Innovation and Online Committee
Agenda and Meeting Materials
May 8, 2014

Cohen Center Ballroom
Florida Gulf Coast University
10501 FGCU Boulevard South
Ft. Myers, Florida 33965
Thursday, May 8, 2014

8:30 a.m. - Innovation and Online Committee
Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp

Please note that this schedule may change at the Chair's privilege.
AGENDA
Innovation and Online Committee
Cohen Center Ballroom
Florida Gulf Coast University
Fort Myers, Florida
May 8, 2014
8:30 a.m. – 4:00 p.m. (or upon adjournment)

Chair: Ned Lautenbach; Vice Chair: Ed Morton
Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp

1. Call to Order and Opening Remarks
   Governor Ned Lautenbach

2. University Online Education Presentations

   8:40 a.m. Florida Gulf Coast University
             Dr. Ronald Toll,
             Provost and Vice President
             for Academic Affairs

   9:10 a.m. University of West Florida
             Dr. Pam Northrup,
             Associate Provost of Academic
             Innovation

   9:40 a.m. Florida Atlantic University
             Dr. Victoria Brown,
             Assistant Provost of eLearning

   10:10 a.m. Break

   10:30 a.m. Florida Agricultural & Mechanical
              University
           Ms. Franzetta Fitz,
           Director,
           Instructional Technology
11:00 a.m.  University of South Florida  Dr. Ralph Wilcox,
Provost and
Executive Vice President

11:30 a.m.  University of Florida  Dr. Joseph Glover,
Provost and Senior Vice President
for Academic Affairs

12:00 noon  Lunch

12:45 p.m.  Florida International University  Dr. Douglas Wartzok,
Provost and
Executive Vice President

1:15 p.m.  University of Central Florida  Dr. Joel Hartman,
Vice Provost for
Information Technologies & Resources

1:45 p.m.  Break

2:15 p.m.  Florida State University  Dr. Susann Rudasill,
Director, Office of Distance Learning

2:45 p.m.  University of North Florida  Dr. Len Roberson,
Assistant Vice President of Technology

3:15 p.m.  Florida Polytechnic University  Dr. Ghazi Darkazalli
Vice President of
Academic Affairs

3:35 p.m.  New College of Florida  Dr. Stephen Miles,
Provost and Vice President
for Academic Affairs

3. Closing Remarks and Adjournment  Governor Lautenbach
SUBJECT: Universities’ Presentations on Online Education

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Each university will present its current and planned program for online education. Each presentation will include answers to the following questions:

1. What is the current state of online education at the university?
   a. ADMINISTRATION: What is the organizational structure of the university’s program for online education?
   b. PROGRAMS: How many – and what percentage - of your programs are offered fully online now, by level? Can all fully online programs be taken from a distance, or do some require on-campus work?
   c. PROGRAMS: What process do you use to determine which programs will be offered online?
   d. PROGRAMS: What process do you use to determine which online programs will be state-funded and which will be self-sustaining?
   e. TUITION AND FEES: What is the difference in the university’s policies regarding tuition and fees for online courses and those for face-to-face courses?
   f. TRAINING: Are faculty and teaching assistants required to undergo training before developing or teaching an online course?
   g. PERFORMANCE: What performance measures are used to determine the success of the university’s program for online education?
   h. OTHER: Please include any other information about your online programs that you think the Committee should know.
2. What are the university’s goals for online education, and what will need to happen for the university to fully realize those goals?

Supporting Documentation Included: E-Learning data from the Board’s 2011-12 and 2012-13 Annual Accountability Reports

Facilitators/Presenters: Governor Lautenbach
E-LEARNING

About half of all students in the System (52% or 170,901) took at least one distance education course in 2011-12. The number of students enrolled in only distance learning courses for the same reporting period was 27,028, with 14,055 of those pursuing a baccalaureate degree.

The number of degree programs offered fully through distance education has steadily grown during the past ten years, and it has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. However, there has recently been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 69 in 2009-10) offered primarily through distance education. These mostly targeted workforce areas such as business, information technology, healthcare, paralegal studies and emergency management. At the graduate level, 172 master’s programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2011-12 Distance Learning Enrollment (by State Fundable Full-Time Equivalent)

In 2011-12, the System enrolled 15% of all FTE in a distance learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all master’s level instruction administered via distance learning.

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Note: Table 39 in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).
DISTANCE LEARNING

Distance Learning Programs
The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified programs offered primarily through distance education. According to this survey, 127 baccalaureate programs, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

Distance Learning (E & Hybrid) Course Sections

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Note: Distance Learning is a course in which at least 80 percent 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 (per 1009.24(17), F.S.). Hybrid is a course where 50% to 75% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052).

Distance Learning (FTE) Enrollment
In 2012-13, 21% of the System's instructional activity (FTE) occurred in a distance learning or hybrid course. Two institutions (UCF, UWF) had more than one-third of all FTE delivered using technology at least 50% of the time to bridge students and instructors who are separated by time or space.

2012-13 Distance Learning FTE as a Percentage of Total FTE by Level

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Note: Distance Learning is a course in which at least 80 percent 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 (per 1009.24(17), F.S.). Hybrid is a course where 50% to 75% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052).
Distance Learning (FTE) Enrollment Trends
At the System level, distance learning and hybrid FTE have increased for each level for the past three years – increasing from 17% of total FTE to 21% across all levels. Notably, two institutions (FAU and UF) increased their share of distance learning and hybrid FTE the most – with FAU moving from 8% to 16%, and with UF increasing 14% to 21%.

Distance Learning & Hybrid FTE as a Percentage of Total FTE [3-Year Trends]

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2013 Initiatives Related to Distance Learning
The 2013 Legislature created the Complete Florida program for the purpose of recruiting, recovering, and retaining adult learners until degree completion. The program is to be led by the University of West Florida, in coordination with other public and private postsecondary institutions in the state and is to be implemented by the end of the 2013-2014 academic year.

The 2013 Legislature also established the preeminent state research university institute for online learning. The institute, which was later named UF Online, was directed to begin offering high-quality, fully online baccalaureate degree programs in January 2014.

The Board of Governors directed the Chancellor to create a task force to determine ways in which services and online degree programs can be better coordinated to ensure state and student needs are being met in a cost-efficient and effective manner. The Task Force on Postsecondary Online Education in Florida has members from the SUS, the Florida College System, private institutions, the Florida Department of Economic Opportunity, and the Florida Virtual Campus. Its report will be submitted to the Chancellor in December 2013 for subsequent consideration by the Board of Governors.
Online Learning at FGCU

Presentation to the Innovation and Online Committee, Florida Board of Governors
Provost and Vice President for Academic Affairs Ron Toll
May 8, 2014

Organization of Online Offerings

Provost and Vice President for Academic Affairs

Academics
- Arts & Sciences: 2583 sections, 11% OL
- Business: 503 sections, 10% OL
- Education: 232 sections, 31% OL
- Engineering: 111 sections, 2% OL
- Health Professions & Social Work: 554 sections, 22% OL

Academic Resources
- Academic & Curriculum Support
- Web, E-Learning, & Publications
- Academic & Event Technology Services
- Library Services

Online Learning (OL) at FGCU: 13% of total degree programs offered and 12% of total course sections. Fall-Spring 2013-2014: 3983 total course sections, 524 OL course sections.
All of the courses necessary to complete:
MBA (Master's in Business Administration)
MPA (Master's in Public Administration)
Master of Science in Health Science
MA/MEd in Curriculum & Instruction
MEd in Special Education
Transitional Doctor of Physical Therapy (t-DPT)

All of the upper division courses required to complete a:
Bachelor of Science in Criminal Justice
Bachelor of Science in Health Science
Bachelor of Science in Legal Studies

Certificate Program
Health Services Administration Certificate
Process for program approval follows criteria set in Board of Governors Regulation (B.O.G. Reg.) 8.011 and market rate programs follow criteria in B.O.G. Reg. 7.001

There are no additional fees related to Online Learning

<table>
<thead>
<tr>
<th></th>
<th>In State Undergraduate</th>
<th>In State Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$6,318</td>
<td>$6,732</td>
</tr>
</tbody>
</table>

*Current Tuition and Fees

*Tuition based on undergraduate 15 hours per semester and graduate 9 hours per semester.
Number of Online Learning Sections by Level

- Total
- UG
- GR

Online Learning Full Time Equivalent (FTE) Students by Level

- Total
- UG
- GR

*Preliminary Data
ONLINE LEARNING AT FGCU

Percent (%) Online Learning Course Sections by Level

1. Specialized accreditation of programs
   - Master’s in Public Administration
     - NASPAA accredited in 2008
   - Master’s in Special Education
     - NCATE accredited
   - Master’s in Curriculum and Instruction-
     Educational Technology
     - NCATE accredited
   - Master’s in Business Administration
     - AACSB accredited

2. Regional accreditor SACS monitors
   - Use of full-time faculty
   - Use of good practices
   - Success of students
   - Student satisfaction

3. Internal audit
   - 2012 highlighted the quality of our offerings in terms of
     - Number of courses taught by full-time faculty
     - Size of courses
     - Grades earned by students

4. Review of academic support services
   - Sloan Online Scorecard
WHO ARE OUR ONLINE ONLY LEARNING STUDENTS?

- Most live off campus
- Ages range from 16-63 years
- About 85% are part time
- Almost entirely Florida residents

**Percent of Student Types Comprising Online Only Learning**

**2013-2014**

```
Percent | Transfers | Graduate | FTIC | Postbaccalaureate | Nondegree |
--------|-----------|---------|------|-------------------|-----------|
0-5     | 45        | 35      | 20   | 15                | 5         |

Innovation and Online Committee - Innovation and Online Committee

THE FUTURE OF ONLINE LEARNING AT FGCU

- A new Learning Management System (Canvas) to support Online Learning purchased in 2012 and fully implemented in 2013

- Pending BOG/SUS options, where does FGCU fit in with these plans?
  - Complete Florida
  - FL Virtual Campus

- Continuing pressure on traditional bricks and mortar with space at a premium

- Strategic Plan for Online Learning
Training for both online course development and teaching an online course is available, but not required.

- Instructional Designers (ID) regularly review online courses.
- e-Learning staff participate in numerous activities (workshops, consultations, meetings, etc.) that create opportunities to engage faculty in conversations about online course design and teaching.

<table>
<thead>
<tr>
<th>Position (#)</th>
<th>Attended LMS Basics Workshop # (%)*</th>
<th>Attended Other DL Training # (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (86)</td>
<td>64 (74%)</td>
<td>70 (81%)</td>
</tr>
<tr>
<td>Adjunct (29)</td>
<td>7 (24%)</td>
<td>13 (45%)</td>
</tr>
</tbody>
</table>

*It is common for newly hired faculty as well as adjuncts to have received training from a previous institution, and therefore elect not attend training at FGCU.
The Lucas Center for Faculty Development will focus on offering faculty training in a range of areas: instructional design, classroom management, learning theory, assessment, and teaching techniques. It also will expand the training offered so that it will be relevant to all stages in a faculty member's teaching career. The Center will actively engage and promote online learning pedagogy.
On the Horizon

Pedagogy Academy for faculty members at FGCU for 1-5 years. One goal will be to explore best practice in online teaching among other pedagogy skills. Launch Spring 2015.

Adjunct Academy with goals similar to the Pedagogy Academy. Launch Fall 2015.

Online Teaching Academy to focus entirely on online teaching: how to set up your syllabus, types of activities, evidenced-based practices to engage students in multiple ways, building community, organization, and managing the course. Launch AY 2015-2016.

Complete Florida

- State initiative to recruit, recover and retain Florida adults who have stopped out of college and assist them in completing an associate or baccalaureate degree aligned to high-wage, high-skill workforce needs.

- 2.2 million adult learners, 25% of the workforce in Florida have earned some college credit, but due to various circumstances, have been unable to complete their degree.

- Partnership of 11 schools, including 4 SUS: FGCU/FIU/UCF/UWF, along with FLVC, who have online programs which can be offered in a degree-completion format.

- Complete Florida will offer over 45 degree-programs.

- FGCU programs participating effective Fall 2014: Bachelor of Science in Criminal Justice; Bachelor of Science in Health Sciences.
• Process began two years ago with review of status of online learning.
  – Provided an internal environmental scan on infrastructure supporting online learning.

• Task Force of faculty and staff meeting since January to develop a strategic plan

• Draft recommendations to focus on advancing online learning by
  • Creating a clear organizational locus for coordinating our efforts
  • Featuring online learning in the university’s mission statement
  • Funding commensurate with goals
  • Infrastructure and support
  • Quality assurance
  – Policy development as a framework for quality assurance and periodic review
Distance Learning Update

Dr. Pam Northrup, Associate Provost/Academic Innovation

UWF’s Model for Distance Learning
Administration

Provost

Associate Provost, Academic Innovation & Innovation Institute

Vice Provost

Online Campus

Academic Technology Center

Continuing Education

Complete Florida

Fully Online Programs

Online Course Statistics

(OLC coded courses)

Online Enrollments as % of Total UWF FTE

Su 11  52.4
Fa 11  23.9
Sp 11  26.3
Su 12  53.5
Fa 12  25.6
Sp 12  27.9
Su 13  57.3
Fa 13  28.1
Sp 13  30.5

Source: ENS000012
end of drop/add
16% of all UWF Bachelors Programs are Fully Online

- Engineering Technology, B.S. - Information
- Engineering Technology
- Exceptional Student Education, B.A.
- Health Sciences, B.S.
- Information Technology, Interdisciplinary, B.S. - Networking & Telecommunications
- Maritime Studies, B.A.
- Nursing: RN-BSN
- Workforce and Program Development, B.S.

44% of all Masters Programs are Fully Online

- Administration, M.S.A.
- Computer Science, M.S.
- Curriculum & Instruction, M.Ed.
- Educational Leadership, M.Ed.
- Exceptional Student Education Comprehensive, M.A.
- Instructional Technology, M.Ed.
- Mathematics, M.S.
- Nursing, M.S.N.
- Political Science, M.A.
- Public Health, M.P.H.
- Reading, M.Ed.

**Doctoral Program**
- Ed.D. in Curriculum and Instruction
Online Certificate Programs

Rapidly meeting industry demands

- Intelligence Analysis
- Professional Accountancy
- Arabic Language and Culture
- Civics Educator
- Database Systems
- Geographic Information Systems (GIS)
- Human Performance Technology
- Medical Informatics
- Not-For-Profit Administration
- Public Health
- Teacher Ready
- Technology Systems Support
- Workforce and Program Development

Partners with industry to build and implement Intelligence Analysis

Online Course Statistics

(OLC coded courses)

Online Enrollments (Unduplicated Headcount)
Distinct students taking at least one online course

Source: RPO60R01
end of drop/add
## Number of Graduates by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>22</td>
<td>28</td>
<td>56</td>
<td>115</td>
<td>126</td>
</tr>
<tr>
<td>Masters</td>
<td>168</td>
<td>194</td>
<td>262</td>
<td>249</td>
<td>263</td>
</tr>
</tbody>
</table>

## Program Costs

### Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Tuition and Fees</th>
<th>Total Tuition and Fees</th>
<th>Books and Materials</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional Student Education</td>
<td>132</td>
<td>$218.87</td>
<td>$28,890.84</td>
<td>$4,000</td>
<td>$32,890.84</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>120</td>
<td>$218.87</td>
<td>$26,264.40</td>
<td>$4,000</td>
<td>$30,264.40</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>120</td>
<td>$218.87</td>
<td>$26,264.40</td>
<td>$4,000</td>
<td>$30,264.40</td>
</tr>
<tr>
<td>IT, Interdisciplinary</td>
<td>120</td>
<td>$218.87</td>
<td>$26,264.40</td>
<td>$4,000</td>
<td>$30,264.40</td>
</tr>
<tr>
<td>Maritime Studies</td>
<td>120</td>
<td>$218.87</td>
<td>$26,264.40</td>
<td>$4,000</td>
<td>$30,264.40</td>
</tr>
<tr>
<td>Nursing</td>
<td>124</td>
<td>$265.63</td>
<td>$32,938.12</td>
<td>$4,000</td>
<td>$36,938.12</td>
</tr>
<tr>
<td>Workforce and Program Development</td>
<td>120</td>
<td>$218.87</td>
<td>$26,264.40</td>
<td>$4,000</td>
<td>$30,264.40</td>
</tr>
</tbody>
</table>

### Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Tuition and Fees</th>
<th>Total Tuition and Fees</th>
<th>Books and Materials</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
<tr>
<td>Computer Science</td>
<td>32</td>
<td>$379.91</td>
<td>$12,157.12</td>
<td>$2,000</td>
<td>$14,157.12</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
<tr>
<td>Ed Leadership</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
<tr>
<td>Exceptional Student Education</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41</td>
<td>$379.91</td>
<td>$15,576.31</td>
<td>$2,000</td>
<td>$17,576.31</td>
</tr>
<tr>
<td>Nursing</td>
<td>39</td>
<td>$379.91</td>
<td>$14,816.49</td>
<td>$2,000</td>
<td>$16,816.49</td>
</tr>
<tr>
<td>Political Science</td>
<td>42</td>
<td>$379.91</td>
<td>$15,956.22</td>
<td>$2,000</td>
<td>$17,956.22</td>
</tr>
<tr>
<td>Public Health</td>
<td>36</td>
<td>$379.91</td>
<td>$13,676.76</td>
<td>$2,000</td>
<td>$15,676.76</td>
</tr>
</tbody>
</table>
Program Selection

• Selecting fully online programs
  – Determination of demand
  – Determination if resources are available to support conversion of traditional to online programs
  – Agreement that faculty will participate in training and support activity

• State funding vs. self sustaining
  – Unique market demand exists, primarily non-traditional and out of state
  – Program scalability
  – Determination if market will bear program costs
  – Determination of how earned revenue can be used to support broader academic needs (programs and support)

Tuition and Fees

• Through Complete Florida UWF is studying the options for reduced costs for distance learning

• Distance Learning Fee: $15.00 per semester hour
Faculty Training

- Training courses include:
  - Designing a Quality Online Course
  - Teaching a Quality Online Course
  - Quality Online Instructor Certificate
  - Fast Track Courses
  - Mini-conferences
  - Webinars

Quality Matters used as measure of quality for online course implementation

Foundational Quality Indicators: Performance Measures

<table>
<thead>
<tr>
<th>Quality Goal</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Alignment</td>
<td>Cost</td>
</tr>
<tr>
<td></td>
<td>Growth/Enrollments/Demographics</td>
</tr>
<tr>
<td></td>
<td>Partnerships</td>
</tr>
<tr>
<td></td>
<td>Alignment to Work Plan</td>
</tr>
<tr>
<td>Quality Curriculum</td>
<td>Comparable educational experience</td>
</tr>
<tr>
<td></td>
<td>Academic Integrity</td>
</tr>
<tr>
<td></td>
<td>Course Completion Rates</td>
</tr>
<tr>
<td>Faculty Support</td>
<td>Training Support</td>
</tr>
<tr>
<td></td>
<td>Quality Matters</td>
</tr>
<tr>
<td>Student Experience</td>
<td>Identical resources to support online students (labs, support, services, etc.)</td>
</tr>
<tr>
<td></td>
<td>Quality of instruction indicators</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Continuous review of metrics, monitoring national trends</td>
</tr>
</tbody>
</table>
At the University of West Florida, we...

Provide transformational experiences for distance learning students at all levels while crystalizing a climate for high quality teaching and learning

Goals for Distance Learning

<table>
<thead>
<tr>
<th>Goals</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase distance learning enrollments to 50% in fully online programs</td>
<td>Complete Florida, adult learner Graduate enrollments Certificates</td>
</tr>
<tr>
<td>Test transformative models that support reduced costs</td>
<td>Competency-based programs Prior Learning Assessment Academic Coaching Models Accelerated Starts</td>
</tr>
<tr>
<td>Provide an excellent student experience</td>
<td>Streamlined admissions Concierge-based coaching Online Doctoral Support Center</td>
</tr>
<tr>
<td>Connect online student graduates to the workforce</td>
<td>Connect graduates to careers Partner with employers</td>
</tr>
<tr>
<td>Maintain excellence in all online programs and courses</td>
<td>Continue quality framework Recognize excellent programs Incentives to ‘faculty innovators’</td>
</tr>
</tbody>
</table>
For more information, contact

Dr. Pam Northrup
University of West Florida
pnorthru@uwf.edu
Center of eLearning

Making Waves

FLORIDA ATLANTIC UNIVERSITY

Organizational Structure

- Center of eLearning Center
  - Located in the Provost office
  - Provides
    - Professional development
    - Support
    - eDesign services

- Online degrees are managed by the Colleges
### Courses Offered by Delivery Method

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Lower</th>
<th>Upper</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>1268</td>
<td>79</td>
<td>653</td>
<td>546</td>
</tr>
<tr>
<td>Hybrid</td>
<td>322</td>
<td>226</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td>On campus</td>
<td>9501</td>
<td>2544</td>
<td>4047</td>
<td>2910</td>
</tr>
<tr>
<td>Total</td>
<td>11091</td>
<td>2849</td>
<td>4743</td>
<td>3499</td>
</tr>
</tbody>
</table>

### Online Programs

- **Bachelors**
  - 10.7% online

- **Masters**
  - 0.08% online
  - 23% are >50% online

- **.04% Doctorate programs with >50% online**

- **17% of courses taken in a distance format**

---

*Making Waves*
Graduates of Online Programs

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>40</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>31</td>
<td>48</td>
</tr>
</tbody>
</table>

- BBA: Accounting, Management, Marketing
- Master: Social Foundation Instructional Technology

Institutional Effectiveness and Analysis

Online Degree First Time: Fall 2014

- MBA: Accounting & Taxation
- Masters: Exercise Science and Health Promotion
- Masters: School Leaders
- Masters: Curriculum and Instruction
- Bachelors: Geomatics Engineering
- Bachelors: Public Safety Administration
Program Development

- Program assessment: feasibility
- CeL and department partnership
- Marketing!

Self-Sustaining Programs

- Currently, market-based application.
- Exploring options for other self-sustaining programs.

Institutional Effectiveness and Analysis

Currently, market-based application.
Exploring options for other self-sustaining programs.
Tuition and Fees

- Online student population taking campus courses.
- All students pay campus fees
- Online courses pay distance fees
- Revisiting fee policy more online programs becoming available Self-Sustaining Programs

Student Fees

**Undergraduate Comparison**

<table>
<thead>
<tr>
<th></th>
<th>Per Credit Hour</th>
<th>12 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Course</td>
<td>$199.54</td>
<td>$2,394.48</td>
</tr>
<tr>
<td>Online courses not enrolled in fully online program</td>
<td>$236.54</td>
<td>$2,838.48</td>
</tr>
<tr>
<td>Fully Online degree seeking students BBA Program (Self-Sustaining)</td>
<td>$259.54</td>
<td>$3,114.48</td>
</tr>
</tbody>
</table>

**Graduate Comparison**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>$369.82</td>
<td>$4,437.84</td>
</tr>
<tr>
<td>On Campus taking online courses</td>
<td>$406.82</td>
<td>$4,881.84</td>
</tr>
</tbody>
</table>
Training

- 4 levels of training
  - Theories course
  - Facilitator course
  - Designer courses
  - Advance technology electives
- Moving towards a badging system
- Transitioning from training faculty to designing courses for faculty

Performance Measures

- BOG Measures
  - Number of courses offered online
  - Number of programs offered online
  - Number of student enrolled in online courses
- Productivity Measures
  - Conducted a survey of courses offered to ensure students access to courses
  - Number of courses produced by the center
  - Number of faculty accessing services
- Quality Measures
  - Evaluation of Quality through Student Perception of Teaching (SPOT) completed in all Courses
  - Exit student survey of the quality of courses
  - Student learning outcomes assessed during program evaluations
Other Information

- FAU’s Center for Learning and Student Success (CLASS)
  - 2013 Frank L. Christ Outstanding Learning Center award winner
  - Research center developing innovative technological solutions

Other Information

- Launching one-stop student services
  - Promotes student identity
  - Provides student services.
Other Information

- Launching research based communities of practice
  - Developing best practice instructional strategies
  - Using emerging distance learning
  - Involving students through QEP process (Distinction through Discovery)

University Goals for Online

- To leverage online learning to promote student success through increase access to courses, advisors, and university support systems
- To provide access to a world renown university faculty for non-traditional students
- To create a research focused Center of eLearning to develop innovative best practices for emerging technologies
- To increase support services and technologies that promote eLearning initiatives
What We Need

- Hybrid as a stepping stone
  - Improving classroom technologies
  - Hybrid allows faculty to experiment with ideas
  - Maximizes the best of both online and on campus
  - Allows a gradual development process which leads to better online courses
  - Serves as a transition to completely online
- Ability to charge a fee
  - We can provide extensive support
  - We can design the online interactive components

What We Need

- A New Quality Certification Process
  - Quality Matters not appropriate for all courses
  - A different system that acknowledges quality for research based institutions could be developed
- Build partnerships with other SUS
  - Process to share FTE
  - Protect intellectual property
In Summary

- FAU has a rich history in distance learning

- We are engaging in research to improve the delivery of instruction using emerging technologies
Distance Learning Update

Florida A&M University
Board of Governors Meeting  May 8, 2014
Innovation and Online Committee

Presenter:  Franzetta D. Fitz
Director, Office of Instructional Technology

"Your Online Connection to Excellence with Caring"
FAMU Online

Strategic Plan Goal 1.1
(Enhance Access to the University)

Your Online Connection To “Excellence With Caring”

Organizational Structure

Your Online Connection To “Excellence With Caring”
Online Learning Representatives

Academic
• School of Graduate Studies and Research
• School of Business and Industry
• Institute of Public Health
• School of Nursing
• College of Science and Technology
• College of Social Sciences, Arts and Humanities
• Library Services

Administrative
• Financial Aid Office
• IT Help Desk
• Registrar’s Office

Justification

• Expand Access to Lifelong Learning
  – Graduate Programs
    • Increase Student Enrollment
    • Workforce Demand
    • Conveniently Enhance Career Opportunities
  – Undergraduate Courses
    • General Education Courses
    • Increase Graduation Rates

• S.T.E.M. Disciplines
• Expand FAMU’s Brand
Portfolio

• Current Online Degree Programs
  – Master of Business Administration (MBA)

• Current Online Degree Programs
  – Master of Public Health (MPH)
  – Master of Science in Nursing (MSN)

• Number of Students Enrolled in Online Degree Programs Since Fall 2011
  – 142

• Number of Graduates in Online Degree Programs Since Fall 2011
  – 48

• Total Number of Enrollments in Undergraduate Online Courses Since Spring 2012
  – 1,526

• Percent of Undergraduate Courses Online
  – 2%
Graduated Students

Florida A&M University
Your Online Connection To “Excellence With Caring”

Online Graduates

Florida A&M University
Your Online Connection To “Excellence With Caring”
Current Tuition Model for the Online Graduate Degree Programs

- MBA - $34,850.00 (Self Supportive)
- MPH - $32,500.00 (Self Supportive)
- MSN - $30,750.00 (Self Supportive)

Undergraduate Course Offerings

- State Funded (E&G)
  - In-state - $151.78
  - Out-of-state - $549.80

Tuition Model for the Proposed Online Undergraduate Degree Programs and future Graduate Degree Programs
The current online graduate program tuition assessment is based on BOG Continuing Education Regulation 8.002.

The online undergraduate courses follow the same tuition and fee schedule as the traditional courses based on FAMU BOT Regulation 3.017 Schedule of Tuition and Fees.

Online Program Components
- Learning Management System (LMS)
- Pedagogy
- Student Services
- Test Proctoring
- Teaching Practicum

Recertification for online instruction
- Every two years
Key Performance Indicators

- Enrollment
- Retention
- Graduation Rates
- Feedback
- Career Advancement

University’s Goals

- Launch Undergraduate Online Degree Programs
- Increase Undergraduate Online Courses
- Join the Complete Florida Initiative
Mobile Student Services

• Increase Engagement via FAMU MOBILE

LIBRARY:
Search through the complete catalog, check item availability, and contact a librarian directly for additional information.
iRATTLER MOBILE:
Provides real-time access to important student academic information in our Peoplesoft SIS.

BLACKBOARD MOBILE LEARN:
Takes interactive teaching and learning mobile, giving students and educators access to their courses, content and organizations.
University’s Goals

- Launch New Graduate Online Degree Programs
- Provide Opportunities for our Veterans
- Increase Graduation Rates
- Decrease Student Debt

Testimonial

Florida A&M University (FAMU) Online is kicking off its fourth academic year this fall.

For Jasmine Barnett, an operations representative at Accenture in the Murray Hill office in New Jersey, the flexibility of the program has assisted her with the management of her career, her course work and her personal life without feeling overwhelmed.

Barnett, who earned her master’s in business administration from FAMU Online, is a proud graduate from one of three flagship master’s programs: business, public health and nursing.

Jasmine Barnett
School of Business and Industry
Spring 2013 Graduate
It’s Possible to Balance It All

FLORIDA A&M UNIVERSITY
REGISTER TODAY
www.FAMUonline.com
1(855)777-FAMU

Your Online Connection To “Excellence With Caring”

Thank You!

It’s Possible To Balance It All... Family + Career + Education

www.FAMUonline.com
1-855-777-FAMU (8268)
Questions

Franzetta D. Fitz
Director, Office of Instructional Technology
franzetta.fitz@famu.edu
850-599-3460

Your Online Connection To “Excellence With Caring”
Innovative Education @USF

Bog Innovation & Online Committee Workshop

Florida Gulf Coast University
May 8, 2014

University of South Florida

The Arts & Sciences
Arts
Education
Behavioral and Community Sciences
The Arts
Engineering
Business
Honors College
Marine Science
Undergraduate and Graduate Studies
Global Sustainability

USF ST. PETERSBURG
USF HEALTH
USF SARASOTA-MANATEE

Nursing
Public Health
Pharmacy
Medicine
Expanding the reach of USF to meet the goals of learners Anytime, Anywhere.
Innovative Education supports online student success at USF.

- **17%** of all USF degree programs are fully online.
- **13** fully online undergraduate degree programs.
- **36** fully online graduate degree programs.
- **100%** of USF general education requirements can be completed online.
- **41** fully online graduate certificates.
- **23%** of total USF FTE is delivered online.
- **2,813** online sections delivered at USF in 2013-14 through 816 classes.
- **103,953** "seats" were filled in online classes in 2013-2014.
USF SCH Online Growth by Year

AY08-09  197,105
AY09-10  227,088
AY10-11  245,107
AY11-12  266,741
AY12-13  290,651

USF Online Earns Recognition

Best Online Programs

#36 USF Tampa Graduate Education Program
#26 USF Tampa Graduate Engineering Program
#91 USF ST. Petersburg Graduate Business Program

#25 Best Overall - top nonprofit and for-profit schools (2013)

Forbes

#40 Top 100 Best Buy Colleges (2012)

Top 75 Best College Values (2014)
Online program development

Individual classes

- Analyze unmet demand to ensure student access, progression and degree completion.
- Gauge faculty expertise and department capabilities in adding high-demand online classes.
- Provide instructional design, media, and technology support to create and launch online classes.

Full programs

- Analyze the market to identify workforce gaps in online program offerings.
- Determine USF’s ability to create programs that meet market demands.
- Create and launch programs in partnership with faculty and departments.
- Continually evaluate performance to ensure long-term success.

State Funded vs. Self Sustaining

State Funded

- Can be delivered within existing E&G resource capacity

Self-Sustaining

- Will require additional resources beyond existing E&G support
- Must meet an identified market demand
- Must establish a feasible price point to cover full cost of design, development, instructional delivery, and assessment
- Must meet criteria for a positive financial return within an acceptable time frame
Tuition & Fees

Tuition & Fees for face-to-face and online classes are identical, with the exception of the added Distance Learning Fee.

<table>
<thead>
<tr>
<th>E&amp;G Tuition &amp; fees/SCH</th>
<th>Traditional delivery UG resident</th>
<th>$211.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G Tuition &amp; fees/SCH</td>
<td>Online delivery UG resident</td>
<td>$261.19</td>
</tr>
<tr>
<td>E&amp;G Tuition &amp; fees/SCH</td>
<td>Traditional delivery GR resident</td>
<td>$431.43</td>
</tr>
<tr>
<td>E&amp;G Tuition &amp; fees/SCH</td>
<td>Online delivery GR resident</td>
<td>$481.43</td>
</tr>
</tbody>
</table>

Training and Faculty Support

Teaching Online 101
- Certifying faculty for online instruction

In-Person Workshops
- Utilizing effective online teaching methods
- Using Canvas (LMS)

24/7 Technology Support
- Providing cutting-edge tools for online learning
# Performance Measurements

## Innovative Education @USF Assessment of Online Learning

<table>
<thead>
<tr>
<th>Feature</th>
<th>Does not meet criteria</th>
<th>Meets some criteria</th>
<th>Meets most criteria</th>
<th>Meets all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/program access</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student success/performance</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Instructor certified to teach online</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Instructional effectiveness</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Meets online class quality rubric</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Effective use of online teaching technologies</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Class/program material updated regularly</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Financial health of fully online programs</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

## Innovative Education: Moving Forward

- Mobile-ready classes
- Creating global classrooms
- Proctoring pilot
- Flexible, modular delivery improves time to completion
- Massive Open Online classes (MOOCs)
Current State of Online Education at UF

Joe Glover
Provost and Senior Vice President for Academic Affairs
University of Florida

Andy McCollough
Associate Provost for Teaching and Technology
University of Florida

May 2014

Distance and Continuing Education
UF Programs Offered Fully Online
Statistics

<table>
<thead>
<tr>
<th>#*</th>
<th>%</th>
<th>Requires on-campus work</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>11</td>
<td>10.3</td>
</tr>
<tr>
<td>Master’s</td>
<td>33</td>
<td>18.2</td>
</tr>
<tr>
<td>Doctoral</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Prof</td>
<td>3</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>12.5</td>
</tr>
</tbody>
</table>

*These are unique degrees (CIPs). If the count was extended to major/specializations the total would be 94.

Undergraduate Programs
(UF Online)

- Number of Programs: 11*
- Number of Students: 100**
- History:
  - 1st Term, Spring 2014; migrated existing 2+2 programs
  - 24,000+ students in ten years

*5 of the total begin in August 2014
**1st term, 10 year forecast – 24,000
Majors (UF Online)
Become Available as Follows

- **Academic Year 2013-14**
  - Business Administration
  - Criminology & Law
  - Health Education & Behavior
  - Environmental Management
  - Sport Management

- **Academic Year 2014-15**
  - Biology
  - Computer Science
  - Geology
  - Psychology
  - Telecommunications

- **Academic Year 2015-16**
  - Accounting
  - Industrial Engineering
  - Geography
  - Nursing
  - Political Science
  - Sociology

- **Academic Year 2016-17**
  - Microbiology & Cell Science
  - Physiology & Kinesiology
  - Mechanical Engineering
  - Civil Engineering
  - Public Relations
  - Elementary Education

---

**Lower Division Opportunities**

- Most of the General Ed curriculum needed to satisfy state requirements is available fully online
  - To minimize duplication, these courses can be made available to students at all SUS and FCS institutions

- High School Dual enrollment opportunity

- Leveraging the learning objects (courses) created for UF Online
  - Comprehensive
  - High quality
  - User tested
Graduate / Professional Online Programs

- Number of programs
  83

- Number of students enrolled
  7063

- Revenues last year – from self-funded graduate programs
  $82 million (2013-14)

Online Graduate Programs

Working Professional (Internet) MBA (402)

The UF MBA Program was one of the first schools to offer a fully-accredited online degree. The UF MBA is regarded as one of the world’s best by The Economist and U.S. News & World Report.
Online Graduate Programs

Engineering (EDGE) (656)
The UF College of Engineering is ranked as one of the top 25 in the nation by *U.S. News and World Report*. UF EDGE provides worldwide, online delivery of high quality, downloadable course lectures from our UF research active engineering professors.

Online Graduate Programs

Forensic Science Online Master’s (1546)
Winner of the Award of Excellence in Distance Education, the University of Florida provides online master's degrees, certificates and continuing education courses in the forensic sciences. Now in its second decade, the University of Florida's award winning Forensic Science Master’s Program is the world's largest and most prestigious forensic science program, with over 1,000 graduates.
Online Graduate Programs

Pharm. D. Program (1015)

The UF College of Pharmacy is currently ranked among the top colleges and schools of pharmacy in the nation, by *US News & World Report*. The University of Florida’s Working Professional Doctor of Pharmacy distance-learning program leverages the latest in multimedia technology to make distance-learning possible.

Recognitions

Internet MBA
Financial Times ranked as #2 in the world.

Best Online Bachelor’s Programs
Recognized by *U.S. News and World Report* as #5 in the country.

Distance Programs (Best Online Colleges)
Ranked as #2 in the country by TBS and Yahoo Finance in 2014.

“Most people don’t realize the University of Florida, highly regarded for its campus-based programs, has a substantial offering of online degree programs especially online master’s degrees.” James Barham, General Editor of TheBestSchools.org
What programs will be offered online?

Considerations

- Viability of program
  - Market research (Pearson Learning)
  - Student Demand
  - Cost recovery
  - Work Force needs

Tuition and Fees: Undergraduate

- The online undergraduate program (UF Online) is state funded, and tuition and fees are prescribed by statute.

- Tuition cannot exceed 75% of tuition (including tuition differential) for resident students.
  - UF resident undergraduates pay $208.77 per SCH in tuition and fees. (Nonresidents pay $951.34 per SCH)
  - UF Online students pay $126.57 per SCH. (Nonresidents pay market rate determined by program.)
Tuition and Fees: Graduate

- Fully online graduate degree programs are self-funded. This is dictated by limited state funding and incentivized by UF RCM budgeting system.
- Tuition generally established on a cost recovery basis. Eighteen (18) Programs have moved to market rate tuition after review and approval by BOG.
- Currently tuition per credit hour ranges from $310 [PhD in Audiology] to $1462 [MBA].

Training

- Substantial training and assistance in instructional design provided centrally.
- Faculty creating a course funded through central administration are required to participate in training.
- Faculty Development – Established a Faculty Institute and a Teaching Assistant Institute, consists of 10 modular online workshops which must be competed prior to course development and/or delivery.
Performance Measures

- Graduation Rates
- Student Performance (SLOs)
- Cost Recovery/Excess Revenue (grad/prof)
- Quality Assurance Review
- Student Success Post - Graduation
Milestones

• 1998  First online courses offered
• 2003  Online Master in Hospitality Management launched
• 2004  First fully online undergraduate degree program launched – RN to BSN
• 2005  FIU Online established
• 2005  All courses required for BBA available online including core curriculum
• 2009  Fully Online MBA launched
• 2009  Student Recruitment Call Center established
• 2013  13 undergraduate and 18 graduate fully online degree programs available
• 2014  FIU is selected to participate in Complete Florida

41% of FIU students took online classes in 2012-2013

31 degree programs online (18 graduate 13 undergraduate)

13 Annual Faculty Development Conferences

681 FIU faculty taught online classes in 2012-2013

20% of SCHs online Fall 2013

915 Unique online courses since Fall 2012
### Top Rankings

**U.S. News World Report**
- # 27 – Best Online Graduate Business Programs (2013)
- # 41 – Best Online Graduate Engineering Programs (2013)

**Financial Times**
- Top 48 – Business Schools Offering Online Programs (2013)

**TheBestSchools.org**
- # 21 – Best Online Colleges (2014)

**GetEducated.com**
- # 16 – Best Affordable Masters in Management Online (2014)

**BusinessMBA.org**
- # 9 – Top 25 Best Value Online MBA Programs (2013)

### Fully Online Undergraduate Degree Programs 2013-2014

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>University of West Florida</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>University of Florida</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>University of Central Florida</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Florida State University</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>University of South Florida</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>University of North Florida</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 47

Source: Florida Virtual Campus - https://www.flvc.org/home
FIU Online Organizational Structure

Marketing & Recruitment
- Lead Generation
- Event Recruitment
- Student Recruitment Call Center
- Salesforce CRM

Program & Operations Management
- Instructional Designer
- Technology System Support & Development
- Student Support
- Student Success Coaches
- Program Operations Management

Quality Assurance
- Training
- Outcomes Assessment
- Curriculum Design
- Quality Matters Certification
- Faculty Resource Repository

UC Dean

Staffing (as of Spring 2014)

<table>
<thead>
<tr>
<th>A&amp;P</th>
<th>USPS</th>
<th>OPS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>14</td>
<td>41</td>
<td>132</td>
</tr>
</tbody>
</table>

Fully Online Undergraduate Degree Programs

Currently Available
- Communication Arts
- Criminal Justice
- Early Childhood Education
- Finance
- Hospitality Management
- Human Resources Management
- Interdisciplinary Studies
- International Business
- Management
- Marketing
- Nursing
- Psychology
- Recreational Therapy

Will Launch Fall 2014
- Health Services Administration
- Management Information Systems
- Public Administration
- Religious Studies
- Sociology

Planned for Fall 2015
- International Relations
- Political Sciences
- Elementary Education
- History
- Accounting

19% of undergraduate degree programs are offered fully online.
All fully online undergraduate degree programs do not require on-campus residency.
946 students enrolled in fully online undergraduate degree programs.
Most fully online undergraduate degree programs offered through Complete Florida.
All fully online undergraduate degree programs are state-funded.
Criteria for Selecting Fully Online Undergraduate Degree Programs

Source: IPEDS, HLC, Eduventures analysis and estimates

Undergraduate Cost Comparison

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Per Credit</th>
<th>Cost for 12 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular On Campus Course</td>
<td>$203.59</td>
<td>$2,592.35</td>
</tr>
<tr>
<td>Online Course for students not enrolled in a fully online degree program</td>
<td>$256.92</td>
<td>$3,232.31</td>
</tr>
<tr>
<td>Fully Online Degree Seeking Student (Semester fees of health, athletics and parking waived for students in fully online degree programs)</td>
<td>$215.94</td>
<td>$2,591.28</td>
</tr>
</tbody>
</table>
**Fully Online Graduate Degree Programs Currently Available**

**State-Funded**
- MS in Criminal Justice
- MS in Music Education
- MS in Adult Education & Human Resource Development
- Master in Public Administration
- Doctor of Nursing Practice*

**Self-Sustaining**
- MS in Computer Engineering
- Network Security
- MS in Curriculum Instruction – Curriculum Development
- MS in Special Education
- MS in Engineering Management

**Market Rate**
- Corporate MBA
- Healthcare MBA*
- Master in International Business
- MS in International Real Estate
- MS in Human Resource Management
- MS in Hospitality Management
- Executive MS in Hospitality Management
- MS in Construction Management
- MS in Mass Communication: Global Strategic Communications

*20% of graduate degree programs are offered online.

Most of the fully online graduate degree programs are self-sustaining or market rate. All new versions or new offerings of fully online graduate degree programs are self-sustaining or market rate.

New online modality or new offerings of fully online graduate degree programs require feasibility study and Faculty Senate approval.

* Require on campus residency

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**Performance Measures**

**Undergraduate**
- Retention rate
- Graduation rate
- Student satisfaction
- Enrollment targets
- Similar outcome assessment results

**Graduate**
- Retention rate
- Graduation rate
- Student satisfaction
- Enrollment targets
- Similar outcome assessment results
# University Goals

<table>
<thead>
<tr>
<th>University Goal</th>
<th>Current Measure</th>
<th>2019-2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>% SChs offered online</td>
<td>20.9%</td>
<td>40%</td>
</tr>
<tr>
<td># of fully online undergraduate degree programs</td>
<td>13</td>
<td>50% of degree programs offered</td>
</tr>
<tr>
<td># of fully online graduate degree programs</td>
<td>18</td>
<td>33% of degree programs offered</td>
</tr>
</tbody>
</table>
Online@UCF Personnel
Fully Online Programs

- Undergraduate degrees: 15 of 91 (16.5%)
- Graduate degrees: 24 of 86 (28%)
- Graduate certificates: 30 of 61 (49%)
- Undergraduate certificates: 2 of 36 (5%)
- Undergraduate minors: 17
- All Gen Ed requirements available online
- 1,657 fully online courses offered to date

Programs In Development

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
<th>Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.A./B.A Business Administration</strong> - 98%</td>
<td><strong>M.A. Exceptional Student Education</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.A. Humanities</strong> - (Philosophy, Religion, &amp; Pop Culture Track) - 82%</td>
<td><strong>PH.D Modeling and Simulation</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.S./B.A Accounting</strong> - 72%</td>
<td><strong>PH.D. Environmental Engineering</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.S./B.A General Business</strong> - 72%</td>
<td><strong>M.S.E.E Engineering Management</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.S./B.A Management</strong> - 72%</td>
<td><strong>M.S.E.E Electrical Engineering</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.A. Sociology</strong> - 71%</td>
<td><strong>M.S.P.E Computer Engineering</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.S./B.A Marketing</strong> - 69%</td>
<td><strong>PH.D. Civil Engineering</strong> - 100%</td>
</tr>
<tr>
<td><strong>B.S./B.A Finance</strong> - 68%</td>
<td><strong>PH.D. Materials Science and Engineering</strong> - 95%</td>
</tr>
<tr>
<td><strong>B.S./B.A Real Estate</strong> - 68%</td>
<td><strong>M.E.D. Elementary Education</strong> - 86%</td>
</tr>
<tr>
<td><strong>B.A. Human Communication</strong> - 64%</td>
<td><strong>M.S. Modeling and Simulation</strong> - (1 Track) - 75%</td>
</tr>
<tr>
<td><strong>B.S. Health Informatics and Information Management</strong> - 64%</td>
<td><strong>ED.S. Education</strong> - 75%</td>
</tr>
<tr>
<td><strong>B.S. Health Sciences</strong> - (B.S./B.A Economics, Business) - 61%</td>
<td><strong>PH.D. Computer Engineering</strong> - 75%</td>
</tr>
<tr>
<td><strong>B.S. English Language Arts Education</strong> - 61%</td>
<td><strong>M.P.A Public Administration</strong> - (2 Tracks) - 73%</td>
</tr>
<tr>
<td><strong>B.S. Mathematics Education</strong> - 53%</td>
<td><strong>M.E.D. Education Leadership</strong> - 73%</td>
</tr>
<tr>
<td><strong>B.A. Art</strong> - 53%</td>
<td><strong>D.N.P Nursing</strong> - (1 Track) - 70%</td>
</tr>
<tr>
<td><strong>B.A. Philosophy</strong> - 50%</td>
<td><strong>ED.S. Educational Leadership</strong> - 67%</td>
</tr>
<tr>
<td><strong>B.S. Social Science Education</strong> - 50%</td>
<td><strong>PH.D. Industrial Engineering</strong> - 63%</td>
</tr>
<tr>
<td></td>
<td><strong>PH.D. Electrical Engineering</strong> - 63%</td>
</tr>
<tr>
<td></td>
<td><strong>M.S. Optics</strong> - 50%</td>
</tr>
</tbody>
</table>
Blended Learning Courses

- Blended learning combines fully online and classroom-based learning
- Typically 1/2 to 2/3 online, with reduced face-to-face classroom attendance
- 1,531 courses offered to date in blended format

Enhanced Classroom Courses

- 47.6% of regular classroom courses are enhanced through use of online tools and techniques using the Learning Management System
  (2,568 of 5,395 course sections for spring 2014)
AY 2013-2014

- 35.9% of total university SCH generated online
- 76.2% of all students took at least one fully online or blended learning course
  - 78.3% of all undergraduates (47,116)
  - 62.8% of all graduate students (6,469)
Online Program Development

- Online program decisions are made by the respective colleges and departments
- I and my team hold planning meetings with every college dean and staff each fall and spring
- Each college has an online strategy, which is coordinated and supported centrally
College Engagement*

**Colleges Over 50% SCH**

- Nursing (62%)
- Grad (61.5%)
- UG Studies (58.6%)
- Health & Public Affairs (54%)
- Business Admin (51.7%)

**Colleges Over 25% SCH**

- Hospitality Mgmt (49.7%)
- Arts & Humanities (34.2%)
- Sciences (28.8%)
- Education (27.7%)

*AY 2013-2014

---

Online Program Development

- Nearly all online programs are supported through regular tuition and state support
- Five are offered through UCF Continuing Education on a cost-recovery basis by request of the respective academic departments - Academic Affairs approval is required
Online Tuition & Fees

• Tuition and fees for online courses are identical to those for face-to-face courses with the exception that fully online courses carry a distance learning course fee.

UCF Online Quality Cycle

- Policy, Planning, Standards, Credentialing, Reporting
- Faculty Development
- Technical Support
- Course Design
- Course Production
- Assessment
Faculty Development

- All faculty and teaching assistants are required to participate in extensive faculty development
- Each faculty member is assigned an instructional designer and supported by an extensive team of online learning specialists

<table>
<thead>
<tr>
<th>Web Essentials</th>
<th>IDV Essentials</th>
<th>ADL5000</th>
<th>IDL6543</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available to faculty teaching “Web-enhanced” face-to-face courses</td>
<td>Required to teach lecture-capture video streaming courses</td>
<td>Required to teach existing online or blended courses</td>
<td>Required to design and teach original online or blended courses</td>
</tr>
<tr>
<td>Technology focus</td>
<td>Design and delivery Focus</td>
<td>Pedagogy, logistics, technology focus</td>
<td>Deeper design, delivery, and teaching focus</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>8 hrs.</td>
<td>35 hrs.</td>
<td>80 hrs.</td>
</tr>
</tbody>
</table>

Ad hoc training, open labs, JIT resources, and advanced topics sessions
Core Performance Measures

- Quality (quality courses, excellent teaching, student success outcomes)
- Access (growth, convenience, flexibility)
- Student and faculty satisfaction
- Cost-effectiveness and scalability

Student Success

<table>
<thead>
<tr>
<th></th>
<th>Spring 11</th>
<th>Sum 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Sum 12</th>
<th>Fall 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F (n=669,638)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended (n=66,124)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully Online (n=176,856)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Online Learning Research

- UCF’s Research Institute for Teaching Effectiveness (RITE) has been assessing online learning since 1996
- RITE staff have produced 2 books, 20 book chapters, 28 journal articles, and 66 global presentations; 100s of faculty journal articles
- Over 5,000 citations in professional literature

A Platform for Innovation

- Adaptive, mastery-based learning
- Predictive analytics (“Big Data”)  
- Alternative credentialing (badges)
- National offerings
- Non-traditional scheduling
- MOOCs
MOOCs

In the field of online education, MOOCs (Massive Open Online Courses) are gaining popularity. MOOCs are designed to provide free, online courses that anyone can take. They are typically offered by universities and institutions around the world. 

Two examples of MOOCs offered by UCF (University of Central Florida) are:

1. International Health Systems: Incorporating Sustainability
   - Taught by Bernardo Ramirez, M.D., M.B.A., Professor of International Health System Management.

2. Tourism Industry Analysis
   - Taught by Dr. Todayuki Hara, Associate Dean of Finance and Administration.

These courses are part of the UCF MOOC offerings, providing valuable knowledge in their respective fields.

---

**EDUCASE**

**BlendKit 2014: Becoming a Blended Learning Designer MOOC**

Blended learning, which combines face-to-face and online learning experiences, is becoming increasingly popular. BlendKit 2014 is an MOOC designed to help educators become proficient in blended learning. It is a five-week course beginning on April 21, 2014.

**History**

Blended learning is a relatively new educational paradigm that combines both online and face-to-face learning. The University of Central Florida (UCF) has been a leader in this area, developing the BlendKit as a tool to facilitate blended learning. The BlendKit MOOC is designed to help educators become skilled in designing blended courses.

**BlendKit 2014 MOOC**

The MOOC is free and open to anyone interested in learning about blended learning. It is offered online and can be accessed at any time. The course is facilitated by experts in the field of blended learning, including Dr. Kevin Thompson and Dr. Linda Pansy.

**Certification**

Participants who complete the course successfully will receive a certificate of completion, recognizing their attainment of blended learning skills.
Online@UCF Recognition

• Sloan Consortium
  – Excellence in Institution-Wide Online Education Award (2012)
  – Mayadas Leadership Award (2011)
  – Excellence in Online Teaching Award (2009)
  – Excellence in Online Teaching Award (2008)
  – Ralph E. Gomory Award for Quality Online Education (2008)
  – Outstanding Achievement in Online Education by an Individual (2005)
  – Excellence in Faculty Development for Online Teaching (2003)

• Tegrity McGraw-Hill
  – President’s Award for Vision and Leadership (2012)

• EDUCAUSE
  – Teaching & Learning Award for Online Program (2005)

• USDLA
  – Excellence in Distance Learning Program Award (2000)

• APQC
  – Faculty Development Award for Teaching w/ Technology (1998)
Fully Online Distance Programs

**Undergraduate Degrees:**
- Computer Science, BA, BS
- Criminology, BS
- Interdisciplinary Social Science, BS
- Public Safety & Security, BS major in Law Enforcement Intelligence
- Public Safety & Security, BS major in Law Enforcement Operations

**Undergraduate Certificates:**
- Emergency Management
- Multicultural Marketing

**Undergraduate Specialized Studies:**
- Criminology

**Graduate Degrees:**
- Business Administration, MBA
- Communication & Science Disorders, MS
- Criminology, MS
- Educational Leadership, MS
- Information Technology, MS
- MS major in Instructional Design
- MS major in Open & Distance Learning
- MS major in Performance Improvement & HR Development
- Library and Information Studies, MS
- Management, MS
- Management Information Systems, MS
- Nurse Educator, MS
- Nurse Leader, MS
- Social Work, MSW
- Special Education, MS

**Graduate Certificates:**
- Coaching
- Communication Science and Disorders Bridge
- Emergency Management
- Event Management
- Geographic Information Systems
- Human Performance Technology
- Information Architecture
- Institutional Research
- Leadership and Management
- Leadership in Executive and Administrative Development
- Multicultural Marketing
- Online Instructional Development
- Project Management
- Reference Services
- Sales Management
- School Library and Media Leadership
- Youth Services

**Graduate Specialized Studies:**
- Blended and Online Learning and Technology (BOLT)
- Business Professional Specialization
- Post Master’s Degrees:
  - Educational Leadership, Specialist
  - Library and Information Studies, Specialist
- Post Master’s Certificates:
  - Modified Program in Educational Leadership/Administration
  - Nurse Educator
  - Nursing Leadership
862+ Courses across 15 Colleges

- Multidisciplinary
- College of Visual Arts, Theatre, and Dance
- College of Social Work
- College of Social Sciences and Public Policy
- College of Nursing
- College of Music
- College of Motion Picture Arts
- College of Human Sciences
- College of Engineering
- College of Education
- College of Criminology & Criminal Justice
- College of Communication & Information
- College of Business
- College of Arts & Sciences
- College of Applied Studies

70+ Courses Currently in Development

- Foundation Engineering
- Traffic Engineering
- Civil Engineering
- Entrepreneurial Practices
- Environmental Engineering
- Chemistry
- Digital History
- International Dev. & Social Change
- Commercial Rec. & Tourism
- Sociology of Religion
- Politics & Society
- Leadership & Supervision
- Managing Special Events
- Sport History
- Contemporary Art
- Entering the Public Sphere
- Courts and Social Policy
- Introduction to World Religions
- Social Problems
- Sports and Society
- Diffusion of Sustainable Design
Innovation and Online Committee - Innovation and Online Committee

Distance Revenue Growth

- Millions
- $- to $70
- 2009-2010: $20
- 2010-2011: $27
- 2011-2012: $53
- 2012-2013: $65
- 2013-2014: $66

FTE Generated vs Total Revenue

Innovation and Online Committee - Innovation and Online Committee

Determinates of Funding Type

- ✓ Statutory Requirements
- ✓ Distance Learning Policy
- ✓ Budget Office Guidelines
- ✓ Auxiliary Committee Review
- ✓ External & Internal Audits
- ✓ Annual Review of DL Fees
Development Process

Proposal
- Need
- Support
- Sustainability

Budget
- 3yr Estimates
- Enrollments
- Resources

Letter of Agreement
- Obligations
- Approvals
- Timelines

Curricular Request
- Department
- Faculty Senate
- Administration

Deploy
- Administration
- Student Support
- Course Support

Evaluate
- Security
- Instruction
- Content

Policies Regarding Tuition and Fees

✓ Fundable tuition is credited to the department
✓ Distance fees are deposited into auxiliary accounts centrally managed by Academic Affairs and ODL
✓ Expenditures from DL auxiliary accounts must be related to the program or course for which the fees were collected
✓ DL fees must not exceed the cost to develop and maintain the DL program or course
### FSU Tuition and Fees (per credit hour)

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>On-Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Fees</td>
<td>$105.07</td>
<td>$105.07</td>
</tr>
<tr>
<td>Tuition</td>
<td>$105.07</td>
<td>$105.07</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$5.25</td>
<td>$5.25</td>
</tr>
<tr>
<td>Capital Improvement Trust Fund</td>
<td>$4.76</td>
<td>$4.76</td>
</tr>
<tr>
<td>Total State Fees</td>
<td>$115.08</td>
<td>$115.08</td>
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</table>

<table>
<thead>
<tr>
<th>Local Fees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>$7.90</td>
<td>$0.69</td>
</tr>
<tr>
<td>Activities &amp; Services</td>
<td>$12.86</td>
<td>$9.88</td>
</tr>
<tr>
<td>Student Health</td>
<td>$13.97</td>
<td>$-</td>
</tr>
<tr>
<td>Total Local Fees</td>
<td>$34.73</td>
<td>$10.57</td>
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</table>

<table>
<thead>
<tr>
<th>Other Mandatory Fees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Differential</td>
<td>$49.59</td>
<td>$49.59</td>
</tr>
<tr>
<td>Transportation Access</td>
<td>$8.90</td>
<td>$-</td>
</tr>
<tr>
<td>Student Facilities Use Fee</td>
<td>$2.00</td>
<td>$-</td>
</tr>
<tr>
<td>Technology</td>
<td>$5.25</td>
<td>$5.25</td>
</tr>
<tr>
<td>Total Mandatory Fees</td>
<td>$65.74</td>
<td>$54.84</td>
</tr>
</tbody>
</table>

| Total Resident Fees | $215.55 | $180.49|
| Distance Learning Fee* | variable | variable |
| Per Semester - Student Facilities Use Fee | $20.00 | $20.00|

<table>
<thead>
<tr>
<th>Graduate</th>
<th>On-Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Fees</td>
<td>$403.51</td>
<td>$403.51</td>
</tr>
<tr>
<td>Tuition</td>
<td>$403.51</td>
<td>$403.51</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$20.17</td>
<td>$20.17</td>
</tr>
<tr>
<td>Capital Improvement Trust Fund</td>
<td>$4.76</td>
<td>$4.76</td>
</tr>
<tr>
<td>Total State Fees</td>
<td>$428.44</td>
<td>$428.44</td>
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</table>

<table>
<thead>
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<th>Local Fees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>$7.90</td>
<td>$0.69</td>
</tr>
<tr>
<td>Activities &amp; Services</td>
<td>$11.86</td>
<td>$9.88</td>
</tr>
<tr>
<td>Student Health</td>
<td>$13.97</td>
<td>$-</td>
</tr>
<tr>
<td>Total Local Fees</td>
<td>$34.73</td>
<td>$10.57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Mandatory Fees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Differential</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Transportation Access</td>
<td>$8.90</td>
<td>$-</td>
</tr>
<tr>
<td>Student Facilities Use Fee</td>
<td>$2.00</td>
<td>$-</td>
</tr>
<tr>
<td>Technology</td>
<td>$5.25</td>
<td>$5.25</td>
</tr>
<tr>
<td>Total Mandatory Fees</td>
<td>$16.15</td>
<td>$5.25</td>
</tr>
</tbody>
</table>

| Total Resident Fees | $479.32 | $444.26|
| Distance Learning Fee* | variable | variable |
| Per Semester - Student Facilities Use Fee | $20.00 | $20.00|

*Distance learning fees vary by program/course.

### Examples of Distance Fees by Program

#### Undergraduate Programs/Courses Fundable Distance Learning Fees Per Credit Hour

<table>
<thead>
<tr>
<th>Undergraduate Degree Programs</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science PCC</td>
<td>$100.00</td>
<td>$90.00</td>
<td>$90.00</td>
</tr>
<tr>
<td>Interdisciplinary Social Science</td>
<td>$70.00</td>
<td>$70.00</td>
<td>$90/$70</td>
</tr>
<tr>
<td>Nursing Baccalaureate Clinical</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>Public Safety &amp; Security PCC</td>
<td>$45.00</td>
<td>$45.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>School of Teacher Education</td>
<td>$70.00</td>
<td>$40.00</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

#### Graduate Degree Programs

| Civil/Environmental Engineering | $83.00  | $83.00  | $83.00  |
| Communication Science & Disorders | $75.00  | $73.00  | $73.00  |
| Educational Leadership          | $80.00  | $80.00  | $70.00  |
| Higher Education General Administration | $70.00  | $70.00  | $70.00  |
| Industrial Engineering          | $108.00 | $108.00 | $108.00 |
| Instructional Systems           | $70.00  | $72.00  | $70.00  |
| Library & Information Studies   | $88.00  | $88.00  | $88.00  |
| Master's in Criminal Justice    | $100.00 | $110.00 | $120.00 |
## Market Tuition Rate Graduate Programs

<table>
<thead>
<tr>
<th>Graduate Degree Programs</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI Project Management</td>
<td>$795.00</td>
<td>$795.00</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Master’s</td>
<td>$513.34</td>
<td>$553.70</td>
<td></td>
</tr>
<tr>
<td>Instructional Systems</td>
<td>$544.00</td>
<td>$544.00</td>
<td></td>
</tr>
<tr>
<td>Library &amp; Information Studies</td>
<td>$515.00</td>
<td>$530.00</td>
<td>$513.00</td>
</tr>
<tr>
<td>Business Administration (MBA)</td>
<td>$700.00</td>
<td>$750.00</td>
<td>$750.00</td>
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<tr>
<td>Master’s Information Systems (MIS)</td>
<td>$700.00</td>
<td>$750.00</td>
<td>$750.00</td>
</tr>
<tr>
<td>Risk Management Insurance (RMI)</td>
<td>$700.00</td>
<td>$600.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Communication Science Disorders (SCSD)</td>
<td>$463.00</td>
<td>$463.00</td>
<td></td>
</tr>
<tr>
<td>Master’s Social Work</td>
<td>$625.00</td>
<td>$625.00</td>
<td>$594.82</td>
</tr>
</tbody>
</table>

---

## Faculty, Mentor, Student Training

![Training Materials](distance.fsu.edu)
Performance Measures

✓ Online Instructor & Mentor Certification
✓ Quality Matters™ reviews of instruction
✓ Student and faculty surveys
✓ Faculty workshops and consultations
✓ Student success – completion & placement

Comparison of Online to On-Campus Completion Rates

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B</th>
<th>B+</th>
<th>B-</th>
<th>C</th>
<th>C+</th>
<th>C-</th>
<th>D</th>
<th>D+</th>
<th>D-</th>
<th>F</th>
<th>% Passed &quot;C&quot; or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9% higher</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>1851</td>
<td>524</td>
<td>316</td>
<td>308</td>
<td>121</td>
<td>51</td>
<td>64</td>
<td>33</td>
<td>28</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>121</td>
</tr>
<tr>
<td>FSU Main Campus</td>
<td>44731</td>
<td>17624</td>
<td>23707</td>
<td>14550</td>
<td>10017</td>
<td>10536</td>
<td>6684</td>
<td>4112</td>
<td>2794</td>
<td>1124</td>
<td>808</td>
<td>4764</td>
<td>90.4%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.0% higher</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>1795</td>
<td>532</td>
<td>242</td>
<td>319</td>
<td>90</td>
<td>66</td>
<td>69</td>
<td>31</td>
<td>13</td>
<td>10</td>
<td>4</td>
<td>104</td>
<td>95.1%</td>
</tr>
<tr>
<td>FSU Main Campus</td>
<td>45476</td>
<td>16858</td>
<td>23211</td>
<td>13406</td>
<td>9276</td>
<td>9752</td>
<td>6091</td>
<td>3689</td>
<td>2457</td>
<td>991</td>
<td>736</td>
<td>4371</td>
<td>91.0%</td>
</tr>
<tr>
<td>Summer 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.1% higher</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>1472</td>
<td>373</td>
<td>229</td>
<td>270</td>
<td>66</td>
<td>60</td>
<td>37</td>
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<td>6</td>
<td>8</td>
<td>4</td>
<td>41</td>
<td>96.8%</td>
</tr>
<tr>
<td>FSU Main Campus</td>
<td>13423</td>
<td>4971</td>
<td>6476</td>
<td>3910</td>
<td>2717</td>
<td>2762</td>
<td>1690</td>
<td>1027</td>
<td>732</td>
<td>275</td>
<td>158</td>
<td>1055</td>
<td>91.7%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
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<tr>
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<td>1997</td>
<td>557</td>
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<td>60</td>
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<td>18</td>
<td>11</td>
<td>9</td>
<td>96</td>
<td>95.4%</td>
</tr>
<tr>
<td>FSU Main Campus</td>
<td>45940</td>
<td>17648</td>
<td>24488</td>
<td>14162</td>
<td>9719</td>
<td>10477</td>
<td>6433</td>
<td>3986</td>
<td>2784</td>
<td>1087</td>
<td>755</td>
<td>4274</td>
<td>90.9%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.7% higher</td>
</tr>
<tr>
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<td>1706</td>
<td>536</td>
<td>298</td>
<td>335</td>
<td>103</td>
<td>88</td>
<td>65</td>
<td>30</td>
<td>20</td>
<td>8</td>
<td>6</td>
<td>118</td>
<td>94.5%</td>
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<tr>
<td>FSU Main Campus</td>
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<td>16323</td>
<td>22134</td>
<td>13061</td>
<td>8702</td>
<td>9495</td>
<td>5927</td>
<td>3593</td>
<td>2500</td>
<td>1010</td>
<td>661</td>
<td>4491</td>
<td>90.8%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9% higher</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>1293</td>
<td>410</td>
<td>248</td>
<td>219</td>
<td>70</td>
<td>65</td>
<td>53</td>
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<td>14</td>
<td>9</td>
<td>5</td>
<td>67</td>
<td>95.5%</td>
</tr>
<tr>
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<td>12563</td>
<td>4708</td>
<td>6418</td>
<td>3928</td>
<td>2586</td>
<td>2696</td>
<td>1708</td>
<td>1089</td>
<td>665</td>
<td>262</td>
<td>164</td>
<td>996</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

Data Source: FSU Institutional Research
Goals & Resources for Growth

- Support growth with DL fees and E&G allocations
- Support new technology with Tech fees
- Continue QM certification of faculty reviewers
- Grant Tuition waivers to attract & support GS mentors
- Expand student services to improve student success
- Secure private funding for innovative instruction
- Collaborate & partner with other institutions
Distance Learning at UNF

Presented to the Innovation and Online Committee
May 8, 2014
Len Roberson
Associate Vice-President of Academic Technology & Innovation

Current State of Affairs
ONLINE EDUCATION @ UNF
Online Education at UNF

Guiding Principles

Quality  Choice
Strategic  Systematic

Organizational Structure for Distance / Online Education

Academic Affairs / Provost

Associate Vice President of Academic Technology & Innovation

Office of Distance Education  Center for Instruction & Research Technology
## Distance Programs

<table>
<thead>
<tr>
<th>Bachelors (2%)</th>
<th>Masters (14%)</th>
<th>Doctorate (33%)</th>
<th>Certificate (33%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN-BSN (26)</td>
<td>M. Ed., Autism +</td>
<td>DNP (20)</td>
<td>Early Childhood (Gr)</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Instructional Technology (26)</td>
<td></td>
<td>Sports Management (Gr)</td>
</tr>
<tr>
<td></td>
<td>MS Nutrition &amp; Dietetics +</td>
<td></td>
<td>TESOL (GR)</td>
</tr>
<tr>
<td></td>
<td>MS, ASL-English Interpreting * (15)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Some face-to-face required

(# represents total # of graduates)  + = new program, no graduates to date

---

### DL Courses at UNF

![Graph of DL Courses at UNF](image)
Hybrid/Blended Courses at UNF

Programs & Funding - Process
# Tuition

Currently no unique policies regarding Online tuition & fees.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP (state-funded), Interpreting</td>
<td>Unique Program Tuition + fees (including DL fee)</td>
</tr>
<tr>
<td>M.Ed. Autism, MS Nutrition, DNP</td>
<td>Market Rate Tuition + DL fee + select fees</td>
</tr>
<tr>
<td>Certificates, M.Ed. Instructional Technology</td>
<td>Traditional Tuition + fees (including DL fee)</td>
</tr>
<tr>
<td>RN-BSN</td>
<td>Cost Recovery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Tuition, Online</th>
<th>Tuition, On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP (state-funded)</td>
<td>$558.41</td>
<td>$523.41 (No DL fee)</td>
</tr>
<tr>
<td></td>
<td>Unique Program Tuition + fees (including DL fee)</td>
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</tr>
<tr>
<td>M.Ed. Autism, (Market Rate)</td>
<td>$435.44</td>
<td>$492.30</td>
</tr>
<tr>
<td></td>
<td>Market Rate Tuition + DL fee + select fees</td>
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</tr>
<tr>
<td>MS Nutrition &amp; DNP(Market Rate)</td>
<td>$525.74</td>
<td>$492.30 – Nutrition $523.41 - DNP</td>
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<tr>
<td></td>
<td>Market Rate Tuition + DL fee + select fees</td>
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</tr>
<tr>
<td>Certificates, M.Ed. Instructional Tech., M.S. Interpreting</td>
<td>$527.30</td>
<td>$492.30 (No DL fee)</td>
</tr>
<tr>
<td></td>
<td>Traditional Tuition + fees (including DL fee)</td>
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</tr>
<tr>
<td>RN-BSN</td>
<td>$285.00</td>
<td>$211.75</td>
</tr>
<tr>
<td></td>
<td>Cost Recovery</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Development & Training

Currently, faculty are not required to undergo training.

TOL 4100
Online Tool Essentials

TOL 6100
Online Course Development & Delivery

TOL 5100
Online Course Delivery

Master Online Teachers
- National Certification
- Mentoring

Ongoing Development: Webinars, CIRT workshops, Sloan Courses

Performance

- Use standard performance measures
  - Student Course Evaluations
  - Department Evaluations
- Began a DL Student Satisfaction Survey in Fall 2013
- Number and percentage of courses, sections, and programs offered at a distance are metrics also used.
DL Student Satisfaction Data

• 1st survey, 726 responses (10% response rate)
  – 80% were very satisfied or generally satisfied with their DL courses.
  – DL courses were chosen for flexibility & convenience of access and scheduling.
  – “I’m so grateful to be able to take classes online! If it wasn’t an option, I wouldn’t be able to go back to school. It enables me to continue working full-time, save money, so that I can transition to a new career seamlessly.”

Recent (2011-2014) Achievements

• Trained more than 175 faculty via the Teaching OnLine (TOL) program.
• Developed a “Transition to DL” program – 7+ programs
• Developed full instructional design model
• Developed a more robust DL support model for faculty and students
• Increased focus on student services for online students
Future Considerations / Goals

ONLINE EDUCATION @ UNF

http://www.unf.edu/distancelearning/Distance_Learning_Strategic_Plan_Home.aspx
DL Strategic Plan – 9 Key Areas (goals/needs)

- **INCREASE** DL courses, programs,
- **ENSURE** quality of courses, delivery, programs
- **REVISE** DL Policy
- **EDUCATE** campus community
- **TRAINING** of all faculty who teach DL
- **BROADEN ACCESS** to DL at UNF
- **INTEGRATE** quality review procedures
- **OFFER** full range of student support services
- **PROVIDE** robust technical support and systems
Innovation and Online Committee

Online Learning
FGCU 5/8/2014


Outline

• About Florida Polytechnic University

• Florida Poly’s Online Plans / Strategies
  ▪ Development & Implementation Plans

• Questions & Answers
Classes start August 2014 (500+ Students)

2 Colleges. 6 Bachelor degrees. 2 Master degrees. 19 Cutting-edge concentrations.

<table>
<thead>
<tr>
<th>COLLEGE OF ENGINEERING</th>
<th>COLLEGE OF INNOVATION &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science Degrees</td>
<td>Bachelor of Science Degrees</td>
</tr>
<tr>
<td>COMPUTER ENGINEERING</td>
<td>ADVANCED TECHNOLOGY</td>
</tr>
<tr>
<td>with one of the following concentrations</td>
<td>with one of the following concentrations</td>
</tr>
<tr>
<td>Digital Logic Design</td>
<td>Big Data Analytics</td>
</tr>
<tr>
<td>Embedded System Design</td>
<td>Cloud Virtualization</td>
</tr>
<tr>
<td>Machine Intelligence</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>COMPUTER SCIENCE &amp; INFORMATION TECHNOLOGY</td>
</tr>
<tr>
<td>with one of the following concentrations</td>
<td>with one of the following concentrations</td>
</tr>
<tr>
<td>Control Systems</td>
<td>Cyber Gaming</td>
</tr>
<tr>
<td>Digital &amp; Hybrid Systems</td>
<td>Information Assurance &amp; Cyber Security</td>
</tr>
<tr>
<td>Electrodynamics</td>
<td></td>
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<tr>
<td>Magnetics</td>
<td></td>
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<tr>
<td>Semiconductors</td>
<td></td>
</tr>
<tr>
<td>MECHANICAL &amp; INDUSTRIAL ENGINEERING</td>
<td>SCIENCE &amp; TECHNOLOGY MANAGEMENT</td>
</tr>
<tr>
<td>with one of the following concentrations</td>
<td>with one of the following concentrations</td>
</tr>
<tr>
<td>Geometric Dimensioning &amp; Tolerancing</td>
<td>Logistics</td>
</tr>
<tr>
<td>Motion Intelligence</td>
<td>Materials &amp; Supply Chain</td>
</tr>
<tr>
<td>Multifunctional Materials</td>
<td></td>
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<tr>
<td>Nanotechnology</td>
<td></td>
</tr>
</tbody>
</table>

Master of Science Degree

ENGREING

INNOVATION & TECHNOLOGY

Key Timeline

First Students Graduate
Spring 2016

Move into IST building
July 2014

Campus Grand Opening
August 15-16, 2014

Welcome Week
August 20-24

First Day of Class
August 25

Admissions Office Opens on Campus
December 2013

Recruiting Begins
August 2013

Staff & Faculty Hired
Summer & Fall 2013

FloridaPolytechnic.org
Florida Poly’s Online Education

“Online education will be one of our pillars in delivering undergraduate & graduate curriculum”.

Plans for Courses Offering:

• Classroom:
  ✓ Face-to-face, use of advanced learning spaces on campus, instructor-led.

• Hybrid:
  ✓ Blended, mixed-mode combination online/in person

• Online:
  ✓ Online access, asynchronous instructor-guided, flexible schedule, technology driven.

• Massive Open Online Courses (MOOCs):
  ✓ May be used initially to supplement educational content and/or to prepare students for degree programs or specific courses.
Florida Poly’s Online Strategy

- Apply lessons learned from peers.
  - Students will be encouraged to take advantage of the wide array of courses made available including Florida Virtual Campus.
  - Ensure that the courses taken are integrated in students’ overall degree plans.

- Phase I:
  - Use Florida Virtual Campus
- Phase II:
  - Hybrid
    - Selected Courses
- Phase III:
  - Transitioning potential courses and/or programs to fully online options.
Q & A

FloridaPolytechnic.org