	Fund for the Improvement of Postsecondary Education
FIU	Florida International University
FLVC	Florida Virtual Campus
FSCJ	Florida State College at Jacksonville
HB	House Bill
ICUF	Independent Colleges and Universities of Florida
IMS	Instructional Management System
ION	Illinois Online Network
IT	Information Technology
LBR	Legislative Budget Request
LMS	Learning Management System
MBA	Master’s of Business Administration
MOOCs	Massive Open Online Courses
NCAT	National Center for Academic Transformation
PASSHE	Pennsylvania State System of Higher Education
RFP	Request for Proposals
SACS	Southern Association of Colleges and Schools
SB	Senate Bill
SBE	State Board of Education
SCORM	Sharable Content Object Reference Model
SIF	Schools Interoperability Framework
SPC	St. Petersburg College
SUNY	State University of New York
SUS	State University System
UCF	University of Central Florida
UF	University of Florida
UWF	University of West Florida

APPENDIX B – LIST OF TASK FORCE MEMBERS

Name	Organization
Dr. Joel Hartman, Chair Vice Provost for Information Technologies & Resources and CIO	University of Central Florida
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Dr. Doug Wartzok Provost & Executive Vice President	Florida International University
Dr. Nancy McKee Associate Vice Chancellor (BOG liaison to Task Force)	Board of Governors, State University System

APPENDIX C – CS/HB 7029 REVIEW

As part of its charge, the Task Force reviewed relevant sections of CS/HB 7029. The table below matches the Task Force recommendations with the language in CS/HB 7029. For the purpose of this review, the Task Force considered all aspects of online delivery, including online courses, MOOCs, and competency-based online courses.

CS/HB 7029	Relevant Task Force Recommendations
Improving access to online courses and approving, funding, holding providers accountable, and awarding credit for such courses.	<ul style="list-style-type: none"> • Recommendation #2 - Implement a Statewide Common Online Marketplace for Students • NOTE: there are already more than 700 online programs offered by Florida postsecondary institutions.
Identify measures of quality based upon student outcomes, such as completion and achievement rates correlated appropriately to each delivery model.	<ul style="list-style-type: none"> • Recommendation #9 - Enhance Data Collection Efforts for Online Learning • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs
Measures for students to demonstrate competency, such as prior learning assessments, end-of-course exams, assessments established by regionally accredited public institutions (which may be applied as one whole assessment or as two or more discrete sub assessments such that when combined the sub assessments are equivalent to a whole assessment).	<ul style="list-style-type: none"> • The Complete Florida Degree Program, led by the University of West Florida will address competency-based programs and assessment of prior learning. The project will involve multiple state universities, and project outcomes will be shared statewide.
Opportunities to use online courses, including MOOCs, using blended learning or other tools delivered in modules or segments to provide instruction.	<ul style="list-style-type: none"> • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs • Recommendation #9 - Enhance Data Collection Efforts for Online Learning • Course segments is related to course packaging and scheduling, which will be considered as part of Recommendation #5- Develop and Deliver Statewide For-Credit MOOCs, and evaluated as part of Recommendation #9 - Enhance Data Collection Efforts for Online Learning.
Beginning in the 2015-2016 school year, the State Board of Education and the Board of Governors shall adopt rules that enable students to earn academic credit for online courses, including MOOCs, prior to initial enrollment at a postsecondary institution.	<ul style="list-style-type: none"> • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs

APPENDIX D – FLVC LBR REVIEW

The Task Force was asked to review FLVC’s LBR and provide feedback. The matrix below summarizes the Task Force’s recommendations. FLVC’s LBR language is provided on the following pages.

Legislative Budget Requests	
Issue	Task Force Recommendation
Advising Modernization	The Task Force endorses this budget request.
Science, Technology, Engineering, and Mathematics (STEM) E-Resources	The Task Force endorses this budget request.
Video Streaming and Multimedia Resources	The Task Force endorses this budget request.
Common Learning Infrastructure	The Task Force endorses this budget request.
Degree Connect	The Task Force endorses this budget request with the caveat that resources become available to the institutions.
Educational Positioning System (EPS)	The Task Force recommended that this budget request be reviewed by a larger audience, to include academic provosts, institutional financial aid offices, and student services offices.
Database Record Clean-up and Enhancement	The Task Force endorses this budget request.

FLVC Potential Candidate Programs for FY 2014-15 Legislative Budget Request (LBR)

Advising Modernization:

The Florida Virtual Campus suite of student advising services utilizes a core software infrastructure that was originally created from existing systems and a customized code base that was assembled in the late 1990s when FACTS.org was established. Although the original applications have been enhanced with new functions and additional services have been added, the original code base remains the foundation of the system. FLVC's suite of advising services depends upon the original FACTS middleware that manages the records transactions among the institutions. Currently, critical portions of the advising software infrastructure are running in technology environments no longer supported by the original vendor and system upgrades cannot be performed unless the applications can be rebuilt using updated technology. Those components at risk comprise critical services including the 2+2 transfer evaluations, the degree audit functions, and the transient student admissions process. The funds requested would be used to modernize and enhance the core advising software infrastructure, and to further increase the efficiency and ease of use of the system for institutional partners and users consistent with current technology and strategic directions desired in a next-generation advising system.

Science, Technology, Engineering, and Mathematics (STEM) E-Resources:

The State of Florida has recognized the need to address a growing deficiency in science and mathematics education, and has passed legislation that calls for a "Unified State Plan for Science, Technology, Engineering, and Mathematics (STEM)." While the current statewide allocation to FLVC for the purchase of electronic resources for the State University System and the Florida College System does allow for a number of interdisciplinary and subject-specific resources, it does not provide for a consistent level of access to STEM resources available to all students enrolled in state-funded postsecondary education in Florida, nor does it allow for the smaller universities and colleges to provide a broader range of research-intensive STEM resources. Additional statewide funding for STEM resources would ensure consistent access to resources critical to the support of science and math programs at all levels of higher education across the state.

Video Streaming and Multimedia Resources:

Statewide funding for video streaming and multimedia resources would provide a consistent level of access to educational content in support of online learning across higher education curriculum. While current state-funded electronic resources include images, videos, and other interactive programs, these supplemental resources are not sufficient to meet the needs of postsecondary education distance learning courses and degree programs. Due to budget constraints, only a few institutional libraries currently subscribe to video streaming collections, and the majority of Florida students do not have access to high quality educational videos and multimedia resources. Funding for a large collection of multimedia resources that broadly support the college curriculum would provide a basic core of resources to support most college courses. These resources could be incorporated into local institutional learning management systems, course management systems,

and alternate textbooks. Librarians, faculty, and distance learning services would collaborate to determine other resources needed to support distance learning courses and programs.

Common Learning Infrastructure:

Although Florida has exemplary policies such as articulation agreements and common course numbering that facilitate student transactions between institutions, the technological connections among institutions have proven to be problematic. While many other states do not have the advantageous policy environment present in Florida, many states with significant e-learning capabilities share a common technical infrastructure (learning management system and/or student information system) among their institutions. Although Florida colleges and universities currently possess significant technical capabilities with regard to e-learning and web-based services, those capabilities are varied in depth and type. Recent efforts to connect Florida's public postsecondary institutions to complete the transient student admissions process have further illustrated how the different technical infrastructures have actually made the envisioned streamlined, automated connection of institutions into a statewide system much more difficult. The funds requested would be used to develop an analysis and implementation plan for the establishment of a common technical infrastructure for learning among Florida's colleges and universities. The plan would include the creation of common technical standards among institutions for the interconnection of existing and new enterprise resource planning (ERP) and learning management systems (LMS), provisions for the increased security of educational records, and a robust user authentication environment. Cost models for a shared common technical infrastructure would also be explored.

This funding request aligns with another state-level planning effort. The Chancellor of the State University System has recently formed the Task Force on Postsecondary Online Education in Florida, with a charge to recommend strategies for better coordinating services and online programs in the State University System and Florida College System and, to the extent feasible, across other delivery systems to ensure state economic development needs and student demands are being met in an effective and cost-efficient manner. Depending on the recommendations made by this task force, the requested funds could be used as funding for a pilot implementation of recommended strategies.

Degree Connect:

Based on the successful DirectConnect to UCF model, Degree Connect would assist new students in charting their path to a bachelor's degree from their first semester in college. When students enter an A.A. degree program at a state college, they could, at the time of admission, declare their intent to earn a bachelor's degree from a partner state college or university. All schools would be permitted to partner with any other. Participating students would be considered provisional bachelor's degree students from the moment they enter college. Targeted advising and concierge services would help the students stay on track. The students would earn A.A. degrees at the college and then transfer to the partner institution of their choice to complete the B.A. or B.S. degree. The last two years of the baccalaureate program would then be completed online (for distant institutions) or in a combination of face-to-face and online courses (for a local institution). FLVC could serve in a facilitative manner, providing support services to those institutions that elect to become partners. In addition to helping

the student stay on a degree track, the opportunity for reduced cost to degree exists via the reduction of campus-oriented fees for students who complete all of their coursework at a distance.

Educational Positioning System:

Building on its role as a facilitator of cross-institutional collaboration, FLVC will develop a plan and implementation schedule for the expansion and enhancement of its current advising and academic planning resources. In consultation with advisors and other staff at member institutions, FLVC would act as a central facilitator of a Florida student's ability to develop an efficient pathway to degree completion and employment by offering a centralized planning and referral service to help the student plot the most efficient path through a degree program. The system would compile a list of potential courses (from all courses available including those in the online catalog) and provide a plan for the shortest "route" to the degree goal. Like a Global Positioning System device, the Educational Positioning System (EPS) would allow a student to select both the "destination" (degree or certificate) and the institution from which they will receive the credential, and then receive a program "map" which includes the required courses, academic milestones, and specific strategies that can be utilized to complete a degree or certificate in the shortest reasonable time. This plan would recognize that a student would need to select a "home" institution that offers the degree and for which he/she qualifies for admission. FLVC could potentially act in the role of a clearinghouse, providing information to students and handing them off to advisors and admissions representatives at a "home" institution. This EPS would leverage Florida's common course numbering system, statewide articulation agreements, network of connected institutional advisors, and opportunities to enroll in selected courses from other state institutions when necessary so that students would minimize the potential for earning excess credit hours and never need to wait for the classes required to progress in their program of choice. The plan could include recommendations for:

- Advanced academic analytics and FLVC system improvements that provide personalized self-help services for students to create their own maps.
- An improved "intelligent" advisory system that can provide automatic answers to simple student questions, coupled with a network of institutional advisors and resources including "high-touch" staff advisors at both FLVC and at the institutions (similar to the shared Ask a Librarian service currently in use) who can be available to work directly with students on the phone and via chat to counsel them about their educational goals and plans to achieve them.
- A roadmap of the existing academic policies and procedures that would govern such a system with recommendations for any needed changes.
- Policies associated with all state institutions agreeing to accept all course credits completed under an EPS program map, including admission standards and differences between colleges and universities.

Database Record Clean-up and Enhancement

In June 2012, the Florida Virtual Campus combined the bibliographic databases of all 11 university libraries into one single database. This merger of records was done to streamline efficiencies,

minimize duplication of effort by library staff, and help reduce system maintenance. While this merger was successful, extensive work is required to standardize the data within the records and to ensure that the information is accurate and consistent. There is also a need to upgrade many of the records to the most current standard that is supported by the library community. The most efficient way to accomplish this is to outsource the record cleanup to a reputable vendor who has experience in upgrading large database systems. (The current university database is over 11 million records.) Also included will be cleanup work for the smaller shared database for the Florida College System libraries, as it is anticipated that both databases will merge with the implementation of a new system. Finally, an ongoing process will be put in place to ensure that the data in both databases continue to be current and consistent. The cost range provided here reflects the low and high preliminary vendor estimates, and is likely to be closer to the high end when a final contract is awarded via a formal RFP or ITN.

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APPENDIX D

SEE ONLINE CYBERSECURITY ORIENTATION BEGINNING ON NEXT PAGE

Online Student Orientation

Master's in Cybersecurity with four Concentrations

1. Cyber Intelligence
2. Digital Forensics
3. Information Assurance
4. Computer Security Fundamentals (coming soon)



Welcome to USF!

On behalf of the faculty and staff at Innovative Education, we would like to welcome you to USF!

This online orientation is designed to help you make the most of your academic career here at USF.

Each section provides you tools to help ensure your success as you progress toward your academic goals.

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Online Learning

What is it?

Online learning is a course delivery model that allows you to take your courses online. Taking an online course is not necessarily more difficult than taking an on-campus course. However, the skills needed to succeed are different.

What skills are required to succeed in an online course?

- Be independent and self-motivated
- Manage your time efficiently so you can focus on your course work
- Read and write well
- Collaborate with your classmates on group projects
- Complete your assignments without face-to-face help
- Check in frequently to review announcements and participate in online discussions

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569D54A752C 51964D 284 54A75
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Online Learning

What technical skills do I need?

- You should possess basic computer and Internet skills, including:
- Word processing skills (type, cut, paste, copy, save, rename, etc.)
- Email skills (send email, attach files, etc.)
- Internet skills (open a browser, browse websites, download content, etc.)

What tools do I need?

You need to have a computer and be able to access the Internet. The recommended web browsers are Mozilla Firefox or Google Chrome. Your course may require other technology as well.

How do I prepare for the first day of classes?

You must log in to your course on the first day of classes. **This is mandatory.**

Helpful Hint:

Make sure you have a back up computer available for technical emergencies.

Master's in Cybersecurity

Congratulations on your admission to the MS in Cybersecurity program at University of South Florida.

Through this program, you will have the opportunity to gain knowledge through an interdisciplinary set of core courses and then take a deep dive into your chosen concentration.

As the world continues to grow more interconnected and dependent on the Internet and other networked technologies, our ability to facilitate the security, stability, assurance, and resiliency of this critical information environment is challenged regularly.

Accomplishing these tasks requires professionals who are both technically proficient and conceptually knowledgeable about these issues and familiar with the constantly changing technology landscape. However, more important is the ability to apply these knowledge, skills, and abilities in a manner that supports effective cybersecurity operations on behalf of government or commercial organizations.

Curriculum Information

For more information regarding suggested class schedule and for detailed course descriptions, please click on the links below:

Course Descriptions (click for more information):

- [Cyber Intelligence](#)
- [Digital Forensics](#)
- [Information Assurance](#)
- [Computer Security Fundamentals](#) – coming soon

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Advisor Information

Admission Advisor

- All information about application
- Information about conditional acceptance
- Program Information

Lisa Orr, lisaorr@usf.edu, 813-974-5565

Academic Advisor (interim)

- Registration information
- Add/drop
- Course withdrawals
- Leave of absence
- Voluntary withdrawal from program
- Probation status

Melinda Kretschmer, mkretschmer@usf.edu, 813-974-5242

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USF NetID

What is it?

Your [USF NetID](#) is your user ID at the university.

Why do I need it?

It allows you to access Canvas, the learning management system you will use to access your online courses, and OASIS, USF's student information system, as well as [many other services](#).

How do I get it?

To obtain your NetID, visit [University Network Access Services](#), click on "Activate your USF Net ID," and provide your first and last name, your USF ID #, your birthday, and the last four digits of your SSN.

Where can I go for help?

For detailed instructions, or to view an online tutorial, visit [USF NetID: Activating & Selecting](#).

Email

What is it?

All students will automatically be assigned an official USF student email account. Your email address will start with your Net ID, and end with the following: @mail.usf.edu

Why do I need it?

Your USF student email account will be used for all course correspondence and for all official university announcements, so please check it regularly. You can set your USF email address to forward to your personal email account.

How can I access it?

Visit the [MyUSF portal](#), and login using your NetID. Once you are logged in, you can access your USF student email account.

Helpful Hint:

Check your USF email account often, and always use it when you communication with USF.

Registration

When do I register for courses?

After you receive your acceptance letter from USF, you will be able to register for classes. Registration is self-service by your ticketed appointment time via OASIS.

Do I get a registration confirmation?

Once you are registered, you will see those courses listed in OASIS under the course schedule.

Helpful hint:

Taking courses outside of your program plan will not increase your financial aid reward. In order to graduate in a timely manner, we recommend that you only take the courses listed in your program plan.

Textbooks

Some online courses require textbooks. Find your course schedule in OASIS, then fill out this form to find out which textbooks may be required: [Textbook Information](#)

Hint: The department is the first three letters of the class code. Fill in the letters, then click the dropdown and it will populate the field.

Registration

How do I register for courses?

1. Search for your courses through [Schedule Search](#).
2. Select Term
3. Select Campus: Tampa
4. Select Subject (example; ISM, CCJ, LIS, etc.)
5. Put in 4 digit course number
6. Hit Enter or scroll down and hit Select
7. Course information populates. You will need the 5 digit CRN number to enter into Oasis to get registered in the course(s).
8. You must register for all your courses at once; both 8 week courses.

Oasis Registration Demo

[View demo here](#)

1. After viewing this presentation, if you continue to experience difficulties, please contact advisor.
2. Pay for courses in Oasis and [click here](#) to view important payment deadlines.

OASIS

What is it?

OASIS is USF's Online Access Student Information System. OASIS provides USF applicants and new, current and former students online access to their student records.

Why do I need it?

You will use OASIS to access all of your student records, including your admission application, financial aid information, contact information, immunization records, registration records, current schedule, tuition, fees and more.

How do I access it?

Visit the [OASIS login page](#), and login using your NetID. Once you are logged in, you can access all your student records.

Helpful Hint:

If you move, or change your name or telephone number, don't forget to update your contact information in OASIS.

Financial Aid

What is it?

Financial aid is available to assist students in covering the costs of education. It is available in several different forms, including loans, which must be repaid with interest, usually beginning 6-9 months after graduation, and scholarships and grants, which are awarded to student and are considered gifts which do not need to be repaid, but must be noted on your income tax returns.

How do I apply for financial aid?

The first step is to complete the Free Application for Federal Student aid, commonly known as the FAFSA.

Where can I get help?

For complete information about this process, and more details about the forms of aid available, visit the [USF Office of Financial Aid and Scholarships](#) website.

Canvas

What is it?

Canvas is USF's learning management system, also known as the LMS.

Why do I need it?

You will use Canvas to access all of your online course content, including your assignments, exams, etc.

How can I access it?

Visit the [MyUSF portal](#), and login using your NetID. Once you are logged in, you can access Canvas. The recommended web browsers for Canvas are Mozilla Firefox or Google Chrome.

Where can I go for help?

For complete instructions on how to use Canvas, view the [Canvas Student Orientation](#). In addition, Canvas contains a variety of tutorials and resources, as well as direct access to the USF IT Help Desk.

Sometimes courses do not appear in Canvas until **the day before** classes start. If your class is NOT listed the **day that classes start**, please contact Innovative Education at 813-974-4926.

Technical Support

What is it?

USF Information Technology (IT) is here to assist you when you experience technical difficulties while taking your online course.

Why do I need it?

IT can answer questions about your NetID, your email account, your applications, and other technology resources. Your instructor is available to answer your course-related questions, but cannot assist you with technology issues.

Where can I go for help?

If you need help, email the [IT Help Desk](#) a description of your problem.

To facilitate your request, include the following details in your email:

- Net ID
- Operating system and version
- Browser and version
- Computer make and model

Other Resources

What are they?

The university has developed a variety of resources to help you:

- Access student records and register for classes
- View the academic calendar
- Learn about financial aid
- Learn about your military benefits
- Search course schedules
- Prepare for standardized tests
- Obtain career counseling
- Find support for students with disabilities
- Find a tutor
- Access library resources
- Utilize technology resources
- And more!

How can I access them?

Visit the [USF website](#) for more information.

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Policies & Procedures

What are they?

USF has developed policies that cover a wide variety of topics, including everything from academic integrity to enrollment requirements and much more.

Why do I need to be familiar with USF's policies?

It is your responsibility to know ALL the policies, procedures and requirements that apply to your program. Familiarizing yourself with this information now will save you from surprises later.

What are some of the most critical policies?

Graduate Catalog

- When you enter USF, the catalog for that specific year serves as your contract with USF.
- All USF policies, procedures and requirements are found in this catalog.
- It is your responsibility to review your catalog and understand information that pertains to you and your degree.

Mandatory First Day of Attendance

- You must log in to Canvas on the first day of each course in order to avoid being dropped from all your courses.

Policies & Procedures

What are some of the most critical policies? (con't)

Probation

- Any student who is not in good academic standing (grade of B or better) at the end of a semester will be on probation the following semester.
- The college or program may place students on probation for other reasons.
- Notification of probation will be made in writing by the department to the student and the college dean.
- At the end of each probationary semester, the department will recommend one of the following in writing to the college dean: removal of probation; continued probation; or dismissal from the degree program.

Drop vs. Withdrawal

- During the first week of classes, students may drop or add classes with no academic or financial liability, provided the correct process is followed before the deadline.
- After the end of the first week of classes, students may withdraw from a class, but will be liable for the tuition and fees, and will receive a "W" on their transcripts.

Policies & Procedures

What are some of the most critical policies? (con't)

Academic Standards and Grades

To be considered a student in good standing, graduate students must maintain an overall minimum GPA of 3.00 in all courses taken as a graduate student, and maintain an overall minimum GPA of 3.00 in all courses taken in each of the student's degree-seeking programs.

No grades of C- or below will be accepted toward a graduate degree.

Students must meet the requirements to be in good standing to graduate.

How can I learn more?

Visit [Graduate School Policies and Procedures](#) to learn more.

Helpful Hint:

If you have questions about USF's policies and procedures, always ask your advisor.

Academic Integrity

What is it?

Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, it is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Issues related to academic integrity include plagiarism, cheating on examinations, reusing papers and submitting your own work.

Why do I need to know about it?

All USF students are expected to demonstrate the highest level of honesty and responsibility. Any form of dishonesty destroys the trust between faculty and student, is unfair to other students within the program and contradicts the reason for entering the program. Ignorance of the rules is not an excuse.

What is required of me?

All USF students are required to [view this tutorial](#) before the first day of classes.

How can I learn more?

View USF's policy on the [Academic Integrity of Students](#) for more information.

Orientation Verification

In order to certify that you have completed the online orientation, please complete [this form](#) and email it to InEd-OnlineDegrees@usf.edu

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APPENDIX E

SEE ONLINE CYBERSECURITY STUDENT HANDBOOK BEGINNING ON NEXT PAGE



Online Student Handbook

Master of Science in Cybersecurity with four Concentrations

1. Cyber Intelligence
2. Digital Forensics
3. Information Assurance
4. Computer Security Fundamentals (coming soon)

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Welcome

University of South Florida
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Welcome

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Libraries Services and Resources
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Academic Integrity
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University of South Florida

The University of South Florida is a high-impact, global research university located in beautiful Tampa on Florida's spectacular west coast. It is one of the largest public universities in the nation, and among the top 50 universities, public or private, for federal research expenditures. The university is one of only four Florida public universities classified by the Carnegie Foundation for the Advancement of Teaching in the top tier of research universities, a distinction attained by only 2.3 percent of all universities.

At the heart of USF is a vibrant, diverse and engaged student body. More than 47,000 students are enrolled in the USF System, a system of three separately accredited institutions – USF Tampa, USF St. Petersburg and USF Sarasota-Manatee – with an annual budget of \$1.5 billion and an annual economic impact of \$4.4 billion. The university's main Tampa campus is home to USF Health, including the Colleges of Medicine, Nursing, Public Health and Pharmacy.

With more than 240 degree programs at the undergraduate, graduate, specialty and doctoral levels, including the doctor of medicine, there's something for everyone at USF. The university offers a dynamic learning environment that inspires innovation, creativity and collaboration and is focused on student success. More than 2,000 distinguished scholars, researchers and expert teachers, nearly all holding PhDs or the highest degrees in their fields, make up the USF faculty – including the 2012 U.S. Professor of the Year.

USF is a member of the American Athletic Conference, with 17 men's and women's varsity teams competing at the NCAA-level. New facilities for practice and competition, along with a completely renovated USF Sun Dome, put the university's athletic facilities on par with virtually every top program in the country.

For more information about USF, visit the [About USF](#) page.



USF is one of the nation's top 73 public research universities, and is one of only 40 public research universities nationwide that is designated as both very high research activity and as community engaged by the Carnegie Foundation for the Advancement of Teaching.

Are you new to online learning?

Taking an online course is not necessarily more difficult or easier than taking an on-campus course. However, the skills needed to succeed are different. This overview provides some context for how online learning differs from face-to-face classroom learning.

Study Skills

By its very nature, online learning requires a great deal of independent work. In order to succeed, the online learner should:

- Be self-motivated
- Use time management effectively
- Read and write well
- Be willing to spend time on course work
- Work well with others on projects
- Complete assignments without the face-to-face help of the instructor

USF Tutoring & Learning Services offers free Study Smart Workshops to all USF students.

Technology Skills

Online learning also requires a basic familiarity with computers and the Internet. In order to succeed, the online learner should:

- Have basic computer skills
- Know how to use a web browser
- Use email and chat



Welcome

Congratulations on your admission to the MS in Cybersecurity program at the University of South Florida.

Through this program, you will have the opportunity to gain knowledge through an interdisciplinary set of core courses then take a deep dive into your chosen concentration.

As the world continues to grow more interconnected and dependent on the Internet and other networked technologies, our ability to facilitate the security, stability, assurance, and resiliency of this critical information environment is challenged regularly.

Accomplishing these tasks requires professionals who are both technically proficient and conceptually knowledgeable about these issues and familiar with the constantly changing technology landscape. However, more important is the ability to apply the knowledge, skills, and abilities in a manner that supports effective cybersecurity operations on behalf of government or commercial organizations.



Manish Agrawal
Program Director



Concentration Course Requirements

CYBER INTELLIGENCE:

Core courses include:

- CNT 5004: Data Communications/Network
- CIS 5362: Cryptography
- ISM 6328: Basics of Information Security and Risk Management
- ISM 6930: Decision Processes for Business Continuity and Disaster Recovery

Concentration courses include:

- ENC 6261: Analytic Communication
- LIS 6702: Advanced Intelligence Analytic Methods
- LIS 6701: Core Concepts in Intelligence
- LIS 6703: Cyber Intelligence
- LIS 6704: Advanced Cyber Intelligence
- LIS 6700: Information, Strategy and Decision Making

INFORMATION ASSURANCE:

Core courses include:

- CNT 5004: Data Communications/Network
- CIS 5362: Cryptography
- ISM 6328: Basics of Information Security and Risk Management
- ISM 6930: Decision Processes for Business Continuity and Disaster Recovery

Concentration courses include:

- ISM 6145: Seminar on Software Testing
- ISM 6125: Software Architecture
- ISM 6124: Advanced Systems Analysis and Design
- ISM 6316: Project Management
- ISM 6218: Advanced Database Administration

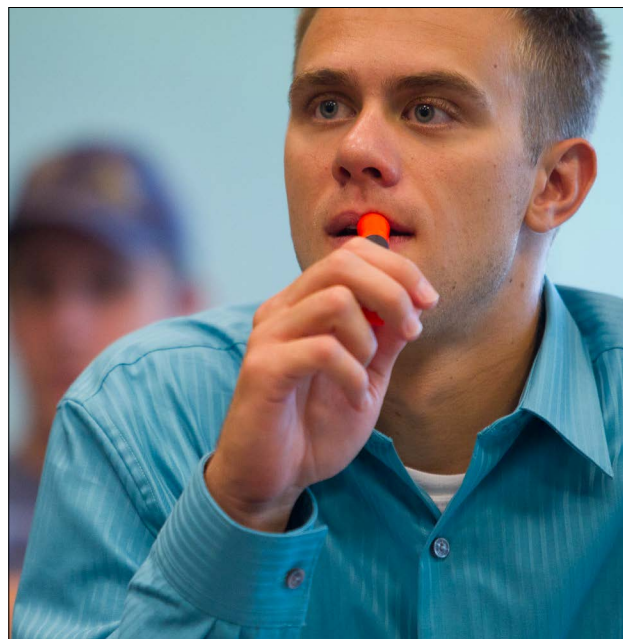
DIGITAL FORENSICS:

Core courses include:

- CNT 5004: Data Communications/Network
- CIS 5362: Cryptography
- ISM 6328: Basics of Information Security and Risk Management
- ISM 6930: Decision Processes for Business Continuity and Disaster Recovery

Concentration courses include:

- CJE 6688: Cybercrime and Criminal Justice
- CJE 6623: Digital Evidence Recognition
- CJE 6624: Introduction to Digital Evidence
- CJE 6625: Network Forensic Criminal
- CJE 6626: Digital Forensic Criminal Investigations



Course Descriptions

CORE COURSES

CNT 5004 Data Communications/Networks

Course Length: 8 weeks/3 credit hours

This course describes the components of IT infrastructures and their interactions. Specific topics include physical layer & data link layer/ethernet, network layer/IP & transport layer/TCP, application layer & support services, routing & subnetting, WAN technologies, wireless & phone networks, and network security and managerial issues.

CIS 5362 Cryptography

Course Length: 8 weeks/3 credit hours

This course covers cryptography context (design criteria, generic attacks), block ciphers, hash functions, message authentication codes, secure channel, key negotiation, prime numbers, Diffie-Hellman, RSA, key negotiation, key management (Kerberos), PKI, and storing secrets.



ISM 6328 Basics of Information Security and Risk Management

Course Length: 8 weeks/3 credit hours

This course will include class presentations and extensive hands-on projects on implementing common IT controls such as access control lists (ACLs), firewalls, network scanning, STIG (Security Technical Implementation Guidelines), identifying software errors and documenting key IT general controls. Required reports will help students improve their writing and documentation skills.

ISM 6930 Decision Processes for Business Continuity and Disaster Recovery

Course Length: 8 weeks/3 credit hours

This course covers topics such as disaster recovery and business continuity following extreme events. The course will also present methods for decision making in such scenarios, with an emphasis on risk assessment and management. Discussions will include the guidelines of the U.S. Department of Commerce, National Institute of Standards and Technology (NIST)'s Computer Security Incident Handling Guide.

CYBER INTELLIGENCE COURSES

ENC 6261 Analytic Communication

Course Length: 8 weeks/3 credit hours

This course focuses on the writing requirements of analytic professionals, with emphasis on the content, organization, format and style of specific types of information technology documents. This course also provides students with the opportunity to develop presentation skills while improving communication and critical thinking skills.

LIS 6702 Advanced Intelligence Analytic Methods

Course Length: 8 weeks/3 credit hours

This course will provide a foundation for analytic and quantitative reasoning. It focuses on advanced, applied skills for problem analysis, problem solving and decision making. It is designed to help students apply the rigor of the scientific method to strategy and information analysis. The course will draw on the decision sciences to teach students about the strengths and limitations of human judgment and decision making using algorithmic models and simulations, as well as how to mitigate the impact of bias in each. Students will also be introduced to several structured analytic techniques commonly used in intelligence analysis.

LIS 6701 Core Concepts in Intelligence

Course Length: 8 weeks/3 credit hours

This course introduces intelligence theories and application, beginning with a review of how intelligence and counterintelligence have been used over the centuries. It will describe the structure, responsibilities and capabilities of agencies and institutions in the U.S. Intelligence Community and introduce general characteristics of foreign intelligence services. It will explore the different disciplines of intelligence and review the processes of intelligence planning, collection and analysis.

LIS 6703 Cyber Intelligence

Course Length: 8 weeks/3 credit hours

This course builds a foundation for understanding how cyber intelligence and counterintelligence can support cybersecurity and contribute more broadly to an enterprise or national security mission. It traces the history of cyber threats; evaluates the different forms of cyber conflict from hacktivism to cyber warfare; identifies and describes some of the key states and non-state actors posing a threat to cybersecurity; describes what is currently known about “insider threats” to information

systems; examines how espionage (national and corporate) is evolving in the cyber realm; reviews research on cyberbehavior and its implications for the “human dimension” of cybersecurity; and explores how to integrate technical, social and strategic data in cyber threat analysis.

LIS 6704 Advanced Cyber Intelligence

Course Length: 8 weeks/3 credit hours

This course builds on the foundations of Cyber Intelligence and focuses on applying intelligence analytic methods to plan, collect, process, analyze, produce and disseminate cyber intelligence products. Students will learn to apply intelligence analytic methods to create actionable intelligence products that support a cybersecurity mission.

LIS 6700 Information Strategy & Decision Making

Course Length: 8 weeks/3 credit hours

This course explores definitions, theories and applied frameworks for understanding information, knowledge, and strategy. It reviews the history of strategic thought and strategy assessment in security and business contexts. Students learn to evaluate possible courses of action, and project and explain actions by assessing an agent’s (or organization’s) strategic interests and circumstances.

DIGITAL FORENSICS COURSES

CJE 6688 Cybercrime and Criminal Justice

Course Length: 8 weeks/3 credit hours

This course will be an introduction to the topic of criminality in online environments. Topics include hacking, online identity theft, fraud, trade in illicit substances/items, sexual crimes online, and responses to cyber criminality (security, law enforcement, surveillance, etc.)

CJE 6623 Digital Evidence Recognition

Course Length: 8 weeks/3 credit hours

This course is designed to instruct participants in the basics of recognizing potential sources of electronic evidence, preparing them to respond to an electronic crime scene, and to safely and methodically preserve and collect items of evidentiary value to be used in court proceedings.

CJE 6624 Introduction to Digital Evidence

Course Length: 8 weeks/3 credit hours

This course is designed to facilitate development of the basic knowledge and skills necessary to recognize, identify, collect, and preserve digital evidence in any kind of criminal investigation. Topics will include legal and evidentiary considerations in the field and the courtroom, foundations of digital forensics, applying forensic science to digital technologies, digital crime scenes, digital investigations, digital evidence on networks, and digital evidence on the Internet.

CJE 6625 Network Forensic Criminal

Course Length: 8 weeks/3 credit hours

As applied to criminal investigations, this course focuses on forensic security issues involving access to data stored on networked computer systems and the transmission of data between systems. Topics include detecting and monitoring intrusions of networks and systems, authentication protocols, malware, and intrusion response strategies.

CJE 6626 Digital Forensic Criminal Investigations

Course Length: 8 weeks/3 credit hours

This course will introduce students to digital forensics as practiced by local, state, and federal law enforcement. Students will gain hands-on experience with several digital forensic tools in this laboratory-based course. Students taking this course will become familiar with the emerging responsibilities of cyber crime investigators as well as developing a hands-on working knowledge of software commonly used at many law enforcement agencies.

INFORMATION ASSURANCE COURSES

ISM 6145 Seminar on Software Testing

Course Length: 8 weeks/3 credit hours

This course will survey and analyze the best practices in industrial testing groups. Students will gain practical experience with both functional and structural testing methods via assignments. Automated testing tools will be an important part of the educational experience. The goal is for all students to come away with an in-depth understanding of software testing practice and research.

ISM 6125 Software Architecture

Course Length: 8 weeks/3 credit hours

Software Architecture has emerged as a major area of study for software professionals and researchers. In this course, students will learn the basic concepts and various architectural styles with case studies and stress the importance of software architecture in building information systems.

ISM 6124 Advanced Systems Analysis and Design

Course Length: 8 weeks/3 credit hours

The goal of this course is to instruct students in the technical and managerial foundations of software engineering and information systems development. Based on a prerequisite understanding of basic systems concepts, students will learn to manage and perform activities throughout the software-intensive systems development life cycle, from the analysis of system requirements through system design to system implementation, testing, and maintenance.

ISM 6316 Project Management

Course Length: 8 weeks/3 credit hours

The general objective of this course is for students to become familiar with the fundamental issues for managing projects and to develop an understanding of the overall process of dealing with competing demands in various environments.

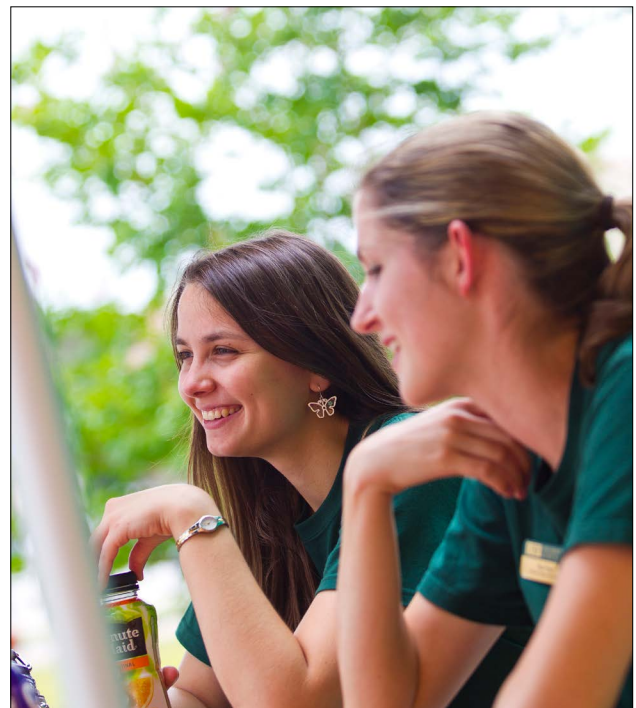
ISM 6218 Advanced Database Administration

Course Length: 8 weeks/3 credit hours

This course focuses on advanced practice and research in database systems, to include entity-relationship modeling, relational databases, object-oriented databases, performance issues, and management of the database administration (DBA) function. State-of-the-art database systems will be used for individual and group projects.

PRACTICUM COURSE:

Please note that you are required to participate in a three-credit-hour practicum experience as part of this program. This provides an opportunity for you to gain valuable practical experience in the industry while working toward your degree.



Faculty Information

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Admission Advisor

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Lisa Orr

813-974-5565

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Academic Advisor (interim)

- Registration information
- Add/drop
- Course withdrawals
- Leave of absence
- Voluntary withdrawal from program
- Probation status

Melinda Kretschmer

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mkretschmer@usf.edu

The NetID is your user ID at the university. Students, faculty, and staff are automatically eligible to obtain a NetID. With its associated password, the NetID allows you access to a variety of services at USF.

To activate your NetID account, visit: netid.usf.edu

Click on the link which says "Activate your USF NetID." You will be asked to provide the following information:

- First and last name
- Your USF ID# number
- Your birthday: month and day only
- The last 4 digits of your Social Security Number. *If you are an international applicant, you will receive an additional email with a 4 digit number that will be used to create the NetID.

Follow the instructions on the computer screen. If you are activating your NetID for the first time you will be asked to select a secret question and provide an answer. If you activated your NetID but you have forgotten it, you will be asked to type the answer to your secret question to verify your identity.

You may be asked to complete the USF Emergency Notification System update. When you are finished you may need to refresh your browser to close this window on your screen.

Create your password. Passwords must have at least eight (8) characters, and they must have letters and numbers. Do not use words that can be found in a dictionary.

How do I register for courses?

1. Search for your courses through [Schedule Search](#).
2. Select Term
3. Select Campus: Tampa
4. Select Subject (example; ISM, CCJ, LIS, etc.)
5. Put in 4 digit course number
6. Hit Enter or scroll down and hit Select
7. Course information populates. You will need the 5 digit CRN number to enter into OASIS to get registered in the course(s).
8. You must register for all your courses at once; both 8 week courses.
9. Pay for courses in OASIS.

Oasis Registration Demo

[View demo here](#)

1. After viewing this presentation, if you continue to experience difficulties, please contact advisor.
2. Pay for courses in OASIS and [click here](#) to view important payment deadlines.

Recommendations

It is recommended to only take courses listed in your program plan in order to graduate in a timely manner. Taking courses outside of your program plan will not increase your financial aid reward.

Textbooks

Some online courses require textbooks. Find your course schedule in [OASIS](#), then fill out this form to find out which textbooks may be required: [Textbook Information](#)

Hint: The department is the first three letters of the class code. Fill in the letters, then click the dropdown and it will populate the field.

Helpful Campus Resources

Student Credentials

OASIS (Online Access Student Info System)

USF applicants and new, current and former students online access to their student records

USF ID Card

Identifies you as a University of South Florida student and is used to check out materials from the USF Library; to acquire a USF e-mail address; to gain entry to USF athletic events and much more. Obtain your USF ID Card online by using this convenient form.

Tuition, Fees & Financial Aid

Ask USF. Choose the "Send an E-Mail to us" tab (School code 001537). Phone: 813-974-4700

Tuition Payment

List of tuition and fees as well as tuition payment information

US Military/VA Benefits

Information about Veteran's Services available at USF

Academic Resources

Registrar's Office

Student academic records and registration

Academic Calendar

Academic calendars from the Office of the Registrar

Class Schedule Search

Search for class schedules in real-time for the most up-to-date information.

Graduate School Policies & Procedures

Find academic policies and graduation information

Textbooks and Testing

TAP (Textbook Affordability Project)

A service of the USF Tampa Library which helps counter the rising cost of an education by connecting students and faculty with alternatives to full-price textbooks.

USF Tampa Bookstore

Textbooks and USF merchandise available online

Testing Services

Register to take admissions, academic placement or professional certification tests. Find out about proctored exam services.

Prepare For a Test

Achieve your best possible test score with tailored courses that prepare you academically and psychologically.

Support Resources

Career Services

USF Career Services offers an array of online resources to assist students in transitioning from academic life to professional employment

The Counseling Center

The USF Counseling Center offers self-help and information resources

Students with Disabilities Services

USF provides a number of services for academic support and accommodations to students with disabilities

USF Alumni Association

Maintain your Bulls connection by becoming a member of the USF Alumni Association; a great resource for graduates and current students.

Student Complaint Process

Complaint resolution for online students

Using Canvas

How to log in to Canvas (USF's learning management system) and access your courses:

1. Navigate to: my.usf.edu
2. Log in with your USF NetID and password
3. Click "Learning and Teaching Tools" > "Canvas"

Need Help? Contact USF IT:
help@usf.edu or 866-974-1222

Note: Sometimes courses do not appear in Canvas until **the day before** classes start. If your class is NOT listed the **day that classes start**, please contact Innovative Education at 813-974-4926.

Recommended web browsers for Canvas:

Mozilla Firefox
Google Chrome

Recommended hardware:

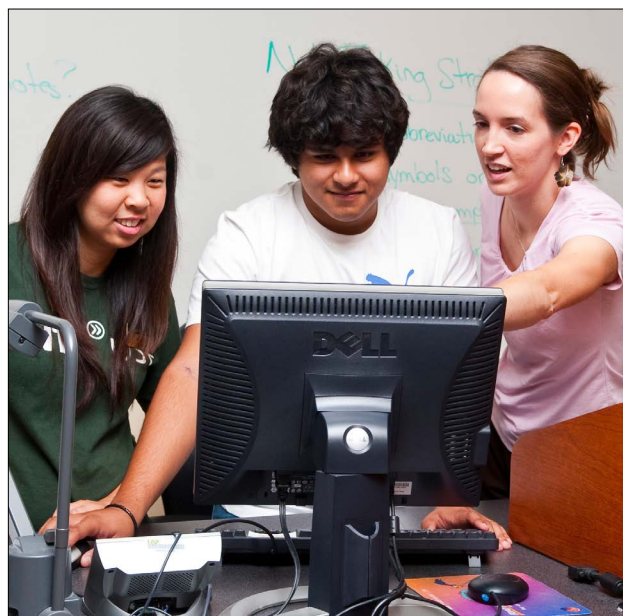
Web Camera
Microphone

Free software downloads for use with Canvas:

Adobe Reader (PDF)
Adobe Flash Player
Microsoft Silverlight
QuickTime Player
Flip 4 Mac (Allows Mac users to play WMV files.)

Canvas how-to videos:

Update Your Profile
Update Notification Preferences
Submit Your Assignments
Check Your Grades
Communicate With Your Instructor and Peers
Manage Your Personal Files
Access Canvas from an iPhone or iPad



Collaborate Online

Within each course in Canvas there are several tools available to facilitate student to student communication and collaboration.

Conferences/Big Blue Button

This synchronous, web-based courseware tool allows you to have conferences with your classmates in real-time (live) anytime/anyplace as long as you have access to the Internet. You'll need a headset and microphone so you can hear and talk. This equipment may connect externally to your computer OR these items may be built into your machine already. Watch a Student Overview Tutorial Video here: <http://www.bigbluebutton.org/videos>

Setting up a Conference

1. Within your Canvas course(s), navigate to the "Conferences" item in the main course menu.
2. Click "Make a New Conference" in the upper right.
3. Give the conference a name, including the date and time.
4. Provide a description (optional).
5. "Invite All Course Members" is selected by default. If you do not wish to invite all course members, de-select this option and check-mark only the students you wish to invite.
6. Click "Create Conference".
7. When you are ready to actually conduct the web conference click "Start it Now".
8. A new web-enabled conference will begin.

Participating in a Conference

This might be a conference you set up or that someone else invited you to.

1. Most likely, a "Adobe Flash Player Settings" window will popup, click, "Allow".
2. Then click, "Play Test Sound" (you should hear a song)
3. Click, "Join Audio"
4. It is recommended that you watch the student video (different than the one mentioned above). This video will familiarize you with each of the Big Blue Button tools and how to use them.



Collaborate Online (con't)

Collaborations (Etherpad or Google Docs)

This synchronous (real-time) or asynchronous tool, allows you and classmates to document who contributed what and when in a virtual document or notepad.

Setting up a Collaboration

1. Within your Canvas course(s), navigate to the “Collaborations” item in the main course menu.
2. Read through the current collaborations so there are no repeat collaborations.
3. To “Start a New Collaboration” choose the type (Etherpad or GoogleDoc) in the dropdown list

Participating in a Collaboration

1. Once you “Start Collaborating”, in Etherpad, you’ll be asked to “Create Pad” – click it.
2. Then you can begin contributing to the virtual notepad.
3. Once you “Start Collaborating” in GoogleDocs, click “Authorize GoogleDocs Access”, Sign-in, Grant access (if you trust the site).



Interact Online

Discover Proper Internet Etiquette

Acquaint yourself with guidelines for proper internet etiquette to avoid embarrassing situations when communicating with others online.

What is Netiquette?

A list of standards for netiquette (proper internet etiquette)

Becoming Good Netizens

Discusses the social nature of the Internet, focusing on topics such as internet etiquette, confidentiality, and safety

Email 101-Etiquette and Style

Best practices in the use of email

Collaborate Online

Find helpful tips for working with others online.

Multicultural Awareness

Learn about the many cultures represented here at USF.

Access Ethics Guidelines

Browse USF information about guidelines and initiatives that focus on ethics and integrity.

Academic Honesty

The University of South Florida values a community based on the principles of integrity, civility and respect. Learn more about the behaviors that support these values online.

Event Calendar

Information about USF events and activities

Libraries Services and Resources

The USF Libraries prides itself on providing the same resources and levels of service to all students, regardless of their location. Online and distance learners may obtain the materials necessary for their coursework, access research-related instructional materials, and connect with subject librarians who can answer questions about online resources and getting connected. USF Libraries subscribes to thousands of journals, electronic books, and other resources available online, 24/7.

Connecting to the Libraries From Off Campus

Online and distance students have access to a myriad of online resources and services. To log in, you simply need your NetID or 205 number from your USF ID card. Logging in will unlock a world of scholarly research resources that you can't access using a regular web search.

www.lib.usf.edu/libsite/login.php

Online Videos and Tutorials

Need to brush up on your research skills? With online videos and tutorials from the USF Libraries, you'll be up to speed in no time! Learn everything from connecting from off campus, to the basics of doing research, to advanced searching in specific databases.

lib.usf.edu/tutorials

Subject Librarians

The USF Libraries provides you with a research/reference librarian assigned to your discipline. Take advantage of the subject expertise of these professionals who can consult with you on your research strategies and offer helpful tips for locating the sources you need to complete your projects.

www.lib.usf.edu/library-research/find-mylibrarian

Books and Delivery Services

Online and distance learners can obtain books and copies of journal articles mailed directly free of charge. Using the USF Libraries' Inter-library Loan service, getting materials sent to your home is easy!

www.lib.usf.edu/ill

Ask A Librarian

Get online help via chat or email. Or, if you prefer, give us a call! A librarian is available to help you quickly and conveniently.

www.lib.usf.edu/help

Online Subject Guides

Locate subject-specific research resources quickly and easily using our online subject guides. Our professional librarians have gathered the online databases and resources for more than 90 different subject areas, all organized for ease of use. Locate the best databases, journal articles and websites by subject, or connect with the subject librarian to obtain further assistance.

www.lib.usf.edu/guides/subject-guides

Technical Resources and Academic Support

The University of South Florida offers numerous technology resources to help students meet their educational goals. Becoming familiar with them will be important for your academic success.

Technical Resources

IT Helpdesk

When in need of tech support, contact the IT Help Desk 24/7 by calling 866-974-1222, or by emailing help@usf.edu. You may also visit the Help Desk at the Tampa campus Library, LIB 117. Please have the following information ready before contacting the help desk:

- NetID
- Operating system and version
- Browser and version
- Computer make and model

USF Application Portal

Access more than 40 different software applications for personal and academic use by logging in with your NetID.

UStoreFiles

Save all of your documents in one place with this central file storage location.

Google Apps@USF

Google-powered email, calendars, document sharing and IM from your @mail.usf.edu account

Atomic Learning

Atomic Learning is a service that provides tutorials on software that many college students use. You must be logged in with your USF NetID to use Atomic Learning.

Technical Support and Your Instructor

Your instructor is here to assist with course related questions, not technical support issues. Technical issues are to be directed to USF IT support.

Academic Support

Tutoring and Learning Services

Academic support services include tutoring, writing center, and study skills courses

Learning Commons Online

A joint partnership between the USF library and Tutoring and Learning Services, Learning Commons Online offers academic support services online.

USF Policies and Procedures

USF has developed policies that cover a wide variety of topics, including everything from academic integrity to enrollment requirements and much more. It is your responsibility to know ALL the policies, procedures and requirements that apply to your program. Familiarizing yourself with this information now will save you from surprises later. If you have questions about USF's policies and procedures, always contact your advisor.

Drop vs. Withdrawal

- During the first week of classes, students may drop or add classes with no academic or financial liability, provided the correct process is followed.
- After the end of the first week of classes, students may withdraw from a class, but will be liable for the tuition and fees, and will receive a "W" on their transcripts.

Academic Standards and Grades

- To be considered a student in good standing, graduate students must maintain an overall minimum GPA of 3.0 in all courses taken as a graduate student, and maintain an overall minimum GPA of 3.0 in all courses taken in each of the student's degree-seeking programs.
- No grades of C- or below will be accepted toward a graduate degree.

Graduate Catalog

- When you enter USF, the catalog for that specific year serves as your contract with USF.
- All USF policies, procedures and requirements are found in this catalog.
- It is your responsibility to review your catalog and understand information that pertains to you and your degree.

Mandatory First Day of Attendance

- You must log in to [Canvas](#) on the first day of each course in order to avoid being dropped from all your courses.

Probation

- Any student who is not in good standing at the end of a semester will be on probation the following semester.
- The college or program may place students on probation for other reasons.
- Notification of probation will be made in writing by the department to the student and the college dean.
- At the end of each probationary semester, the department will recommend one of the following in writing to the college dean: removal of probation; continued probation; or dismissal from the degree program.

How can I learn more?

- Visit [Graduate School Policies and Procedures](#) to learn more.

Academic Integrity

What is it?

Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, it is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Issues related to academic integrity include plagiarism, cheating on examinations, and reusing papers.

Why do I need to know about it?

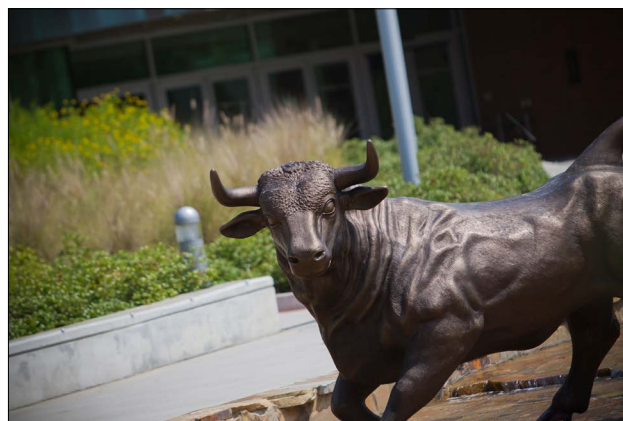
All USF students are expected to demonstrate the highest level of honesty and responsibility. Any form of dishonesty destroys the trust between faculty and student, is unfair to other students within the program, and contradicts the reason for entering the program. Ignorance of the rules is not an excuse.

What is required of me?

All USF students are required to view [this tutorial](#) before the first day of classes.

How can I learn more?

View USF's policy on the [Academic Integrity of Students](#) for more information.



Asynchronous Learning

When learners participate in an online learning course at different times, it is known as asynchronous learning. This might also be called eLearning or web-based training (WBT). Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.

Audio Conferencing

Audio conferencing refers to a connection between three or more locations that involves a voice-only connection. This can be done via telephone or via the computer. When the audio conference is done between computers over the Internet, it uses a technology known as VOIP (Voice Over Internet Protocol).

Banner

A computer software application that integrates student, financial, human resources, financial aid, and alumni data.

Blended (Hybrid) Learning

Blended learning is an instructional approach that includes a combination of online and in-person learning activities.

Course Map

A resource that enables instructors to guide students through the learning process.

Courseware

Courseware refers to any instructional software that is delivered on a computer.

Distance Education/Learning

Distance Education/Learning occurs when students and their instructors are in different geographical locations and the instruction occurs on an electronic device, such as a computer or mobile phone. The learning can occur in a synchronous environment, in which all participants are connected at the same time or in an asynchronous environment, when participants are engaged in learning at different times.

eLearning

eLearning (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, such as a computer or mobile phone.

Interactive Multimedia

Interactive multimedia allows learners to provide input to an online course and receive feedback as a result of the input. The input might consist of a mouse click or drag, gestures, voice commands, touching an input screen, text entry and live interactions with connected participants.

Learning Management System (LMS)

A software application for the administration, documentation, tracking, reporting and delivery of online education courses or training programs. The learning management system you will access for your courses is Canvas.

Mobile Learning

Learning that takes place on a hand-held device, such as a mobile phone, that can take place anytime and anywhere.

Module

A unit of study usually designated for a specific time period. Modules may contain presentations, assignments, interactive exercises, and tests.

Multimedia

Multimedia refers to the presentation of information and instruction through a combination of graphics, audio, text, or video.

Netiquette

Protocol for online/Internet behavior.

Online Learning

Often used synonymously with eLearning, an umbrella term that includes any type of learning accomplished on the Internet.

Self-Paced Learning

Self-paced learning refers to the type of instruction that allows a person to control the flow of the courseware. It implies the learning environment is asynchronous.

Social Media Learning

Social media learning refers to the acquisition of information and skills through social technologies that allow people to collaborate, converse, provide input, and create and share content. Examples of social media learning can occur through online social networking platforms, blogs and microblogs (like Twitter), online talk radio and wikis.

Streaming Media

Streaming media refers to video and audio that is downloaded to a computer from the Internet as a continuous stream of data and is played as it reaches the destination computer.

Synchronous Learning

When learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

URL

Universal Resource Locator – the location (address) of a web page.

Video Conferencing

Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

Virtual Classroom

The virtual classroom refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.

Web Browser

Software to navigate the Internet (Ex: Microsoft Internet Explorer, Firefox, Chrome).

Web-Based Training (WBT)

WBT refers to all types of digital instruction in which the learning material is presented via the Internet.

Webinar

A webinar is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.

USF Tools

Bb Collaborate

Synchronous virtual classroom application that allows you to conduct classes and virtual office sessions online in real time. Asynchronous learning via recorded sessions is also supported.

Big Blue Button

Online, real-time collaboration tool available via Canvas LMS.

Canvas

USF's Learning Management System (LMS) is a web-based course-management system designed to allow students and faculty to participate in classes delivered online or to use online materials and activities to complement face-to-face teaching and facilitate collaboration.

MoBull Messenger

Part of USF's Emergency Notification System (ENS), MoBull was established to notify our community in the event of a campus emergency. The service is free; however, standard text messaging rates may apply.

NetID

The NetID is your user ID at the university. Students, faculty, and staff are automatically eligible to obtain a NetID. With its associated password, the NetID allows you access to a variety of online services offered at the entire University system.

Online Access Student Information System (OASIS)

OASIS is the primary business system at USF, used by students, faculty and staff. A variety of critical functions are performed in OASIS such as student admissions, class registration, financial aid processing, and transcript maintenance.



Online Student handbooks provided by

Innovative Education

4202 East Fowler Avenue, SVC1072, Tampa, FL 33620 | Phone 813-974-4926



APPENDIX F

PROGRAM RANKINGS

Per the latest U.S. News & World Report Rankings, which were released Jan. 7, 2015, USF has several ranked online programs:

- ▶ Best Online Graduate Education Programs (#20)
- ▶ Best Online Graduate Business Programs (excluding MBAs, including the MS, MIS degree) (#27)
- ▶ Best Online MBA—USFSP (#32)
- ▶ Best Online Engineering Programs (#17—highest ranking in the state)

To view a complete list of rankings, visit: www.usnews.com/education/online-education