This report is being submitted to fulfill the requirements of RFP #2012-65



# Detailed Fact-base: Post-Secondary Online Expansion in Florida

THE PARTHENON GROUP Boston • London • Mumbai • San Francisco

November 16, 2012

National Post-Secondary Online Market

Examples of Innovative Models

Florida Persistence

Florida Online Enrollments

Florida Online Programs

Florida Tuition and Fees

Florida Employment

Florida Virtual Campus

Accreditation Detail

Stakeholder Interviews



#### Strategy Detail Strategy 1: Institutions develop online offerings of their own accord, driving innovation in a way that best fits each school's mission



	Program Design	Marketing and Inquiry	Onboarding/ Student Support	Course Scheduling	Instruction	IT and Data Analytics
~		Each institution ma	y choose to partner with	other SUS/FCS institution	ons or a private partner	$\longrightarrow$
•	Local faculty drive program identification and design	<ul> <li>Local marketing and lead generation</li> </ul>	<ul> <li>Shares student services with onsite/hybrid</li> </ul>	<ul> <li>Driven by faculty and classroom availability</li> </ul>	<ul> <li>Shared online/onsite faculty</li> <li>Class sizes similar</li> </ul>	<ul> <li>Each institution chooses its own LMS, ERP, and SIS</li> </ul>
•	Institution-level best practices	<ul> <li>40+ brands and value propositions</li> </ul>	<ul> <li>Limited experiential data-sets</li> </ul>	<ul> <li>Course availability and start dates</li> </ul>	to onsite	<ul> <li>Local data analytics</li> <li>ELVC continues to</li> </ul>
•	Limited statewide coordination of labor- market needs	state-wide	Local career / job     placement services	driven by institutional calendar		manage statewide computer-assisted advising system



#### Strategy Detail Strategy 2: Coordinating body (e.g., FLVC/BoG/FL DoE) coordinates development of complementary course and degree program offerings across the system



	Program Design	Marketing and Inquiry	Onboarding/ Student Support	Course Scheduling	Instruction	IT and Data Analytics
$\leftarrow$		Participating Institution	ns and/or Coordinating B	Body may choose to partr	ner with a private partne	
•	Coordinated program offerings	Marketing and lead generation is	Student support is delivered centrally	Centrally     coordinated to	<ul> <li>Instruction is delivered by</li> </ul>	<ul> <li>Individual institutions use</li> </ul>
•	Individual institutions design courses within	coordinated centrally and executed by coordinating body or	by coordinating body or an institution	maximize course utilization	individual institution professors and available state-	their own LMS, ERP, and SIS
•	given parameters Coordination of labor- market needs through coordinating body or an institution	<ul> <li>Prospective candidates referred to institution admissions offices</li> </ul>	<ul> <li>Job placement supports are developed by collaboration of institutions and delivered by coordinating body or an institution</li> </ul>		wide	<ul> <li>Central data analytics team (at coordinating body or an institution) provides analytic support to institutions</li> </ul>



	Program Design	N	larketing and Inquiry		Onboarding/ Student Support		Course Scheduling		Instruction		IT and Data Analytics
<	L	eac	l institution may c	hoc	ose to partner with ot	ner	r SUS/FCS institutions	an	d/or a private partner		>
•	Lead institution(s) is selected through a competitive grant process to develop and deliver new online programs within grant parameters	•	Lead institution markets state- wide Enrollment management handled by lead	•	Student supports are developed and coordinated at the lead institution or through a partner organization	•	Coordinated by lead institution to meet parameters of grant	•	Instruction could be delivered by the lead institution or through partner organization Utilize current	•	All data analytics are overseen by the lead institution
•	Lead institution(s) may choose to partner with SUS/FCS, other institutions, or a private partner		institution	•	Job placement supports are developed lead institution				faculty and new teaching staff		



Note: LMS: Learning Management System; ERP: Enterprise Resource Planning; SIS: Student Information System Source: Interviews with FLVC, SUS Board of Governors, SACS staff

# Strategy 4: New online institution is created to focus exclusively on the development of new models



	Program Design	Marketing and Inquiry		Onboarding/ Student Support		Course Scheduling		Instruction		IT and Data Analytics
~	Nev	w online institution ma	iy c	hoose to partner with	ס ר	ther SUS/FCS institution	ons	and/or a private part	ner	>
•	New online institution develops innovative programs to offer system-wide	New brand created for Florida online institution	•	Utilize best practices of data- driven student support services	•	Designed to meet needs of 100% online target student Flexible starts	•	Non-research faculty deliver all online content	•	Designed and built to meet the needs of the 100% online student
•	Course development occurs at the new institution, coordinated with labor-market needs state-wide	generation is coordinated by the new institution			•	Synchronous and asynchronous content				



#### **Timeline – Strategy 1 Institution-by-Institution\***

		Yea	ar 0 (Plai	nning Ye	ear)		Yea	r 1**			Yea	ar 2	
		1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12
Institution Participation	Institutions would make decision to participate												
	Institutions determine which programs / courses to offer												
Program Design	Creation/expansion of studios and technical capacity for course creation												
	Building programs and courses												
Accredit- ation	Conversations with SACS/other accreditors regarding program developments, achieving approval at each institution												
Student	Creation/expansion of roles for mentors, advisors, counselors for students, training												
Supports	Development/expansion of protocols and best practices to support students												
IT Data	Creation/expansion of systems and hire teams for real time tracking of students, training												
Analytics	Development/expansion of protocols and best practices to monitor students and trigger supports needed												
Fooulty	Determine which faculty will lead development of programs/courses at each institution												
Faculty	Hire and train instructors for courses												
Markoting	Create marketing portfolio strategy and obtain marketing expertise internally/externally												
warketing	Begin marketing efforts to students and evaluate process												
Enrollment	Begin enrolling students												



Note: \*Timeline applies to one institution. In this model, institutions are continually deciding whether to participate \*\*Year 1 on all charts corresponds to year 1 on financial models Northern Arizona University timeline benchmark of one year for development of new online degree programs

### **Timeline – Strategy 2 Institutional Coordination**

		Yea	ar 0 (Pla	nning Y	ear)		Yea	ar 1			Yea	ar 2	
		1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12
Create Coordinating	Empower coordinating body and ensure leadership is aligned with both state and institution objectives												
Body	Hire initial staff, finalize role of coordinating body												
Obtaining Funding	Determine funding amounts for coordinating body and add to state appropriations budget												
Legislation	Pass legislation to empower and fund coordinating body; allow for adjustment to tuition					22	2						
_	Determine which programs/courses to offer, and which institution should offer them								22)				
Program Design	Creation/expansion of studios and technical capacity for course creation												
	Building programs and courses												
Accredit- ation	Conversations with SACS/other accreditors regarding program developments, achieving approval												
Student	Creation of roles for mentors, advisors, counselors for students												
Supports	Development of protocols and best practices to support students												1
IT Data	Creation of systems and hire teams for real time tracking of students, training												
Analytics	Development of protocols and best practices to monitor students and trigger supports needed												
Faculty	Determine which faculty from which institutions will lead development of courses												
•	Hire and train instructors for courses												1
Marketing	Create marketing portfolio strategy and obtain marketing expertise internally/externally												
Ū	Begin marketing efforts to students and evaluate process												
Enrollment	Begin enrolling students												

### **Strategy Detail** Timeline – Strategy 3 Lead Institution

		Yea	r 0 (Pla	nning Y	ear)		Ye	ar 1			Year 2		
		1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12
Selecting	RFP for Lead Institution put out												
Institution	Proposals responded to, proposals reviewed, institution selected												
Obtaining Funding	Determine funding amounts and add to state appropriations budget												
Legislation	Pass legislation to fund grant to lead institution and allow for adjustment to tuition												
	Determine which programs / courses to offer							121	11				
Program Design	Creation/expansion of studios and technical capacity for course creation												
	Building programs and courses												
Accredit- ation	Conversations with SACS/other accreditors regarding program developments, achieving approval												
Student Supports	Creation of roles for mentors, advisors, counselors for students, training												
	Development of protocols and best practices to support students												
IT Data	Creation of systems and hire teams for real time tracking of students, training												
Analytics	Development of protocols and best practices to monitor students and trigger supports needed												
E It	Determine which faculty will lead development of programs/ courses, potentially from outside Lead Institution												
Faculty	Hire and train instructors for courses												
Marketing	Create marketing portfolio strategy and obtain marketing expertise internally/externally												
5	Begin marketing efforts to students and evaluate process												
Enrollment	Begin enrolling students												

### **Strategy Detail** Timeline – Strategy 4 New Institution

		Yea	ır 0 (Plai	nning Y	ear)		Ye	ar 1		Year 2			
		1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12	1-3	4-6	7-9	9-12
	Determine goals, specifications for new university												
Build New Institution	Construct/repurpose physical and technological facilities												
	Hire president and lead staff of new institution						22	22					
Obtaining Funding	Determine funding amounts and add to state appropriations budget												
Legislation	Pass legislation to create new institution												
	Determine which programs / courses to offer												
Program Design	Creation/expansion of studios and technical capacity for course creation												
	Building programs and courses												
Accredit- ation	Conversations with SACS/other accreditors regarding program developments, achieving approval												
Student	Creation of roles for mentors, advisors, counselors for students												
Supports	Development of protocols and best practices to support students												
IT Data	Creation of systems and hire teams for real time tracking of students, training												
Analytics	Development of protocols and best practices to monitor students and trigger supports needed												
	Hire faculty to create programs												
Faculty	Hire and train instructors for courses												
Marketing	Create marketing portfolio strategy and obtain marketing expertise internally/externally, and to create brand												
3	Begin marketing efforts to students and evaluate process												
Enrollment	Begin enrolling students												

### Strategy Detail Strategies will necessitate levels of initial investment ranging from ~\$30-70M

#### Start Up Expenditure

ecurring Expenditure

System Volume

System Expenditure

#### Start-Up Expenditures Associated with Each Approach to Online Expansion



#### Benchmarks

Over the past 10 years, a number of online institutions have been started or built from existing institutions; Figures cited by these institutions about their initial investments inform this model

- **Overall:** WGU needed \$40-\$50M over the first four years of its existence for start-up related expenditure
- **Building:** WGU required a building for 400 student support professionals. Industry standards suggest call centers require 150 sq. ft per person at an estimated \$250 per square foot in Florida
- Information Technology: UCAL invested \$4.3M to build a state of the art Learning Management System. Initial investment in ERP systems range from \$1-3M; student information systems can necessitate an additional \$1-2M of upfront investment.
- **Brand Building:** WGU requested \$10-\$15M for brand building in Florida. SNHU spent \$15M on marketing when they decided to take programs national
- **Program Design:** Program expenditures vary tremendously across institutions. Best-in-class course design expenditures estimated at \$5K-\$10K per unique course. Degree programs require 10-40 unique courses. Course materials can be leveraged for both credit based and competency based programs
- Institutional Leadership: A new Institution will require an Institution head and a small staff of 10-15 highly skilled individuals to create the basic infrastructure needed to run a post-secondary institution and gain accreditation

\* Program design will take place over the 10 year time period

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Source: ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July-November 2012

ecurring Expenditure

System Volume

#### System Expenditure

## Strategy Detail

### **Start-Up Expenditure Assumptions**

	Institution by Institution	Institutional Collaboration	Lead Institution(s)	New Online Institution
Facilities Benchmark: WGU facility holds 400 people (\$18M)	None needed	None needed	<ul> <li>New building required to house additional support service professionals (\$18M)</li> </ul>	<ul> <li>New building required to house additional support service professionals (\$18M)</li> </ul>
Information Technology Benchmark: UCAL needed \$4.3M to build new LMS	Leverage existing institutions infrastructure, no additional investment required	<ul> <li>Leverage existing infrastructure, reducing start-up expenditures by 40% (\$3M)</li> </ul>	Leverage existing institutions infrastructure, no additional investment required	<ul> <li>Build out new LMS (\$5M), ERP (\$2M), SIS (\$1M) (\$8M Total)</li> </ul>
Brand Building Benchmark: WGU brand building efforts (\$20M)	<ul> <li>Current brands are leveraged, but splitting the spend between institutions reduces marketing effectiveness (\$15M)</li> </ul>	<ul> <li>Current brands are leveraged, but need to strengthen brand across institutions (\$15M)</li> </ul>	<ul> <li>Leverage existing brand, reducing marketing expenditures by 50% (\$10M)</li> </ul>	<ul> <li>Need to create new brand for new online institution (\$20M)</li> </ul>
Program Design Benchmark: Estimated \$10K per course; Average \$300K for a full degree program	<ul> <li>100 new programs created for both credit-based and competency-based programs across all participating institutions; high duplicative program creation increases program design expenditures (\$30M)</li> </ul>	<ul> <li>50 new programs created for both credit-based and competency-based programs (\$15M)</li> </ul>	<ul> <li>50 new programs created for both credit-based and competency-based programs (\$15M)</li> </ul>	<ul> <li>50 new programs created for both credit-based and competency-based programs (\$15M)</li> </ul>
Institutional Leadership Benchmark: Estimated need	None needed	None needed	None needed	<ul> <li>Institution head and 10- 15 highly skilled staff needed to implement basic strategy and acquire accreditation (\$4M for first 2 years)</li> </ul>

### **Strategy Detail** Recurring FTE Expenditures – Institution by Institution





**Recurring Expenditure** 

System Volume

System Expenditure

#### **Strategy Detail Recurring FTE Expenditures – Institutional Collaboration**





#### Strategy Detail Recurring FTE Expenditures – Lead Institution(s)

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#### **Strategy Detail Recurring FTE Expenditures – New Online Institution**





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System Volume

#### **Strategy Detail**

### System Volume – Enrollment Projections and Benchmarks



#### Institution by Institution

**Benchmark:** Enrollment ramp will begin slowly as institutions gradually opt to participate. By year 6, program creation will begin to level out at 25 programs per year. Benchmarks indicate roughly 5 years ramp for a program to reach maturity at 500 in both credit- and competency-based programs

#### Institutional Collaboration

**Benchmark:** The Kentucky Community and Technical College System has fundamentally centralized control and development of new innovative online programs. The KCTCS has reached 1,000 enrollments by year 3 of their Kentucky On Demand project which now accounts1% of total enrollments in the system

Recurring Expenditure System Volume

#### **Strategy Detail**

### **System Volume – Enrollment Projections and Benchmarks**



- Methodology
- **Benchmarks:** Over the past 10 years a number of institutions have transformed into online universities and experienced substantial enrollment growth
- Lead Institution: Enrollment projection represents the average of the enrollment growth of three comparable institutions
- New Online Institution: Enrollment growth is assumed to be 2-3 years behind comparable institutions average due to brand building needs, infrastructure requirements, and accreditation time frame; WGU went through a similarly slow enrollment ramp-up as it sought accreditation and built brand awareness.
   Colorado State University – Global Campus is currently experiencing similar growth



Recurring Expenditure

#### **Strategy Detail** System Volume – Total Volume Estimates

System Volume

System Expenditure

New Admit Growth										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Institution by Institution	120	440	1,160	2,480	4,800	8,000	12,000	16,600	21,600	26,600
Institutional Collaboration	1,989	4,097	7,034	9,418	11,940	15,372	18,209	21,201	25,197	28,548
Lead Institution	1,222	3,558	4,846	11,554	16,575	22,332	29,436	35,307	40,603	46,693
New Online Institution	0	240	1,222	3,558	4,846	11,554	16,575	22,332	29,436	35,307

Enrollments										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Institution by Institution	80	345	987	2,242	4,503	7,900	12,415	17,853	23,979	30,401
Institutional Collaboration	1,333	3,608	6,970	10,414	13,973	18,182	22,507	26,980	32,192	37,564
Lead Institution	819	2,940	5,172	11,086	18,275	26,825	36,663	46,857	56,786	67,082
New Online Institution	0	163	948	3,096	5,380	11,505	18,996	27,927	38,170	48,806

FTE Enrollments										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Institution by Institution	67	288	823	1,868	3,752	6,584	10,345	14,877	19,983	25,334
Institutional Collaboration	1,111	3,006	5,809	8,679	11,644	15,151	18,756	22,483	26,827	31,303
Lead Institution	682	2,450	4,310	9,238	15,229	22,354	30,552	39,048	47,322	55,902
New Online Institution	0	136	790	2,580	4,484	9,588	15,830	23,273	31,809	40,672

Completions										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Institution by Institution	8	45	162	415	901	1,710	2,905	4,435	6,243	8,233
Institutional Collaboration	129	547	1,476	2,544	3,761	4,973	6,353	7,910	9,467	11,223
Lead Institution	79	407	1,112	2,328	4,091	7,071	10,028	13,497	17,283	20,896
New Online Institution	0	16	117	481	1,178	2,464	4,329	7,505	10,642	14,324



Note: 1.2 Enrollments per FTE benchmarked against national average

Source: IPEDS; ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July - November 2012

Recurring Expenditure System Volume

#### **Strategy Detail**

### System Volume – Enrollment Projections by Degree Level

System Expenditur

		_		_	_	_		_		
Institution by Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	8	29	75	161	312	520	780	1,079	1,404	1,729
Associate's	18	75	207	459	906	1,560	2,400	3,390	4,485	5,610
Bachelor's	45	199	584	1,349	2,742	4,873	7,763	11,288	15,300	19,552
Master's	10	43	121	273	543	947	1,472	2,096	2,790	3,510
Total	80	345	987	2,242	4,503	7,900	12,415	17,853	23,979	30,401
Institutional Collaboration										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	129	268	464	626	800	1,038	1,238	1,452	1,739	1,984
Associate's	298	771	1,393	2,009	2,619	3,399	4,178	4,952	5,919	6,892
Bachelor's	746	2,110	4,276	6,547	8,945	11,669	14,526	17,543	20,931	24,487
Master's	159	458	837	1,232	1,608	2,076	2,564	3,032	3,604	4,201
Total	1,333	3,602	6,957	10,395	13,948	18,149	22,467	26,933	32,137	37,500
Lead Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	79	235	325	786	1,144	1,563	2,090	2,542	2,964	3,455
Associate's	183	638	1,039	2,238	3,677	5,162	7,009	8,856	10,567	12,433
Bachelor's	458	1,700	3,175	6,773	11,257	17,018	23,400	30,185	36,979	43,858
Master's	98	367	634	1,289	2,198	3,082	4,164	5,274	6,276	7,336
Total	819	2,930	5,152	11,043	18,207	26,731	36,537	46,701	56,603	65,749
New Online Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	0	16	82	242	334	809	1,177	1,608	2,149	2,613
Associate's	0	37	210	667	1,091	2,338	3,852	5,406	7,337	9,271
Bachelor's	0	91	541	1,809	3,300	7,030	11,697	17,730	24,384	31,474
Master's	0	19	116	378	655	1,328	2,270	3,183	4,300	5,448
Total	0	162	944	3,084	5,360	11,462	18,927	27,832	38,043	47,801



#### Strategy Detail System Volume – FTE Enrollment Projections by Degree Level

Start Up Expenditure

ecurring Expenditure

System Volume

System Expenditure

Institution by Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	7	24	63	134	260	433	650	899	1,170	1,441
Associate's	15	63	173	383	755	1,300	2,000	2,825	3,738	4,675
Bachelor's	38	166	487	1,124	2,285	4,061	6,469	9,406	12,750	16,293
Master's	8	36	101	227	452	789	1,227	1,747	2,325	2,925
Total	67	288	823	1,868	3,752	6,584	10,345	14,877	19,983	25,334
Institutional Collaboration										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	108	224	387	522	667	865	1,032	1,210	1,449	1,653
Associate's	249	643	1,161	1,674	2,183	2,833	3,482	4,126	4,933	5,744
Bachelor's	622	1,758	3,564	5,456	7,454	9,724	12,105	14,619	17,442	20,405
Master's	133	382	697	1,027	1,340	1,730	2,137	2,527	3,003	3,501
Total	1,111	3,001	5,797	8,662	11,623	15,124	18,723	22,444	26,781	31,250
Lead Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	66	196	271	000	050	1 202	4 740			
		130	271	655	953	1,303	1,742	2,118	2,470	2,879
Associate's	153	532	866	055 1,865	953 3,064	4,303	5,841	2,118 7,380	2,470 8,806	2,879
Associate's Bachelor's	153 382	532 1,417	866 2,646	1,865 5,645	953 3,064 9,380	4,303 4,301 14,182	1,742 5,841 19,500	2,118 7,380 25,154	2,470 8,806 30,816	2,879 10,361 36,548
Associate's Bachelor's Master's	153 382 81	532 1,417 306	271 866 2,646 528	1,865 5,645 1,074	953 3,064 9,380 1,832	1,303 4,301 14,182 2,568	1,742 5,841 19,500 3,470	2,118 7,380 25,154 4,395	2,470 8,806 30,816 5,230	2,879 10,361 36,548 6,113
Associate's Bachelor's Master's <b>Total</b>	153 382 81 <b>682</b>	130 532 1,417 306 <b>2,441</b>	866 2,646 528 <b>4,294</b>	1,865 5,645 1,074 <b>9,203</b>	953 3,064 9,380 1,832 <b>15,172</b>	4,301 14,182 2,568 22,275	1,742 5,841 19,500 3,470 <b>30,447</b>	2,118 7,380 25,154 4,395 <b>38,918</b>	2,470 8,806 30,816 5,230 <b>47,169</b>	2,879 10,361 36,548 6,113 <b>54,791</b>
Associate's Bachelor's Master's Total New Online Institution	153 382 81 <b>682</b>	532 1,417 306 <b>2,441</b>	866 2,646 528 4,294	1,865 1,865 5,645 1,074 <b>9,203</b>	953 3,064 9,380 1,832 <b>15,172</b>	4,301 14,182 2,568 <b>22,275</b>	1,742 5,841 19,500 3,470 <b>30,447</b>	2,118 7,380 25,154 4,395 <b>38,918</b>	2,470 8,806 30,816 5,230 <b>47,169</b>	2,879 10,361 36,548 6,113 <b>54,791</b>
Associate's Bachelor's Master's Total New Online Institution	153 382 81 <b>682</b> Year 1	532 1,417 306 <b>2,441</b> Year 2	271 866 2,646 528 <b>4,294</b> Year 3	655 1,865 5,645 1,074 <b>9,203</b> Year 4	953 3,064 9,380 1,832 <b>15,172</b> Year 5	1,303 4,301 14,182 2,568 <b>22,275</b> Year 6	1,742 5,841 19,500 3,470 <b>30,447</b> Year 7	2,118 7,380 25,154 4,395 <b>38,918</b> Year 8	2,470 8,806 30,816 5,230 <b>47,169</b> Year 9	2,879 10,361 36,548 6,113 <b>54,791</b> Year 10
Associate's Bachelor's Master's Total New Online Institution Undergraduate Certificate	153 382 81 682 Year 1	532 1,417 306 <b>2,441</b> Year 2 13	271 866 2,646 528 <b>4,294</b> Year 3 68	1,865 5,645 1,074 9,203 Year 4 202	953 3,064 9,380 1,832 <b>15,172</b> Year 5 279	1,303 4,301 14,182 2,568 22,275 Year 6 674	1,742 5,841 19,500 3,470 <b>30,447</b> Year 7 981	2,118 7,380 25,154 4,395 <b>38,918</b> Year 8 1,340	2,470 8,806 30,816 5,230 <b>47,169</b> Year 9 1,791	2,879 10,361 36,548 6,113 <b>54,791</b> Year 10 2,177
Associate's Bachelor's Master's Total New Online Institution Undergraduate Certificate Associate's	153 382 81 682 Year 1 0 0	130         532         1,417         306         2,441         Year 2         13         31	271 866 2,646 528 <b>4,294</b> Year 3 68 175	655 1,865 5,645 1,074 9,203 Year 4 202 556	953 3,064 9,380 1,832 <b>15,172</b> Year 5 279 909	1,303 4,301 14,182 2,568 <b>22,275</b> Year 6 674 1,949	1,742 5,841 19,500 3,470 <b>30,447</b> Year 7 981 3,210	2,118 7,380 25,154 4,395 <b>38,918</b> Year 8 1,340 4,505	2,470 8,806 30,816 5,230 <b>47,169</b> Year 9 1,791 6,114	2,879 10,361 36,548 6,113 <b>54,791</b> Year 10 2,177 7,726
Associate's Bachelor's Master's Total New Online Institution Undergraduate Certificate Associate's Bachelor's	153 382 81 682 Year 1 0 0 0 0	1,417         306         2,441         Year 2         13         31         76	271 866 2,646 528 <b>4,294</b> Year 3 68 175 451	655         1,865         5,645         1,074         9,203         Year 4         202         556         1,508	953 3,064 9,380 1,832 <b>15,172</b> Year 5 279 909 2,750	1,303 4,301 14,182 2,568 <b>22,275</b> Year 6 674 1,949 5,858	1,742 5,841 19,500 3,470 <b>30,447</b> Year 7 981 3,210 9,747	2,118 7,380 25,154 4,395 <b>38,918</b> Year 8 1,340 4,505 14,775	2,470 8,806 30,816 5,230 <b>47,169</b> Year 9 1,791 6,114 20,320	2,879 10,361 36,548 6,113 <b>54,791</b> Year 10 2,177 7,726 26,228
Associate's Bachelor's Master's Total New Online Institution Undergraduate Certificate Associate's Bachelor's Master's	153 382 81 682 Year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	130         532         1,417         306         2,441         Year 2         13         31         76         16	271 866 2,646 528 <b>4,294</b> Year 3 68 175 451 97	655         1,865         5,645         1,074         9,203         Year 4         202         556         1,508         315	953 3,064 9,380 1,832 <b>15,172</b> Year 5 279 909 2,750 546	1,303 4,301 14,182 2,568 <b>22,275</b> Year 6 674 1,949 5,858 1,107	1,742 5,841 19,500 3,470 <b>30,447</b> Year 7 981 3,210 9,747 1,892	2,118 7,380 25,154 4,395 <b>38,918</b> Year 8 1,340 4,505 14,775 2,653	2,470 8,806 30,816 5,230 <b>47,169</b> Year 9 1,791 6,114 20,320 3,583	2,879 10,361 36,548 6,113 <b>54,791</b> Year 10 2,177 7,726 26,228 4,540



Recurring Expenditure System Volume

### **Strategy Detail**

### System Volume – Completion Projections by Degree Level

System Expanditu

Institution by Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	8	29	75	161	312	520	780	1,079	1,404	1,729
Associate's	0	9	33	87	186	360	600	900	1,245	1,620
Bachelor's	0	0	25	93	245	523	1,013	1,688	2,531	3,502
Master's	0	8	28	74	159	307	512	768	1,062	1,382
Total	8	45	162	415	901	1,710	2,905	4,435	6,243	8,233
Institutional Collaboration										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	129	268	464	626	800	1,038	1,238	1,452	1,739	1,984
Associate's	0	151	317	554	757	978	1,283	1,549	1,838	2,225
Bachelor's	0	0	428	899	1,574	2,150	2,779	3,647	4,404	5,226
Master's	0	128	267	464	629	808	1,053	1,262	1,487	1,788
Total	129	547	1,473	2,539	3,753	4,964	6,341	7,896	9,450	11,203
Lead Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	79	235	325	786	1,144	1,563	2,090	2,542	2,964	3,455
Associate's	0	93	283	401	992	1,477	2,063	2,819	3,502	4,168
Bachelor's	0	0	268	812	1,150	2,848	4,242	5,933	8,114	10,093
Master's	0	79	236	330	806	1,183	1,632	2,202	2,703	3,180
Total	79	407	1,107	2,320	4,072	7,044	9,991	13,446	17,221	20,824
New Online Institution										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate Certificate	0	16	82	242	2 334	809	1,177	1,608	2,149	2,613
Associate's	0	0	19	101	305	432	1,068	1,587	2,215	3,022
Bachelor's	0	0	0	55	290	877	1,240	3,070	4,569	6,384
Master's	0	0	16	83	248	346	845	1,240	1,710	2,305
Total										









Total Expenditure (000's)										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Institution by Institution	\$559	\$6,986	\$11,826	\$21,579	\$39,641	\$67,708	\$106,315	\$154,448	\$210,613	\$271,806
Institutional Collaboration	\$8,823	\$28,248	\$53,235	\$80,115	\$109,042	\$143,712	\$181,004	\$221,076	\$268,252	\$318,990
Lead Institution	\$4,637	\$21,562	\$35,961	\$73,103	\$120,675	\$180,031	\$249,683	\$325,209	\$402,262	\$484,261
New Online Institution	\$6,500	\$7,442	\$12,139	\$25,455	\$40,738	\$80,752	\$132,272	\$196,788	\$272,237	\$354,204



#### **Strategy Detail** Revenue from Tuition and Fees – Assumptions and Methodology

#### **Tuition and Fee Assumptions**

Gen	eral Assump	tions		Methodology							
Growth Rate Annual Growth Rate		2%		<ul> <li>Credit-based programs are benchmarked against current FCS and SUS average tuition and fees excluding distance learning fees</li> <li>Competency-based programs can be priced at 60% of credit based program tuition due to lower system costs</li> </ul>							
Population Mix % In-State % Out-of-State		90% 10%		<ul> <li>Out-Of-State Benchmarks:</li> <li>Credit-based programs are priced at competitive market prices implying ~30% profit margins</li> <li>Competency-based programs can be priced at 60% of credit based program tuition due to lower system costs</li> </ul>							
In-Sta	te Tuition an	d Fees		Out-of-State Tuition and Fees							
Credit-Based Programs				Credit-Based Programs							
	Associate's	Bachelor's	Graduate	Associate's Bachelor's Graduate							
Per Credit Hour	\$104	\$202	\$422	2 Per Credit Hour \$175 \$450 \$600							
Per Year	\$3,106	\$6,069	\$12,648	8 Per Year \$5,250 \$13,500 \$18,000							
Competency-Based Pro	grams			Competency-Based Programs							

competency-based Programs										
	Associate's	Bachelor's	Graduate							
Per Credit Hour	\$62	\$121	\$253							
Per Year	\$1,864	\$3,641	\$7,589							

Associate'sBachelor'sGraduate53Per Credit Hour\$105\$270\$36039Per Year\$3,150\$8,100\$10,800





Total Revenue from Tuition and Fees by Strategy, 10 Year Forecast

Total Tuition and Fees Revenue (000's)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Institution by Institution	\$346	\$1,539	\$4,516	\$10,501	\$21,561	\$38,708	\$62,195	\$91,404	\$125,415	\$163,261	
Institutional Collaboration	\$5,732	\$16,226	\$32,134	\$49,231	\$67,466	\$89,495	\$113,170	\$138,409	\$168,335	\$201,543	
Lead Institution	\$3,522	\$13,139	\$23,935	\$51,765	\$87,792	\$131,666	\$183,566	\$239,685	\$296,478	\$358,979	
New Online Institution	\$0	\$715	\$4,288	\$14,384	\$25,869	\$55 <i>,</i> 826	\$94,823	\$142,458	\$198,626	\$260,875	



Note: Tuition and Fee levels are a policy decision; This is one potential scenario based on practices across the nation observed by Parthenon

Source: SUS Board of Governors; FL DOE; ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July – November 2012 25

### **Expenditure per Completion Summary**

	1 Institution by Institution	2 Institutional Collaboration	3 Lead Institution(s)	4 New Online Institution
Total Completions (Over 10 Years)	25K	48K	77K	41K
Total Expenditure (Over 10 Years)	\$0.9B	\$1.4B	\$1.9B	\$1.1B

	Expenditure Per Compl	etion = Expenditure pe	er Credit x (Credits Nee	ded / Graduation Rate)
Example				
Expenditure per BA Credit (Year 10)	\$416	\$395	\$332	\$335
Graduation Rate (Year 10))	42%	49%	57%	57%
Expenditure per BA Completion (Year 10)	\$79K	\$64K	\$47K	\$47K



#### **Strategy Detail** Expenditure per Completion in Year 10 By Degree Level

		Strategy 1	Strategy 2	Strategy 3	Strategy 4
	Expenditure per Credit	\$173	\$162	\$148	\$151
Undergraduate Certificate	Graduation Rate (Year 10)	65%	70%	74%	74%
	Expenditure per Completion (Year 10)	\$4,812	\$4,195	\$3,604	\$3,673
	Expenditure per Credit	\$173	\$162	\$148	\$151
Associate's	Graduation Rate (Year 10)	25%	29%	34%	34%
	Expenditure per Completion (Year 10)	\$30,583	\$24,218	\$19,050	\$19,413
	Expenditure per Credit	\$416	\$395	\$332	\$335
Bachelor's	Graduation Rate (Year 10)	42%	49%	57%	57%
	Expenditure per Completion (Year 10)	\$78,912	\$64,041	\$46,522	\$46,917
	Expenditure per Credit	\$416	\$395	\$332	\$335
Master's	Graduation Rate (Year 10)	64%	71%	78%	78%
	Expenditure per Completion (Year 10)	\$23,408	\$20,017	\$15,282	\$15,411



Note: Expenditure per credit is calculated by dividing expenditure per FTE by 30 credits; Undergraduate Certificate programs are assumed to be 18 credits in this example, Associate's programs are assumed to be 64 credits, Bachelor's programs are assumed to be 120 credits, Master's programs are assumed to be 36 credits; Students are assumed to enter with 20 credits for Associate's programs and 40 credits for Bachelor's programs; see page 25-25 in summary materials for graduation rate assumptions 27

**National Post-Secondary Online Market** 

Examples of Innovative Models

Florida Persistence

Florida Online Enrollments

Florida Online Programs

Florida Tuition and Fees

Florida Employment

Florida Virtual Campus

**Accreditation Detail** 

Stakeholder Interviews



#### **Post-Secondary Online Enrollments**





Note: Students taking at least one online class is defined as students taking at least one course where 80% or more of the content is delivered online Source: Babson Survey Research Group; Deutsche Bank; Eduventures Online Higher Education Update 2011

#### National Post-Secondary Online Market Primarily Online Institution Enrollments

Post-Secondary Enrollments in Large Primarily Online Institutions, 2010-2011





# Representative Sample: Distance Learning Programs by Level and Program Area, 2010-2011







### **Spectrum of Models**

			Spect	rum of Disruptive I	nnovation		
	Fully Onsite (Traditional Class	s) Hybrid	Traditional Online	Self-Paced Online	Competency Based Learning	Prior Learning (Credit by Portfolio or Exam)	MOOCs
Total Expenditure per Student							
Learning Model	• Traditional educational model	<ul> <li>Increased schedule flexibility</li> <li>Less need for classroom facilities</li> </ul>	<ul> <li>No need for physical classroom facilities</li> <li>Same curriculum and duration as traditional onsite, but 100% online</li> <li>An increase in the number of start dates is utilized by some programs to provide increased flexibility</li> </ul>	<ul> <li>Courses are 100% online and self paced</li> <li>Increased scheduling flexibility</li> <li>Reduced faculty involvement</li> </ul>	<ul> <li>Courses are 100% online and self paced</li> <li>Degree based on mastery of material</li> <li>Students able to test out of material they already know</li> <li>Shortens time to completion</li> <li>Reduces the cost of instruction</li> </ul>	<ul> <li>Course credit granted for prior knowledge from nonacademic experiences</li> <li>Credit granted either by exam or by portfolio proving work competency</li> <li>Shortens the time to completion</li> <li>Reduces the cost of instruction</li> </ul>	<ul> <li>"Massively Open Online Courses"</li> <li>Enrollment free and available to anyone but courses do not culminate in a degree</li> <li>Open enrollment maximizes access</li> <li>Instructional and testing model still in infancy</li> </ul>
Current Target Student	Traditional students	Traditional students	<ul> <li>Traditional and non-traditional students</li> <li>Working adults</li> <li>Older demographic</li> </ul>	<ul> <li>Non-traditional students</li> <li>Working adults</li> <li>Older demographic</li> </ul>	<ul> <li>Non-traditional students</li> <li>Working adults</li> <li>Older demographic</li> </ul>	<ul> <li>Non-traditional students</li> <li>Working adults</li> <li>Older demographic</li> </ul>	All students



High

#### National Post-Secondary Online Market Expenditures per Non-Profit FTE: Primarily Online Institutions





Note: Excludes Research, Public Service, and Other expenditures; Excludes Thomas Edison because of lack of data on IPEDS

Source: IPEDS; Deutsche Bank; ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July – November 2012

#### Parthenon August 2012 Post-Secondary Online Student Survey





#### Parthenon August 2012 Post-Secondary Online Student Survey

Unduplicated Headcount, Enrollment by Institution Type, 2011





Note: "Selective" and "Inclusive" categorizations are from IPEDS definitions based on analysis of first-year students' test scores Source: Parthenon Higher Education Survey (n=1,057)

Age Demographic of Respondents

#### Parthenon August 2012 Post-Secondary Online Student Survey





**Income of Respondents** 


#### Parthenon August 2012 Post-Secondary Online Student Survey

Q: What are your reasons for wanting to attend college?		
For-Profit	Non-Profit	
1) To fulfill a personal goal	1) To fulfill a personal goal	
2) To make more money	2) To make more money	
3) To gain skills for the job market	3) To gain skills for the job market	
4) Opportunity to change careers	4) For the sake of learning	
5) Employers require a degree	5) Employers require a degree	



#### **National Post-Secondary Online Market**

#### Parthenon August 2012 Post-Secondary Online Student Survey





#### Parthenon August 2012 Post-Secondary Online Student Survey

**Q:** How likely would you be to recommend your school to a friend or colleague? (Net Promoter Score)

**Non-Profit Responses** 

**For-Profit Responses** 



Strategy Detail

National Post-Secondary Online Market

#### **Examples of Innovative Models**

Florida Persistence

Florida Online Enrollments

Florida Online Programs

Florida Tuition and Fees

Florida Employment

Florida Virtual Campus

**Accreditation Detail** 

Stakeholder Interviews



## UMUC – Example of an institution that transformed its offerings into primarily online

	University of Maryland, University College
Why innovative?	Primarily online public institution
	Offers credit for prior learning by portfolio
Tuition	\$251/credit (residents); \$499/credit (non-residents)
Offerings	<ul> <li>100 programs, ~800 courses</li> </ul>
	Traditional Online and Prior Learning Assessment (PLA) Courses
School Size and	Public institution
Туре	<ul> <li>~50K online-only enrollments, ~60K total enrollment</li> </ul>
Program/ Course Profile	<ul> <li>Prior Learning Assessment: Students can complete a Portfolio* or take a "course challenge" to earn UMUC credits with prior learning; Students must enroll in a Portfolio development course for ~\$3K to create their Portfolio and have it evaluated</li> </ul>
	Maximum of 30 credits can be obtained through PLA, and PLA can fulfill up to half of major and minor credits
	Course challenge: a test equivalent to a course's final exam taken for the same cost as the course; if passed student earns a credit for that course
External Relationships	Under the umbrella of the University of Maryland system along with 11 other schools



## Rio Salado – Example of a community college that transformed its offerings into primarily online

	Rio Salado, Maricopa Community Colleges
Why innovative?	<ul> <li>Community college that has transformed into a primarily online institution (with approximately 90% of students enrolled in online only programs)</li> </ul>
	Teacher-Student ratio allows the school to achieve extremely low costs
Tuition	<ul> <li>\$76/credit (In-state resident, living in AZ for &gt;1 year); \$212/credit (In-state non-resident, living in AZ&lt;1 year); \$317/credit (out of state)</li> </ul>
Offerings	100+ online programs, 600+ online courses
School Size and	Public institution
Туре	~52K online-only enrollments
Program/	Students may enroll to take individual online courses or pursue a certificate or associate degree
Course Profile	Also offers GED, Adult Basic Education Classes, and ELL courses
	<ul> <li>College has transfer relationships with 32 universities if students wish to purse a bachelor's degree (schools include UMUC and WGU)</li> </ul>
	<ul> <li>17 physical locations offering Advising, Tutoring and Counseling services, Computer Labs, Testing Centers and state-of-the-art classrooms</li> </ul>
External Relationships	Part of the Maricopa Community College Network; transfer relationships with state of Arizona's universities



# SNHU – Example of a university that transformed its offerings into primarily online

	Southern New Hampshire University
Why innovative?	<ul> <li>Private not-for-profit university that has transformed into a primarily online university (with ~85% of students enrolled in online only programs)</li> </ul>
Tuition	\$320/undergraduate credit; \$627/graduate credit
Offerings	180+ online programs; 40+ undergraduate majors
	Traditional Online and Hybrid Courses
School Size and	Private, nonprofit institution
Туре	<ul> <li>~11K online-only enrollments</li> </ul>
Program/Course	Offers Certificate, Associate's, Bachelor's and Master's degrees
Profile	Developing competency-based learning for Associate's degrees
Support Services	Access to 24/7 tech support as well as full access to SNHU's Shapiro Library collection – all of which has been digitized
	5 physical locations, offering student services, classrooms
	<ul> <li>Students are monitored through a new software system that tracks factors that predict student success (e.g., length of their average post on a class discussion board or how long it's been since their last class) and alerts advisors to flagging students</li> </ul>
	Student coaches track student progress from enrollment through graduation
	9 person analytics team responsible for tracking student performance
	SNHU is in the process of piloting new student advising program
External Relationships	<ul> <li>Community economic development program – strategic partnerships with community action groups provide students with additional training opportunities, real world experience, and partial academic scholarships</li> </ul>



#### Innovative Post-Secondary Online Institutions WGU – Example of a new online institution offering competency based programs

			Western Governors University
	Why innovative?	•	Designed to meet the learning needs of working adults
		•	Programs employ competency-based education, which is focused on measuring learning rather than seat time
	Tuition	•	Flat fee/6 month term (\$2,890 - \$4,250); no tuition increases over the last 5 years
	Offerings	•	Programs are offered in four areas: business, information technology, teacher education and health care
	School Size and	•	Private, nonprofit institution
	Туре	•	~37K students and almost 1,800 in Florida
	Program/ Course Profile	•	Programs and courses are designed around developing and assessing key competencies; students move through coursework as quickly as they can demonstrate mastery in course subject matter
		•	Student mentors give academic support via weekly/biweekly academic progress conversations
		•	Course mentors (like professors) who are subject matter experts provide course-specific academic assistance as needed
		•	Alumni provided assistance in developing resumes, interview skills, job hunting skills
		•	Additional support services include: financial aid, financial literacy, orientation, scholarships, field placements, withdrawal recovery, social networking, online library, ADA/VA accommodations, WellConnect (EAP provided to students at no extra cost)
		•	In 2011, was the nation's leading provider of master's degrees in math education, 3 <sup>rd</sup> largest in science education and 4 <sup>th</sup> largest in bachelor's in math education
		•	Student satisfaction rated higher than overall recent college grad results ( <u>http://www.wgu.edu/about_WGU/graduate_success</u> ); surveys of employers also showed positive results
	External	•	To ensure that curriculum is relevant to employer needs, WGU collaborates with industry councils in each discipline
Relationships	•	Through partnerships with Indiana, Washington, and Texas, WGU operates state-chartered universities in those states. These universities are subsidiaries of WGU and all enrolled students residing in those states are served by the state-chartered institutions	
		•	Each state-chartered WGU is led by a resident chancellor and works with a State Advisory Board composed of leaders in government, academia, and industry
		•	WGU provides all of the curriculum, learning resources, mentoring, and student services for the state-chartered universities



#### Innovative Post-Secondary Online Institutions Northern Arizona University – Example of an institution developing competency-based learning

	Northern Arizona University – Personalized Learning
Why innovative?	<ul> <li>In the process of developing competency-based programs with flat-rate tuitions, specifically targeting degree completers and working adults</li> </ul>
Goal and Population Served	<ul> <li>Directive from University President to innovate in all programs, including online. Also responding to national call to lower cost of higher education</li> </ul>
Political Conditions	Arizona Board of Regents, which oversees the universities, has set several goals for the universities related to enrollment and increasing the number of college graduates
	• No additional grants or subsidies were given by the state to specifically incent Personalized Learning initiative, although existing state funding has contributed. In addition, NAU was a recipient of a Next Generation Learning Challenges grant
	If enrollment goals are not met, institution governance and Board of Regents will determine if online degrees are beneficial to the universities and the state     ( <u>http://azregents.asu.edu/public/abouttheboard/arizona%20higher%20education%20enterprise/arizona-higher-education-enterprise.pdf</u> ) ( <u>http://www.azregents.edu/abouttheboard/arizonahighereducationenterprise/default.aspx</u> )
Model and Tuition	Model: Competency
	• Tuition: Flat rate of \$5K per year (\$2500 per 6 month subscription), subscription model
School Size and	Public Institution
Гуре	Launching 2013
Course Development and	Offerings: Business Administration, Computer IT, and Liberal Arts programs; designed through a collaboration of current NAU professors, new hires, and Pearson instructional designers
Teaching	Degrees are new degrees developed specifically for this flexible delivery model
	<ul> <li>Partner: Pearson provides the platform for course delivery, pretesting and post-testing competencies. Northern Arizona pays Pearson \$875/enrolled student every six months</li> </ul>
	Faculty: NAU faculty develop and vet courses. Newly hired, full-time assistant professors are responsible for instruction



### ASU – Example of partnership model

	Arizona State University – ASU Online	
Why innovative?	Given public funding constraints, ASU engaged in a public/private partnership to leverage marketing, instructional design, support services and technology capabilities	
Goal and Population	<ul> <li>Important component of ASU's overall mission of the University to broaden the number of students it enrolls and graduates. Reflects the desire to set standards by the quality of graduates, not the exclusivity of admissions</li> </ul>	
Serveu	Goal: 100,000 online students by the year 2020	
Political Conditions	Arizona Board of Regents, which oversees the universities, has set several goals for the universities related to enrollment and increasing the number of college graduates	
	No grants or subsidies were given by the state to encourage these efforts	
	<ul> <li>If enrollment goals are not met, institution governance and Board of Regents will determine if online programs are beneficial to the universities and the state (<u>http://azregents.asu.edu/public/abouttheboard/arizona%20higher%20education%20enterprise/arizona-higher-education- enterprise.pdf</u>) (<u>http://www.azregents.edu/abouttheboard/arizonahighereducationenterprise/default.aspx</u>)</li> </ul>	
	<ul> <li>To respond to labor market needs, ASU works closely with local industries both for placing and recruiting students in several programs (e.g., Master's in Ed, RN to BSN, and Criminal Justice)</li> </ul>	
Model and Tuition	Model: Credit-based	
	<ul> <li>Tuition: &lt;\$500 per credit hour, plus fees; \$1500 per class</li> </ul>	
School Size and	Public Institution	
Туре	Reached 7K online enrollments in first year of business program	
Course	Offerings: ~60 fully online courses	
Development and Teaching	<ul> <li>Partner: Pearson provides marketing, instructional design assistance as needed, content if the faculty want it, enrollment coaching, retention coaching, technology to support our efforts. Revenue split with Pearson</li> </ul>	
	<ul> <li>Faculty: Either faculty develop and teach the course with the assistance of TAs, graders, etc. or faculty develop and vet a course, then oversee adjuncts who teach the course</li> </ul>	



#### Innovative Post-Secondary Online Institutions KCTCS – Example of a Collaborative Model (p1)

	Kentucky Community and Technical College System – Learn On Demand	
Why innovative?	Centralized coordination of all competency-based program offerings throughout the community college system	
Program Initiation	<ul> <li>Survey commissioned by the presidents of the KCTCS. Results showed 1.34 million people in KY without a degree, 187 thouse extremely or very likely to enroll in post-secondary opportunities if it fits their need. Survey also showed what types of program were in highest demand (IT, Business)</li> </ul>	and s
	<ul> <li>Launched Learn On Demand in 2008, with presidents of the colleges as the BOD</li> </ul>	
	• Used RFP process to develop content for the courses. Any of the 16 colleges could submit their plan and budget for a program	1
	<ul> <li>The central system determined the phase 1, round 1 programs they wanted were just business administration and information technology. General Education courses were developed in phase 1, round 1 to complete the AAS degree options and AA/AS degrees</li> </ul>	
	• Each lead college needed to show a sustainability plan for the program. A cap was put on course development costs at \$1000 credit hour	per
Political Conditions	<ul> <li>There was no pressure from the state to offer additional online programs (KCTCS had been offering traditional online programs since 2001)</li> </ul>	3
	The state was supportive though and gave KCTCS a revolving loan through the Council for Postsecondary Education	
Population Served	~2100 students	
Course Development and Teaching	• The lead college orchestrates the entire process of content development and course delivery. They can hire course leaders an course developers to put the content together. And then they hire adjunct faculty to teach the courses. They set up the schedul and offerings of the course in Peoplesoft	d ing
	• The 16 individual colleges can enroll students in each course. It is up to course faculty to cap the number of students in a particular course (they only get paid for the number of students they teach)	
	Required eResources are provided by a content provider and managed through Barnes & Noble	
Flexible Curriculum Options	Competency-based model, short courses (modular)	

#### KCTCS – Example of a Collaborative Model (p2)

		Kentucky Community and Technical College System – Learn On Demand
Administrative Services and Costs	•	\$460,000 loan to launch Learn on Demand. KCTCS has paid back this loan to KCPE, and Learn on Demand is intended to be totally self-sufficient on tuition revenue. This investment went to building the website and infrastructure, marketing and sub grants for institutions developing the classes
	•	System office provided QA certification funding, Blackboard, module development support (largest system expense was the 24/7 student support services)
	•	Three hires at the central office (instructional design expert to help with quality assurance, student services coordinator for 24/7 student serves, and curriculum specialist to support faculty). Colleges must also hire or allocate someone to be a liaison between the college and the program
Revenue	•	KCTCS' Learn on Demand revenue for Fiscal Year 2012 was \$1,077,550. However, since some colleges were still paying back development costs, the net profit was approximately \$120,000. For fiscal year 2013, all development costs will have been paid back
	•	Projected revenue for fiscal year 2013 is \$3,795,120 with net profit of around \$2,300,000. The program will have increased operational expenses due to serving more students and adding more academic services in 2013
	•	Tuition revenue is used to reimburse central services costs and lead colleges for delivery costs. Any additional tuition goes to six Learn on Demand Charter Colleges. FTE allocations go to home college. eResource fees are split between content provider and Barnes & Noble
Quality Assurance	•	Peer Review - All courses are peer reviewed before they are offered to students, and KCTCS has created a quality assurance (QA) procedure that measures both the courses and the delivery process. The QA procedure includes interviews with students who drop classes and student course evaluations, both at midterm and completion
	•	Training - Faculty must apply to teach courses and complete training on how to teach and facilitate learning in a Learn On Demand online class. After they have taught the class, it is evaluated by the quality assurance procedure and the students. If the quality assurance review indicates a problem, the teacher must complete further training
	•	Coaches - All students in Learn On Demand gets a coach to help support them, make sure they are settled in academic program
	•	Results - This attention to quality has paid off in improved student performance. After some experimentation, Learn on Demand has increased the rate of students finishing a module with a passing grade to 88 percent, higher than the 86 percent rate for students on the physical campus
Marketing	•	Search engine management and optimization program, trying to drive people to website. Direct mail campaigns are also used

#### WICHE ICE – Example of a Collaborative Model across states / institutions (p1)

	Western Interstate Commission for Higher Education – Internet Course Exchange
Why innovative?	<ul> <li>WICHE's Internet Course Exchange (ICE) allows institutions to share online courses across states and university / college systems</li> </ul>
	Potential for institutions to partner in developing and offering joint programs
Organization	Regional nonprofit higher education service organization (one of four regional compacts in U.S.)
Description	WICHE membership includes 15 western states; institutions in 7 states participating in ICE
Internet Course	Alliance of member institutions and systems that broadens student access to online courses and programs
Exchange Description	<ul> <li>Enables students to seamlessly access other two- and four-year institutions' online courses while using the advisory, registration, and financial aid services provided at their home campuses</li> </ul>
	ICE provides the step-by-step advice for this multi-institutional collaboration
Benefits	• For institutions with a strong online offering, allows the institutions to export empty seats to other institutions to generate revenue
	• For institutions with students interested in an online course that they do not offer, they can import vacant seats from a course offered by another institution
Population	5 institution members; 3 consortia members; 2 affiliated consortia
Served	Currently ~80 students annually are taking courses through the exchange
	Also powers Nexus Exchange between 10 nursing PhD programs –approximately 80 students participate annually
Revenue	Institutions that are importing courses are buying and setting up those courses as their own and, therefore, count the student enrollments
	Institutions that are exporting courses are the "Teaching Institution" and receive fee revenue, not enrollments
	<ul> <li>Teaching Institutions make the seats available to Enrolling Institutions at the agreed upon WICHE ICE common wholesale price set by the Steering Board annually (currently \$150 per credit hour for undergraduate courses and \$200 per credit hour for graduate courses)</li> </ul>
	• Students at enrolling institution will pay for the course at the retail price it sets (tuition plus mandatory fees)
	WICHE keeps 15% of wholesale price



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#### WICHE ICE – Example of a Collaborative Model across states / institutions (p2)

	Western Interstate Commission for Higher Education – Internet Course Exchange	
Administrative Details	• Academic department chairs must ensure that courses taught by the other institution are truly interchangeable with their own. The course is set up in the enrolling institution's own registration system and is reflected on its own transcript. Up to the enrolling institutions to determine if they will accept courses, given their admissions standards, etc.	
	<ul> <li>Because enrolling institutions set up imported courses as their own in their student record systems, students do not submit additional admission applications, register through another college, or get their financial aid manually adjusted</li> </ul>	
	<ul> <li>Institutions do not need to have common LMS, SIS. Students must use the LMS of the teaching institution for the course. There have been no problems with this thus far</li> </ul>	
WICHE's Role	<ul> <li>Acts as the centralized broker, bills the Enrolling Institutions for each enrollment at the common wholesale or negotiated wholesale price agreed upon by the members</li> </ul>	
	<ul> <li>WICHE retains an administrative fee (15% of wholesale price) for each enrollment and pays the balance to the Teaching Institution</li> </ul>	



#### VCCS – Example of a Lead Institution Model (p1)

	Virginia Community College System – Northern Virginia Community College as the Leader
Why innovative?	Online program offerings and supports come from lead college in the community college system
<b>Program Initiation</b>	NVCC began offering online courses for its own students and over time built up a catalog of 400 courses
	<ul> <li>In 2008, VCCS decided to be more strategic about online education, targeting their offerings to degree programs in those fields in which adult learners seek credentials (based on the courses the for-profits offer, Eduventures research, Education Advisory Board research)</li> </ul>
	<ul> <li>In 2011 NVCC launched a pilot allowing other colleges in the VCCS to offer NVCC courses to their students, offered stipend of ~\$20K to participating schools (require schools to have a communications liaison to work with ELI director) – Shared Service Distance Learning (SSDL)</li> </ul>
Political Conditions	<ul> <li>Motivated in part by rumors that the legislature wanted a statewide online solution and would bring in a WGU. VCCS wanted to prove they could provide the solution internally</li> </ul>
	Access was more of a motivation than affordability, although both were considerations
Population	Serve 23K students at NVCC, 2K from other VCCS schools
Served	Only one director hired thus far, no additional hires, no special classes designed
Course Development and Teaching	NVCC faculty and staff develop courses (instructional designers work with content experts)
	Instructor faculty are hired separately and can come from outside the VCCS system
	All faculty hired and paid by NVCC. Other college does not have to do anything
	Full time faculty salaries are \$65K, Adjuncts are paid \$3K for a 3 credit course
	Faculty are paid by enrollment for online courses
Flexible	Will introduce prior learning assessment models
Curriculum Options	Will introduce credit-by-examination using MOOCs



### CSU-Global Campus – Example of a New Public Online-Only University

Colorado State University – Global Campus
<ul> <li>CSU-GC is a relatively new 100% online university</li> <li>Designed to serve the unique needs of non-traditional adult learners</li> <li>CSU-GC is giving credit for proctored exams for Udacity MOOC courses</li> </ul>
<ul> <li>Public institution</li> <li>6,500 active students, approximately 65% are Colorado residents</li> </ul>
<ul> <li>University launched in 2007 as a separate University within the CSU system, and began enrolling students in 2008</li> <li>Received independent, regional accreditation in 2011 (prior to that, student registration and financial aid came through sister campuses)</li> <li>University does not receive any state appropriations and operates exclusively through its own cash flow. Initially granted \$12 million loan for the creation of CSU-Global Campus by the CSU System Board of Governors. The loan and interest have been repaid in full</li> <li>University was created as a statutorily separate state institution to provide it with the opportunity to fulfill its unique mission</li> </ul>
<ul> <li>Bachelor's Degree - Cost per credit: \$350; cost for 3 credit course: \$1050 <ul> <li>Estimated tuition for student with 90 transfer credits: \$10,500</li> <li>Estimated tuition for student with 60 transfer credits: \$21,000</li> <li>Estimated tuition for student with 30 transfer credits: \$31,500</li> </ul> </li> <li>Master's Degree - Cost per credit: \$500; cost for 3 credit course: \$1500</li> <li>Students pay the same tuition regardless of residency status (in-state or out-of-state). Tuition guarantee ensures that tuition will never increase as long as the student is enrolled in his/her degree program</li> <li>Final exam for Udacity's courses occurs at an independent testing center and costs \$89 (administered by Pearson)</li> </ul>



### CSU-Global Campus – Example of a New Public Online-Only University

	Colorado State University – Global Campus
Course Development and Teaching	Provides online graduate degrees, undergraduate degrees, completion programs, and individual courses
	Programs are offered in management, technology, business, and education
	Courses are primarily credit-based
	All faculty members are adjunct and trained by the university to address the unique needs of adult learners in an online environment
Flexible Curriculum	Prior Learning Assessment (PLA) program allows students to complete PLA portfolio projects that document prior education and experience to match CSU-Global course competencies
Options	<ul> <li>Credits earned through exams (AP, CLEP, DSST, StraighterLine, etc.), vocational school or military experience; other non- collegiate sources of credit can be evaluated and may be accepted</li> </ul>
	CSU-GC is giving credit for proctored exams for Udacity (MOOC) courses
Program/ Course	Classes start every four weeks and the enrollment process is streamlined to allow students to quickly begin coursework
Profile	Courses are eight weeks long
	Students have access to 24/7 tutoring (live support and feedback on work)
	Students have access to a 24/7 technical support center
	The school provides a virtual library with 24/7 access to a librarian
	Program design, support services and marketing are all done internally
<b>Retention Rates</b>	Fall 2009 to Fall 2012 cohort retention/graduation rate is 73%
	First-to-third term retention is 82% (FY12)
	Fall-to-Spring term retention averages 92% and Spring-to-Fall term retention averages 87% (FY11 & FY12)
External Relationships	CSU-GC is part of the Colorado State University System, which includes Colorado State University, Colorado State University- Pueblo and Colorado State University-Global Campus
	CSU-Global has Industry Advisory Councils for each degree program. Councils are comprised of 7-10 industry leaders



Strategy Detail

National Post-Secondary Online Market

Examples of Innovative Models

**Florida Persistence** 

Florida Online Enrollments

Florida Online Programs

Florida Tuition and Fees

Florida Employment

Florida Virtual Campus

**Accreditation Detail** 

Stakeholder Interviews



#### **Persistence Studies**

#### Findings from studies on online vs. onsite persistence rates

Current meta-analyses show high efficacy of online learning

#### **Key Findings:**

- Students in classes with an online component have modestly higher achievement than those in purely traditional classes
  - Evaluation of Evidence-Based Practices in Online Learning, NCES
- The majority of meta-analyses focus on post-secondary education
  - Twenty Years of Research on the Academic Performance Differences Between Traditional and Distance Learning

Other studies shine doubt on these findings, especially in remedial courses

- Studies looking at students in remedial and entry-level courses "indicate a robust negative impact of online course taking" and lower achievement levels
  - The impact of technology on community college students' success in remedial/developmental Mathematics
- This is especially true for "low-income and academically underprepared students"
  - The impact of technology on community college students' success in remedial/developmental mathematics
- Retention rates were also lower for students who took online classes with no in-person tutoring
  - Computer-based instruction and remedial mathematics: A study of student retention at a Florida college

However, there are still unaccounted for drivers of retention and success across modality

- Regardless of believed efficacy; studies agree that the success of online learning is hugely varied based on student preparedness, content, learner types, and content level
  - Evaluation of Evidence-Based Practices in Online Learning, NCES; Effectiveness of Fully Online Courses for College Students
- "Additionally, there is evidence that external socioeconomic factors play a role in student access and success"
  - Response to a Department of Education Meta-Analysis, CCRC

Given the evolving nature of both technology and new learnings to improve the efficacy of online, it is critical that any new Florida initiative include significant data analysis and tracking of outcomes



Source: <u>Computer-based Instruction and Remedial Mathematics</u>: A study of Student Retention at a Florida Community College. Carol A. Zavarella, University of South Florida Scholar Commons, 2008; <u>Twenty Years of Research on the Academic Performance Differences Between Traditional and Distance Learning</u>: <u>Summative Meta-Analysis and Trend Examination</u>, Shachar and Neumann, MERLOT Journal of Online Learning and Teaching, 2010; <u>Evaluation of Evidence-Based Practices in Online Learning</u>: <u>A Meta-Analysis and Review of Online Learning Studies</u>, NCES, 2010; <u>Effectiveness of Fully</u> <u>Online Courses for College Students</u>: <u>Response to a Department of Education Meta-Analysis</u>, Jaggars and Bailey, 2010; <u>The Impact of Technology on Community College Students</u>' <u>Success in Remedial /</u> <u>Developmental Mathematics</u>, Bendickson, University of South Florida Scholar Commons, 2004





100%-95% 91% 94% 91% 90% 88% 87% <sub>86%</sub> 86% 81%<u>83%83%</u> 82% 81% 80 60-Face-to-Face Face-to-Face Face-to-Face Face-to-Face Online Blended Face-to-Face Online Face-to-Face Blended Online Blended Online Online Online 40 20-

University

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Student Success Rate (% C Grade or Better) Across Select Florida Universities



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#### Florida Online Enrollments National and Florida Post-Secondary Online Enrollment

Online Enrollment (Unduplicated Headcount) Nationally and in Florida, 2010-2011





Note: Online enrollment refers to any student taking at least one course where 80% or more of the content is delivered online; \*There is no designation within SUS/FCS for online-only students; The number of students taking online-only courses in 2010-2011 is 93K; It appears that the actual number of online-only students is much lower as only 19K of those students were enrolled in online-only courses in 2011-2012

Source: Babson Survey Research Group; SUS Board of Governors; FL DOE; IPEDS; Eduventures Online Higher Education Update 2012

#### **Florida Online Enrollments** FCS and SUS Students Taking at Least One Course Online



% Students Taking At 38% 42% Least One **Course Online** 



Note: Total headcount is 12-month unduplicated headcount from IPEDS; Online enrollment refers to any student taking at least one course where 80% or more of the content is delivered online Source: SUS Board of Governors; FL DOE; IPEDS

#### **Florida Online Enrollments**

## FCS and SUS: Students Fully Onsite vs. Students Taking at Least One Online Course





Note: Total headcount is 12-month unduplicated headcount from IPEDS; Includes only credit-bearing courses; Online enrollment refers to any student taking at least one course where 80% or more of the content is delivered online; Bar width represents total enrollment Source: SUS Board of Governors; FL DOE; IPEDS

#### ICUF: Students Fully Onsite vs. Students Taking at Least One Online Course







Note: Total headcount is 12-month unduplicated headcount 2010-2011 from IPEDS; Includes only credit-bearing courses; Online-only figures are from Fall 2011; Online enrollment refers to any student taking at least one course where 80% or more of the content is delivered online; ERAU total enrollment includes both Daytona Beach and Prescott campuses Source: ICUF; IPEDS

#### Florida Online Enrollments Percent Online Only Enrollment By Age and Percent Master's Degree



**Online Enrollment Demographics, 2010-2011** 



Note: For non-SUS/FCS institutions: Percent of enrollment by degree type is estimated by adjusting completions by degree type by average program length and applying these shares to top line enrollment figures from IPEDs. Enrollments by age for primarily online college represent fall 2010 enrollment. Online-only universities include WGU and Excelsior, primarily online college cited is Rio Salado; SUS percent master's enrollment represents online only graduate students. Suls Reard of Government of DOE: IPEDS: College Reard Completion Arch

Source: SUS Board of Governors; FL DOE; IPEDS; College Board Completion Arch

#### **Florida Online Enrollments**

#### **Undergraduate Enrollment by Age and Modality at SUS Institutions**

	Online Only		Online Only		Online an	d Onsite
	Under 25	Above 25	Under 25	Above 25		
FAU	94	762	2,244	3,161		
FGCU	119	346	5,639	1,340		
FIU	424	2,161	8,107	8,610		
FSU	55	386	4,860	1,364		
UCF	902	3,368	19,900	9,618		
UF	505	2,240	15,641	1,609		
UNF	24	87	2,165	1,159		
USF	480	2,899	14,454	9,332		
UWF	283	1,841	3,430	2,631		
Grand Total	2,886	14,090	76,440	38,824		



#### **Florida Online Enrollments**

#### Graduate Enrollment by Age and Modality at SUS Institutions

	Online Only		Online Only O		Online an	d Onsite
	Under 25	Above 25	Under 25	Above 25		
FAU	11	710	84	1,826		
FGCU	2	254	46	789		
FIU	15	676	71	2,276		
FSU	7	479	121	1,295		
UCF	67	2,046	273	3,295		
UF	21	2,153	535	3,484		
UNF	1	96	14	515		
USF	27	1,321	174	3,039		
UWF	16	987	50	576		
Grand Total	167	8,722	1,368	17,095		



#### Florida Online Enrollments Online Only Enrollment by Degree Level at SUS Institutions

	Undergraduate Enrollment	Graduate Enrollment	Total
FAU	856	721	1,577
FGCU	465	256	721
FIU	2,585	691	3,276
FSU	441	486	927
UCF	4,270	2,113	6,383
UF	2,745	2,174	4,919
UNF	111	97	208
USF	3,379	1,348	4,727
UWF	2,124	1,003	3,127
Grand Total	16,976	8,889	25,865



#### **Total Online Enrollment by Degree Level in SUS**

	Undergraduate Enrollment	Graduate Enrollment	Total
Online and Onsite (Hybrid) Students	115,264 (86%)	18,463 (14%)	133,727
Online Only Students	16,976 (66%)	8,889 (34%)	25,865
All Online Students	132,240 (83%)	27,352 (17%)	159,592



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#### Florida Online Programs SUS and FCS Online Program Offerings

SUS Online Program Offerings



FCS Online Program Offerings

#### Note: Includes FL distance learning programs listed in the FLVC Source: FLVC

211SUFL 01

#### Florida Online Programs ICUF and For-Profit Program Offerings

#### Total = 219Total = 85338 86 5 84 6 211 375 4 235 28 100% 100% Other Other Other Criminal Justio Nursing Nursin Medical Engineering Engineering Other 80 Medical 80-Other Computer Other Medical **Criminal Justice Criminal Justice** Education Engineering 60 60-Nursing Math Computer Education Medica Math Math Computer Nursing **Business Criminal Justice** Criminal Justice 40-40-**Business** Computer Computer **Business** Criminal Justice Medical Education **Business** 20 20-Computer Medical Business **Business** 0 0 Undergraduate Undergraduate Graduate Master's Doctorate Bachelor's Graduate Master's Bachelor's Doctorate Certificate and Certificate Certificate Certificate Associate's and Associate's

#### **ICUF Online Offerings**



Note: For-profit schools: Allied Health Institute, American InterContinental University (South Florida), Agrosy University (Tampa), DeVry University (Florida), Everest University (Largo), Everglades University, Fortis College (Largo), Full Sail University, ITT Technical Institute (Fort Lauderdale, Fort Myers, Jacksonville, Tallahassee, Tampa), Keiser University (Fort Lauderdale), Le Cordon Bleu College of Culinary Arts (Miami, Orlando), Rasmussen College (Florida), Remington College (Tampa), Schiller International University, South University (Tampa, West Palm Beach), Strayer University (Florida), University of Phoenix (North Florida, South Florida), West Florida)

Source: ICUF; Florida Online Colleges Website

For-Profit Online Program Offerings

#### Florida Online Programs SUS Online Program Offerings – "Other" Programs

Undergraduate Certificate	Bachelor's
Executive EMS Officer Certificate	Bachelor of Arts in Maritime Studies
Executive Fire & Emergency Services Officer Certificate	Bachelor of Public Administration
Certificate in Export-Import Management	Bachelor of Science Applied Physiology and Kinesiology
Certificate in Geomatics	Bachelor of Science in Fire and Emergency Services
Certificate in Landscape Pest Management	Bachelor of Science in Oceanography
Certificate in Pest Control Technology	Bachelor of Science in Workforce and Program Development
Certificate in Urban Pest Management	Bachelor of Science Microbiology and Cell Sciences
Compliance Specialist	Bachelor of Science Sport Management
Emergency Management	Construction Engineering
Geographic Information Systems	Interdisciplinary Social Science
Gifted Education Program-transcript review	Interdisciplinary Studies
Infant Toddler Development Specialist Program-letter of completion	Political Science
Online Undergraduate Certificate in African and African Diaspora Studies	Psychology B.S.
Public Procurement (UG)	Public Safety Administration
Undergraduate Certificate in Arabic Language and Culture	Public Safety and Security
Undergraduate or Graduate Certificate in Workforce and Program Development	Sports Management
Undergraduate Women's Studies Certificate	

Doctorate
Doctor of Audiology (AuD)
Doctor of Pharmacy - First Professional Degree (PharmD )
Doctor of Pharmacy - Working Professional (PharmD)
Doctor of Philosophy in Classical Civilization (PhD)
Doctor of Philosophy in Latin and Roman Studies (PhD)
Note: Includes FL distance learning programs included in the FLVC

Source: FLVC

#### Florida Online Programs SUS Online Program Offerings – "Other" Programs

Graduate Certificate			
Applied Operations Research	Concepts and Tools of Epidemiology		
Autism Spectrum Disorder	Corrections Leadership		
Autism Spectrum Disorders	Design for Usability		
Certificate in Advanced Manufacturing	Disaster Management		
Certificate in Construction Project Management	Emergency Management		
Certificate in Control Systems	Event Management		
Certificate in Emergency Services/Disaster Management	Graduate Certificate in Emergency Management		
Certificate in Energy Management	Graduate Certificate in Human Performance Technology (HPT)		
Certificate in Environmental Forensics	Graduate Certificate in Readiness and Response		
Certificate in Environmental Policy Management	Hearing Specialist: Early Intervention		
Certificate in Family Financial Planning	Humanitarian Assistance		
Certificate in Forensic Death Investigation	Industrial Ergonomics and Safety		
Certificate in Forensic DNA and Serology	Infection Control		
Certificate in Forensic Drug Chemistry	Informal Science Institutions: Environmental		
Certificate in Forensic Toxicology	Institutional Research		
Certificate in Forensic Vocational Rehabilitation	Leadership and Management		
Certificate in Gas Turbines	Leadership in Developing Human Resources		
Certificate in GIS for Urban and Regional Planners	Leadership in Executive and Administrative Development in Social Work		
Certificate in Global Strategic Communication	Mathematics		
Certificate in Landscape Pest Management	Nonprofit Management		
Certificate in Material Characterization	Pharmacy Sciences		
Certificate in Non Profit Management	Police Leadership		
Certificate in Pest Control Technology	Positive Behavior Support		
Certificate in Pharmacy - Pharmaceutical Chemistry	Professional Writing		
Certificate in Research Methods in Cultural Anthropology	Project Engineering		
Certificate in Soil Ecosystems Services	Public Administration		
Certificate in Solar Energy	Public Procurement (Grad)		
Certificate in Sustainable Construction	Quality Assurance		
Certificate in Sustainable Engineering	Reference Services		
Certificate in Sustainable Land Resource and Nutrient Management	School Library Media Leadership		
Certificate in Systems Engineering	Technology Management		
Certificate in Urban Pest Management	Total Quality Management		
Certificate in Wetland and Water Resource Management	Transportation Systems Analysis		
Certificate in Wind Turbines	Youth Services		
Clinical Investigation			
### Florida Online Programs SUS Online Program Offerings – "Other" Programs

	Master's	
Aerospace Engineering	Master of Engineering in Materials Science and Engineering	Master of Science in Entomology and Nematology Specialization - Pest Management
Civil Engineering	Master of International Construction Management	Master of Science in Environmental Engineering Sciences - Specialization in Systems Ecology & Ecological Engineering
Communication Disorders	Master of Latin	Master of Science in Materials Science and Engineering – Various Specializations
Electrical Engineering	Master of Science in Administration	Master of Science in Mechanical Engineering - Dynamics, Systems and Controls
Engineering Management (MSEM)	Master of Science in Administration Specializing in Human Performance Technology Specialization	Master of Science in Mechanical Engineering - Solid Mechanics and Design
English	Master of Science in Administration Specializing in Leadership Specialization	Master of Science in Mechanical Engineering - Thermal Fluids Transport
Forensic Science	Master of Science in Administration Specializing in Public Administration Specialization	Masters in Public Administration
Global Sustainability	Master of Science in Aerospace Engineering - Dynamics, Systems and Controls	Materials Science and Engineering
Industrial Engineering	Master of Science in Aerospace Engineering - Solid Mechanics and Design	Modeling and Simulation
Instructional systems (Major in Performance Improvement and Human Resource Development)	Master of Science in Aerospace Engineering - Thermal Fluids Transport	Nonprofit Management M.N.M
Library and Information Science	Master of Science in Agricultural Education and Communication	Post Professional Master of Science in Occupational Therapy
Library and Information Studies	Master of Science in Civil Engineering	Reasearch Administration
M.Ed. ASL/English Interpretation	Master of Science in Computer Engineering - Bioinformatics	Risk Management/Insurance
Master of Arts in Latin	Master of Science in Computer Engineering General Computer Science and Engineering	Social Foundations in Instructional Technology/ M.Ed
Master of Engineering Electrical and Computer Engineering	Master of Science in Construction Management	Social Work
Master of Engineering Environmental Engineering - Specialization in Water Resources Planning and Management	Master of Science in Electrical and Computer Engineering - Communications	Speech- Language Pathology
Master of Engineering in Aerospace Engineering	Master of Science in Electrical and Computer Engineering - Electronic Semiconductor Device Technology	Transportation
Master of Engineering in Industrial and Systems Engineering	Master of Science in Entomology and Nematology Specialization - Entomology	Virtual MFA in Computer Arts

Associate's				
A.A. General Education	Associate of Science Office Administration - Office Software Specialist			
A.S. Emergency Administration and Management	Economics			
A.S. Fire Science	Economics for Business			
A.S. Funeral Services	Emergency Administration and Management AAS			
A.S. Parks and Leisure Services	Environmental Science			
A.S. Paralegal & Legal Studies	History			
Associate in Arts in General Studies	Industrial Management Technology			
Associate in Science in Industrial Management	Journalism			
Associate in Science in Office Administration	Offce Administration			
Associate in Science in Paralegal	Office Administration - Office Software Applications			
Associate of Arts	Optical Management Technology			
Associate of Science Aviation Operations	Opticianary			
Associate of Science Emergency Management	Philosophy			
Associate of Science Fire Science Technology	Pre-Law/Pre-Legal			
Associate of Science Marketing Management	Professional Pilot Technology Aviation Science			
Associate of Science Office Administration - Legal Office Specialist	Psychology			
Associate of Science Office Administration - Office Management Specialist	The Associate in Arts Degree for University Transfer			



### Florida Online Programs FCS Online Program Offerings – "Other" Programs

Certificate	Bachelor's
Airline/Aviation Management	B.A.S. Sustainability Management
Insurance Claims Adjuster	B.A.S. Public Safety Adminstration
Insurance Customer Services Representative	B.A.S. Technology Management
Insurance General Lines Agent	B.A.S. Veterinary Technology
Legal Office Management	Bachelor of Applied Science Degree in Organizational Management
Life Insurance Marketing	Bachelor of Applied Science in Supervision and Management
Logistics & Transportation	Bachelor of Science Degree in Human Services
Office Management	Energy Technology Management
Office Specialist	Homeland Security
Personal Lines Insurance	Information Management
Real Estate Sales Agent	Public Safety Administration
Water Quality Tech	Public Safety Management - Corrections Option
	Technology Management



#### Florida Online Programs FCS Online Program Offerings – "Other" Programs

Undergraduate Certificate			
Admin Specialist General	Fire Officer II		
Admin Specialist Legal	Florida Child Care		
Certificate in Customer Service	Gang Investigations		
Certificate in Emergency Management	Gangs Enforcement Management		
Certificate in Office Management	Human Resources Administrator Certificate		
Certificate in Office Specialist	Office Management Certificate		
Certificate in Office Support	Office Specialist		
Childcare Center Management Specialization Certificate	Office Specialist Technical Certificate		
Critical Care (Advanced Technical Certificate)	Office Support		
Emergency Administration and Management	Office Support (Technical Certificate)		
Emergency Care (Advanced Technical Certificate)	Office Support Technical Certificate		
Fire Inspector I	Online National Vocational CDA PSAV		
Fire Inspector II	Sepsis (Advanced Technical Certificate)		
Fire Investigator I	Veterinary Practice Management		
Fire Officer I			



### Florida Online Programs ICUF Online Program Offerings – "Other" Programs

Undergraduate Certificate	Graduate Certificate		
Management and Leadership	Health Care Management		
Church Ministry	Human Resources Administration		
	Instructional Design		
Associate's	Doctorate		
Paralegal Studies	Psychology		
Liberal Studies	Acquisition & Contract Management		
General Studies	Leadership and Management		
Interdisciplinary Studies			
Management			
Fire Science			
Aviation Business Admin			
Aviation Maintenance			
Professional Aeronautics			



### Florida Online Programs ICUF Online Program Offerings – "Other" Programs

Bachelor's	Master's
Aviation Business Administration	Transformative Leadership
Aviation Maintenance	Human Services
Professional Aeronautics	Ministerial Leadership
Psychology	Management
Hospitality Management	Project Management
Organizational Management	Legal Studies
Applied Psychology	Public Administration
Legal Studies	Professional Studies
Human Resources Administration	Aeronautical Science
International Hospitality/Tourism Management	Leadership
Liberal Studies	Management to MBAA
Sociology	Space Education
Organizational Leadership	Operations Research
Management of Tech Operations	Materiel Acquisition Management
Transportation	Logistics Management
Applied Management	Human Resources Management
Management	Project Management/Info Systems
Aviation Technology	Project Management/Ops Research
Aviation Management	Acquisition & Contract Management
Construction Management	Management/Acquisition & Contract Management
Interdisciplinary Studies	Management/Human Resources Management
Public Safety Administration	Management/Information Systems
Health Care Management	Management/Logistics Management
Human Services	Disaster Relief Logistics
Practical Theology	Psychology
Fire Science Management	Instructional Design
	General Management
	TEOSL
	Social Work



### Florida Online Programs For-Profit Online Program Offerings – "Other" Programs

Undergraduate Certificate	Doctorate
Paralegal	Industrial/Organizational Psychology
Associate's	
Visual Communications	
Paralegal Studies	
Fire Science	
Culinary Operations	
Psychology	
General Studies	



### Florida Online Programs For-Profit Online Program Offerings – "Other" Programs

Bachelor's	Master's
Visual Communication - Generalist	Public Administration - Government Management
Visual Communication - Illustration	Public Administration
Psychology	Aviation Science
Psychology - Advanced Studies in Psychology	Entertainment Business - Sports Management Elective Track
Psychology - Criminal Justice	Entertainment Business
Psychology - Human Services	Creative Writing
Psychology - Organizational Psychology	Public Administration
Psychology - Substance Abuse	Psychology
Paralegal	Administration and Supervision
Alternative and Renewable Energy Management	
Construction Management	
Aviation Technology	
Aviation Management	
Crisis and Disaster Management	
Creative Writing for Entertainment	
Game Art	
Project Management and Administration - Construction	
Legal Studies	
Interdisciplinary Studies	
Public Safety Administration	
Culinary Management	
English	
Communication - Culture and Communication	
Communication - Communication and Technology	
Environmental Science	







SUS Program Overlap					
Count of Institutions	Program Name	Count of Institutions	Program Name	Count of Institutions	Program Name
10	Business Administration & Management, General	4	Educational/Instructional Technology	3	Reading Teacher Education
7	Curriculum & Instruction	4	Environmental Science	3	Systems Engineering
7	Elementary Education & Teaching	4	General Studies	3	Trade & Industrial Teacher Education
6	Educational Leadership & Administration, General	4	Higher Education/Higher Education Administration	2	Adult & Continuing Education & Teaching
6	Liberal Arts & Sciences/Liberal Studies	4	Licensed Practical /Vocational Nurse Training	2	Audiology/Audiologist & Speech- Language Pathology/Pathologist
6	Public Administration	4	Nursing Practice	2	Civil Engineering, General
6	Registered Nursing/Registered Nurse	4	Nursing Science	2	Construction Engineering Technology/Technician
5	Business/Commerce, General	4	Special Education & Teaching, General	2	Education/Teaching of Individuals with Mental Retardation
5	Computer & Information Sciences, General	3	Accounting	2	Electrical and Electronics Engineering
5	Criminology	3	Aerospace, Aeronautical and Astronautical/Space Engineering	2	Entomology
5	Engineering, General	3	Computer Engineering, General	2	Environmental/Environmental Health Engineering
5	Health Services/Allied Health/Health Sciences, General	3	Emergency Medical Technology/Technician	2	Finance, General
5	Public Health, General	3	Health/Health Care Administration/Management	2	Forensic Science & Technology
4	Agricultural Teacher Education	3	Kinesiology & Exercise Science	2	Health Information/Medical Records Administration/Administrator
4	Criminal Justice/Safety Studies	3	Mechanical Engineering	2	Hospitality Administration/Management, General

Source: Florida Program Offering Data and CIP Code List

SUS Program Overlap Data (Continued)					
Count of Institutions	Program Name	Count of Institutions	Program Name	Count of Institutions	Program Name
2	Library and Information Science	1	African-American/Black Studies	1	Customer Service Support/Call Center/Teleservice Operation
2	Management Information Systems, General	1	Anthropology	1	Early Childhood Education & Teaching
2	Marketing/Marketing Management, General	1	Audiology/Audiologist	1	Education, General
2	Materials Engineering	1	Biology/Biological Sciences, General	1	Engineering Technology, General
2	Mathematics, General	1	Chemistry, General	1	English Language & Literature, General
2	Non-Profit/Public/Organizational Management	1	Child Care & Support Services Management	1	English/Language Arts Teacher Education
2	Occupational Therapy/Therapist	1	City/Urban, Community & Regional Planning	1	Family & Community Services
2	Parks, Recreation & Leisure Facilities Management	1	Classics & Classical Languages, Literatures & Linguistics, General	1	Fire Science/Firefighting
2	Pharmacy	1	Clinical Psychology	1	Funeral Service & Mortuary Science, General
2	Physical Education Teaching & Coaching	1	Community Health & Preventive Medicine	1	Geography
2	Psychology, General	1	Computer & Information Sciences, Other	1	Gerontology
2	Social Work	1	Computer Technology/Computer Systems Technology	1	Health Teacher Education
2	Sport & Fitness Administration/Management	1	Computer/Info. Techn. Svcs Administration & Management, Other	1	Industrial Engineering
2	System, Networking & LAN/WAN Management/Manager	1	Criminal Justice/Police Science	1	Information Science/Studies
2	Transportation/Mobility Management	1	Criminalistics & Criminal Science	1	Insurance

Note: Count of institutions represents number of total institutions offering the program; Source: Florida Program Offering Data and CIP Code List

SUS Program Overlap Data (Continued)						
Count of Institutions	Program Name	Count of Institutions	Program Name	Count of Institutions	Program Name	
1	International Relations & Affairs	1	Systems Science & Theory			
1	Law	1	Taxation			
1	Management Science	1	Teacher Education, Multiple Levels			
1	Mass Communication/Media Studies	1	Urban Education & Leadership			
1	Mental Health Counseling/Counselor	1	Veterinary/Animal Health Techn. & Veterinary Assistant			
1	Music Teacher Education	1	Women's Studies			
1	Ornamental Horticulture					
1	Philosophy & Religious Studies, Other					
1	Political Science & Government, General					
1	Psychiatric/Mental Health Services Technician					
1	Religion/Religious Studies					
1	Science Teacher Education/General Science Teacher Education					
1	Social Sciences, General					
1	Soil Science & Agronomy, General					
1	Surveying Engineering					

FCS Program Overlap Data					
Count of Institutions	Program Name	Count of Institutions	Program Name	Count of Institutions	Program Name
10	Liberal Arts & Sciences/Liberal Studies	2	Management Information Systems, General	1	General Office Occupations & Clerical Services
8	Business Administration & Management, General	2	Special Education & Teaching, General	1	Geography
7	Executive Assistant/Executive Secretary	1	Aviation/Airway Management & Operations	1	History, General
5	Accounting Technology/Technician & Bookkeeping	1	Biology/Biological Sciences, General	1	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other
5	Entrepreneurship/Entrepreneurial Studies	1	Clinical Laboratory Science/Medical Technology/Technologist	1	Hospitality Administration/Management
4	Criminalistics & Criminal Science	1	Computer & Information Sciences, General	1	Human Development, Family Studies & Related Services, Other
4	General Studies	1	Computer Engineering, General	1	Medical Insurance Coding Specialist/Coder
4	Marketing/Marketing Management, General	1	Computer Technology/Computer Systems Technology	1	Operations Management & Supervision
3	Accounting	1	Computer/Info. Techn. Svcs Administration & Management	1	Parks, Recreation & Leisure Facilities Management
3	Business/Commerce, General	1	Corrections	1	Psychiatric/Mental Health Services Technician
3	Health Information/Medical Records Administration	1	Customer Service Support/Call Center/Teleservice Operation	1	Psychology, General
3	Health/Health Care Administration/Management	1	Dental Hygiene/Hygienist	1	Public Health/Community Nurse/Nursing
3	Licensed Practical /Vocational Nurse Training	1	Early Childhood Education & Teaching	1	Science Teacher Education/General Science Teacher Education
3	System, Networking & LAN/WAN Management/Manager	1	Economics, General	1	Social Science Teacher Education
2	Elementary Education & Teaching	1	Finance, General	1	Teacher Assistant/Aide
2	Emergency Medical Technology/Technician	1	Fire Protection & Safety Technology/Technician	1	Veterinary/Animal Health Techn. & Veterinary Assistant
2	Legal Assistant/Paralegal	1	Fire Science/Firefighting		

Source: Florida Program Offering Data and CIP Code List; Count of institutions represents number of total institutions offering the program

Strategy Detail

National Post-Secondary Online Market

Examples of Innovative Models

Florida Persistence

Florida Online Enrollments

Florida Online Programs

#### **Florida Tuition and Fees**

Florida Employment

Florida Virtual Campus

**Accreditation Detail** 

Stakeholder Interviews



#### **Tuition and Fees Tuition and fees across SUS schools**



Tuition and Fees per Credit Hour for Undergraduate In-State Students, 2012-2013



#### Tuition and Fees Tuition and fees across FCS schools



Tuition and Fees per Credit Hour for In-State Students Pursuing an Associate's Degree, 2012-2013



Note: Lake Sumter distance learning fee varies by course, figure used is for accounting

Source: FL DOE; ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July - November 2012

#### **Tuition and Fees Tuition and fees across ICUF schools**

Tuition and Fees per Credit Hour for Bachelor's Programs, 2010-2011









Note: Unless otherwise indicated, each school's graduate distance learning fee is assumed to be equal to the undergraduate distance learning fee

Source: SUS Board of Governors; FL DOE; ~85+ Institution and expert interviews were conducted by Parthenon for the Florida engagement as well as multiple proprietary projects, from July – November 2012<sup>90</sup>

Strategy Detail

National Post-Secondary Online Market

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Enrollment Ratio vs. PPP Adjusted GDP Per Capita

PPP-adjusted GDP per Capita



Note: UNESCO's Gross Enrolment ratio is calculated using the number of pupils enrolled in International Standard Classification of Education (ISCED) level 5 and 6 representing stages of tertiary education, regardless of age, expressed as a percentage of the population in the five-year age group following on from the secondary school leaving age; R<sup>2</sup> value does not include OPEC countries as outliers due to "oil" effect Source: OECD, UNESCO

#### Employment U.S. Post-Secondary Degree Attainment vs. Household Income



State Average % Of Adults 25-44 with an Associate Degree or Higher,

% Of Adults 25-44 with an Associate Degree or Higher



#### **Employment** Florida Strategic Plan for Economic Development





#### **Employment** Total Jobs: Job Openings and Growth by Degree Level, 2020 Projected



#### Total Job Openings, 2020 Projected

Methodology:

- All occupations codes and titles: Bureau of Labor Statistics (Employment Projection Program, BLS)
- Employment Projections: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- All job openings and growth data: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- Estimated 2012 Job Openings: Derived from 2020 projections and annual growth rate.
- Degree level needed to satisfy job requirements for each occupation comes from Bureau of Labor Statistics (Employment Projection Program, BLS)
- Cluster strategy: 2010-2015 Strategic Plan for Economic Development, put out by Enterprise Florida Inc. (EFI)
- Occupation to cluster match: Parthenon Analysis

Note: CAGR stands for compound annual growth rate

Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, from Enterprise Florida Inc. (EFI)

#### **Employment** Target Clusters: Job Openings and Growth by Degree Level, 2020 Projected



#### Methodology:

- All occupations codes and titles: Bureau of Labor Statistics (Employment Projection Program, BLS)
- Employment Projections: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- All job openings and growth data: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- Estimated 2012 Job Openings: Derived from 2020 projections and annual growth rate.
- Degree level needed to satisfy job requirements for each occupation comes from Bureau of Labor Statistics (Employment Projection Program, BLS)
- Cluster strategy: 2010-2015 Strategic Plan for Economic Development, put out by Enterprise Florida Inc. (EFI)
- Occupation to cluster match: Parthenon Analysis

Note: CAGR stands for compound annual growth rate

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#### Employment Target Clusters: Job Openings Available by Degree Level, 2020 Projected



Occupation to cluster match: Parthenon Analysis

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Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, from Enterprise Florida Inc. (EFI)

### Employment Target Clusters: Job Openings Requiring a Post-Secondary Degree, 2020 Projected



EFI Target Industry Job Openings, 2020 Projected, that Can Be Satisfied with Current National Online-Only Degree Program Offerings

#### Methodology:

- All occupations codes and titles: Bureau of Labor Statistics (Employment Projection Program, BLS)
- Employment Projections: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- All job openings and growth data: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- Degree level needed to satisfy job requirements for each occupation comes from Bureau of Labor Statistics (Employment Projection Program, BLS)
- Cluster strategy: 2010-2015 Strategic Plan for Economic Development, put out by Enterprise Florida Inc. (EFI)
- Occupation to cluster match: Parthenon Analysis
- Online Program Information: Peterson's Distance Learning Database



Note: Some occupations fell into more than one job cluster and are therefore duplicated within appropriate industry clusters

Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, by Enterprise Florida Inc. (EFI); Peterson's Distance Learning Database of Online Programs and Degrees used to identify programs

### **Employment** Target Clusters: Job Openings Requiring a Post-Secondary Degree, 2020 Projected





Note: Some occupations fell into more than one job cluster and are therefore duplicated within appropriate industry clusters Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, from by Enterprise Florida Inc. (EFI); Peterson's Distance Learning Database of Online Programs and Degrees used to identify programs

#### **Employment**

### Target Clusters: Job Openings Requiring a Post-Secondary Degree, 2020 Projected



#### Methodology:

- All occupations codes and titles: Bureau of Labor Statistics (Employment Projection Program, BLS)
- Employment Projections: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- All job openings and growth data: Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE)
- Degree level needed to satisfy job requirements for each occupation comes from Bureau of Labor Statistics (Employment Projection Program, BLS)
- Cluster strategy: 2010-2015 Strategic Plan for Economic Development, put out by Enterprise Florida Inc. (EFI)
- Occupation to cluster match: Parthenon Analysis
- Online Program Information: SUS/FCS data, FLVC online course crosswalk, Parthenon analysis



Note: Some occupations fell into more than one job cluster and are therefore duplicated within appropriate industry clusters; List of Florida online programs includes just those courses offered on the FLVC, the list excludes 31 of these courses that could not be matched to Florida program offerings list

Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, from Enterprise Florida Inc. (EFI); SUS/FCS program data, FLVC program name crosswalk used to identify programs

### Employment Target Clusters: Job Openings Requiring a Post-Secondary Degree, 2020 Projected





Note: Some occupations fell into more than one job cluster and are therefore duplicated within appropriate industry clusters; List of Florida online programs includes just those courses offered on the FLVC, the list excludes 31 of these courses that could not be matched to Florida program offerings list

Source: BLS; Florida Department of Economic Opportunity's 2012-2020 Projections Statewide (FL DOE); 2010-2015 Strategic Plan for Economic Development, from Enterprise Florida Inc. (EFI); SUS/FCS program data, FLVC program name crosswalk used to identify programs

#### Employment

#### How online can enable a broad response to labor needs

#### 1. Labor Needs Identified

- Companies, advocacy groups or state policy organizations identify potential labor shortages
- Clear channel of communication allows labor market needs to be shared and discussed with state higher education systems

#### 3. Labor Market Needs Met

- Scale of online programs delivers degree/certificate holders to the labor market
- · Labor shortage eliminated or mitigated

#### 2. Higher Education System Responds

- SUS and FCS incorporate labor market feedback into new program designs, focusing on online programs
- Online can enable broader response as one program can be disseminated to students across the state



Strategy Detail

National Post-Secondary Online Market

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#### **Florida Virtual Campus**

**Accreditation Detail** 

Stakeholder Interviews



#### Florida Virtual Campus

### **Overview of the Florida Virtual Campus**

Origins	<ul> <li>The Florida Virtual Campus was created out of the Florida Distance Learning Consortium, the Florida Center for Library Automation, the Florida Center for Advising and Academic Support and the College Center for Library Automation</li> </ul>
	House Bill 5201 established the Florida Virtual Campus 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"
Mandate	<ul> <li>HB 5201 laid out a series of requirements for the operations of the FLVC and its distance learning catalog. The bill requires the FLVC to provide the following service (additional detail and status of these service requirements can be found on the following pages):</li> </ul>
	<ul> <li>Develop and manage a library information portal and automated library management tools</li> </ul>
	<ul> <li>Develop and manage an internet-based catalog of distance learning courses</li> </ul>
	<ul> <li>Implement an online admissions application process for transient students</li> </ul>
	<ul> <li>Develop and manage a computer-assisted student advising system</li> </ul>
	<ul> <li>License and acquire electronic library resources</li> </ul>
	<ul> <li>Promote and provide recommendations concerning the use and distribution of open-access textbooks</li> </ul>
	- Provide help desk support to institutions and students and to identify and evaluate new technologies and instructional methods
	<ul> <li>Provide for the transfer of assets and liabilities of the Florida Distance Learning Consortium, the Florida Center for Library Automation, the College Center for Library Automation, 75 and FACTS.org to the Florida Virtual Campus</li> </ul>
	<ul> <li>Institutions charging a distance learning fee must list the course on the FLVC</li> </ul>
Inclusion	<ul> <li>Institutions have discretion as to listing courses not charging a distance learning fee: some list all online courses and others only list courses with an associated distance learning fee</li> </ul>
	<ul> <li>ICUF institutions currently listing courses will be removed; they may be added back in through specific service agreements covering the cost of inclusion (likely based on the 3% fee + usage costs utilized for eResources on the library side of the FLVC)</li> </ul>
Usage	<ul> <li>From July 1, 2011 through June 30, 2012 the Distance Learning Catalog received 109,794 visitors, who viewed an average of 7.2 pages and spent 4.4 minutes on the site</li> </ul>
	<ul> <li>32,283 courses were listed on the Distance Learning Catalog from Fall 2011-Summer 2012, as well as 654 current degree programs (including certificate programs)</li> </ul>
Statutes	The key statutes establishing and defining the FLVC and its predecessors are 1006.73, 1004.09
(Detail to follow)	• The primary statutes responsible for regulating the fees charged for distance learning are1009.23 and 1009.24



#### Florida Virtual Campus Status of FLVC Service Provisions

Services to be provided by the FLVC:	Implementation Status:		
<ul> <li>Library information portal and automated library management tools</li> </ul>	<ul> <li>Discovery tool – Separate SUS/FCS tools currently available. Working on project plan to combine into a single tool. Expected completion Summer 2013</li> <li>eResources – Separate SUS/FCS eResources and licensing processes currently available. Working on project plan to combine into a single process by Summer 2013</li> <li>Library Management System – SUS and FCS both on Aleph ILS. Decision in mid-November on how/when to combine</li> <li>Digital archives – In place for SUS. Inclusion of FCS deferred (low priority)</li> </ul>		
<ul> <li>Statewide Internet-based catalog of distance learning courses, degree programs, and resources</li> </ul>	<ul> <li>In place, but requires modernization and improvement. Project to redesign and modernize was just approved. Targeted completion date of test environment late Spring 2013, in anticipation of Fall 2013 roll out to institutions</li> </ul>		
• Implement a streamlined, automated, online admissions application process for undergraduate transient students	Expected completion December 1, 2012		
<ul> <li>Develop and manage a statewide computer-assisted student advising system</li> </ul>	In place for SUS and FCS. Gathering of customer requirements for future changes underway		
Negotiate and license statewide     eResources	• Separate SUS/FCS eResources and licensing processes currently available. Working on project plan to combine into a single process by Summer 2013. Next steps to include Distance Learning in licensing process		
<ul> <li>Provide recommendations on the use and distribution of open-access textbooks and education resources</li> </ul>	<ul> <li>Past efforts include symposium in 2012 and development of Orange Grove Text Plus open eTextbook initiative. Future enhancements TBD</li> </ul>		
Provide appropriate help desk support, and training and consultation	<ul> <li>Project underway to consolidate FCS library and FCAAS Help Desks. Full consolidation of all help and support services targeted for July 2013.</li> <li>Project identified to consolidate training and consultation, but on hold due to lack of resources</li> </ul>		
<ul> <li>Identify and evaluate new technologies and instructional methods</li> </ul>	Ongoing effort		



Website Redesign and Centralization \$500,000 (\$200K recurring, \$300K non-recurring)

Modernization and Long-Term Support of the Distance Learning Catalog \$515,000 (\$365K recurring, \$150K non-recurring)

- Consolidate, rework, or decommission content on legacy websites into central FLVC.org website. Identify customer requirements for new functionality, using focus groups, user tests, surveys, and statistics. Create and maintain a centralized software infrastructure that is scalable to meet the new consolidated and statewide requirements for FLVC, integrating a single-sign on authentication approach that allows users to log in once and access multiple programs during a session. Redesign and deploy the website to meet long-term customer needs
- Redesign and recode the existing distance learning course and degree program catalog from Cold Fusion to a more flexible, expandable and maintainable programming environment (e.g., .Net). Implement features and functions that will allow FLVC to meet its statutorily mandated duties while including options for anticipated future needs of the member institutions and special projects or populations. Identified enhancements include: user customization and custom results, expanded searching and retrieval options, student calendars, career and salary information, improved reporting and institutional data loading options, single sign-on, scheduling tools, degree audits, critical and concierge advising functions, eCommerce options to link students to the resources they need (e.g. textbooks), and expanded adoption and access to free and open access eTextbooks

Stabilization and Implementation of Common Web Infrastructure Platform \$510,000 (\$250K recurring, \$260K non-recurring) The stabilization, implementation and delivery of a common web platform, including support for mobile browsers and applications is critical to the success and support of current and planned services for FLVC. Analysis of the recent instability and outage in the FLVC website revealed major shortcomings in the technical platforms in hardware, software, design and engineering. These disparate and aging systems and supporting infrastructure require reengineering and rebuilding to effectively maintain current and mandated future services. The technology is dated and susceptible to single points of failure. A short-term plan is now in place to address stabilization and availability of the current site and now attention to the services and applications is a priority. This request will provide for investment, design, development, training and deployment of the new common infrastructure platform



In 2011-2012, 38 Institutions Listed Courses on the Florida Virtual Campus						
Florida Coll	ege System	State University System of Florida	ICUF			
<ul> <li>Brevard Community College</li> <li>Broward College</li> <li>Chipola College</li> <li>College of Central Florida</li> <li>Daytona State College</li> <li>Edison State College</li> <li>Florida Gateway College (formerly Lake City)</li> <li>Florida Keys Community College</li> <li>Florida State College at Jacksonville</li> <li>Gulf Coast State College</li> <li>Hillsborough Community College</li> <li>Indian River State College</li> <li>Lake Sumter Community College</li> </ul>	<ul> <li>Miami Dade College</li> <li>North Florida Community College</li> <li>Northwest Florida State College</li> <li>Palm Beach State College</li> <li>Pasco-Hernando Community College</li> <li>Pensacola State College</li> <li>Polk State College</li> <li>Santa Fe College</li> <li>Seminole State College</li> <li>South Florida State College</li> <li>St. Johns River State College</li> <li>St. Petersburg College</li> <li>Tallahassee Community College</li> <li>Valencia College</li> </ul>	<ul> <li>Florida Atlantic University</li> <li>Florida Gulf Coast University</li> <li>Florida International University</li> <li>Florida State University</li> <li>University of Central Florida</li> <li>University of Florida</li> <li>University of North Florida</li> <li>University of South Florida</li> <li>University of West Florida</li> </ul>	<ul> <li>Lynn University</li> <li>Saint Leo University</li> </ul>			



#### Florida Virtual Campus Florida Statutes Limiting and Regulating the Fees Which can be Assessed on Distance Learning Courses

# In 2011, Florida Statute 1009.23 established the Distance Learning Fee, contingent upon the course being greater than 80% distance learning, listed in the Distance Learning Catalog, and directly attributable to the incremental costs associated with distance learning

(16)(a) Each Florida College System institution may assess a student who enrolls in a course listed in the Florida Higher Education Distance Learning Catalog, established pursuant to s. <u>1004.09</u>, a per-credit-hour distance learning course user fee. For purposes of assessing this fee, a distance learning course 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.

(b) The amount of the distance learning course user fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course. If a Florida College System institution assesses the distance learning course user fee, the institution may not assess any other fees to cover the additional costs. By September 1 of each year, each board of trustees shall report to the Division of Florida Colleges the total amount of revenue generated by the distance learning course user fee for the prior fiscal year and how the revenue was expended.

(c) The link for the catalog must be prominently displayed within the advising and distance learning sections of the institution's website, using a graphic and description provided by the Florida Distance Learning Consortium, to inform students of the catalog.

(17) Each Florida College System institution that accepts transient students, pursuant to s. <u>1004.091</u>, may establish a transient student fee not to exceed \$5 per distance learning course for processing the transient student admissions application.

## In 2012, Florida Statute 1009.24 reinforced the same restrictions on the distance learning fee, and altered language to mandate inclusion on the new Florida Virtual Campus

(17)(a) A state university may assess a student who enrolls in a course listed in the distance learning catalog, established pursuant to s. <u>1006.73</u>, a percredit-hour distance learning course fee. For purposes of assessing this fee, a distance learning course 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.

(b) The amount of the distance learning course fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course. If the distance learning course fee is assessed by a state university, the institution may not assess duplicative fees to cover the additional costs.

(c) The link for the catalog must be prominently displayed within the advising and distance learning sections of the institution's website, using a graphic and description provided by the Florida Virtual Campus, informing students of the catalog.

## Florida Board of Governors Regulations [7.003(18)(f)] authorizes each university board of trustees to assess a distance learning fee, which will have varied amounts


### Florida Virtual Campus SUS and FCS Online Program Offerings

SUS Online Program Offerings



FCS Online Program Offerings

Note: Includes FL distance learning programs listed in the FLVC; see subsequent pages for "other" detail Source: Florida Virtual Campus

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### **Florida Virtual Campus**

# Florida Virtual Campus Statutory Language – Florida Statute 1006.73 (1/3)

### 1006.73 Florida Virtual Campus

- (1) The Florida Virtual Campus is established to provide access to online student and library support services and to serve as a statewide resource and clearinghouse for public postsecondary education distance learning courses and degree programs. The primary purposes of the Florida Virtual Campus are to:
- (a) Establish a single library automation system and associated resources and services that all public postsecondary education institutions will use to support their learning, teaching, and research needs.
- (b) Enhance and expand educational access and increase public postsecondary education degree attainment across the state.
- (c) Address the educational needs of traditional students, place-bound students, time-bound students, and adult learners.
- (d) Increase workforce skills and expand professional development opportunities.
- (2) The chancellors of the Florida College System and the State University System shall exercise joint oversight of the Florida Virtual Campus and shall establish its governance and reporting structure, administrative and operational guidelines and processes, staffing requirements, and operational budget. All data center services needed by the Florida Virtual Campus shall be provided by a primary data center established pursuant to ss. <u>282.201</u> and <u>1004.649</u>.
- (a) In carrying out the purposes of this section:
- 1. The campus is not an "agency" as defined in s. <u>20.03(11)</u> and is not subject to chapter 287.
- 2. The campus shall be deemed to be acting as an instrumentality of the state for purposes of sovereign immunity pursuant to s. <u>768.28(2)</u>.
- 3. All records of the campus are public records unless made confidential or exempt from law.
- (b) The campus shall maintain an unencumbered balance of not less than 5 percent of its approved operating budget.
- (c) The campus may secure comprehensive general liability coverage, professional liability coverage, property and casualty coverage, and any other insurance coverage deemed appropriate by the chancellors.
- (d) The campus may contract for administrative services with a public postsecondary education institution. The administrative overhead costs charged by the institution may not exceed the actual cost of providing the services and shall require a specific appropriation in the General Appropriations Act.
- (3) The Florida Virtual Campus, upon approval of the chancellors of the Florida College System and the State University System, shall have authority to apply for and accept funds, grants, gifts, and services from local, state, or federal governments or any of their agencies or from any other public or private source and is authorized to use funds derived from these sources to defray administrative costs and implement programs as may be necessary to support the services and resources provided by the campus.
- (4) The Florida Virtual Campus shall be subject to the audit requirements of s. <u>11.45</u> for Florida College System institutions and state universities. The chancellors of the Florida College System and the State University System shall jointly serve as the governing body of the campus for purposes of the audit and all related activities.
- (5) The Florida Virtual Campus shall:(a) Develop and manage a library information portal and automated library management tools for use by the Florida College System institutions and state universities. The library information portal and automated library management tools shall include, but are not limited to, the following services and functions (*next page*):



### **Florida Virtual Campus**

# Florida Virtual Campus Statutory Language – Florida Statute 1006.73 (2/3)

- 1. A shared Internet-based catalog and a discovery tool that allow a user to search and, if authorized, access the aggregate library holdings of the state's public postsecondary education institutions. The catalog and discovery tool shall allow the user to search the library holdings of one institution, selected institutions, or all institutions and, to the extent feasible, shall include an interlibrary loan function that ensures the authorized user can access the required library holding.
- 2. An Internet-based searchable collection of electronic resources which shall include, but not be limited to, full-text journals, articles, databases, and electronic books that the Florida Virtual Campus licenses pursuant to s. <u>1006.72</u>.
- 3. An integrated library management system and its associated services which all public postsecondary education institution academic libraries must use for purposes of acquiring, cataloging, circulating, and tracking library material.
- 4. A statewide searchable database that includes an inventory of digital archives and collections held by public postsecondary education institutions.
- (b) Develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions which is intended to assist in the coordination and collaboration of articulation and access pursuant to parts II and III of chapter 1007. The campus shall establish operational guidelines and procedures for the catalog which must:
- 1. Require participating institutions to provide information concerning the distance learning course to include information on the availability of the course; the type of required technology; any prerequisite course or technology competency or skill; the availability of academic support services and financial aid resources; and course costs, fees, and payment policies.
- 2. Require that distance learning courses and degree programs meet applicable accreditation standards and criteria.
- 3. Require that, at a minimum, the catalog is reviewed at the start of each academic semester to ensure that distance learning courses and degree programs comply with all operational guidelines and procedures.
- 4. Use an Internet-based analytic tool that allows for the collection and analysis of data, including, but not limited to:
- a. The number and type of students who use the catalog to search for distance learning courses and degree programs.
- b. The number and type of requests for information on distance learning courses and degree programs that are not listed in the catalog.
- c. A summary of specific requests by course type or course number, delivery method, offering institution, and semester.
- 5. Periodically obtain and analyze data from the Florida College System and the State University System concerning:
- a. Costs of distance learning courses and degree programs.
- b. Graduation and retention rates of students enrolled in distance learning programs.
- c. Distance learning course completion.
- (c) Implement a streamlined, automated, online admissions application process for undergraduate transient students who are currently enrolled and pursuing a degree at a public postsecondary education institution and who enroll in a course offered by a public postsecondary education institution that is not the student's degree-granting institution. The Florida Virtual Campus shall work with the Florida College System and the State University System to implement this process which requires all Florida College System institutions and state universities to:
- 1. Use the transient student admissions application available through the statewide computer-assisted student advising system established pursuant to paragraph (d). This admissions application is the only application required for the enrollment of a transient student as described in this paragraph.
- 2. Implement the financial aid procedures required by the transient student admissions application process.
- 3. Transfer credit awarded by the institutions offering the course to the transient student's degree-granting institution.



### **Florida Virtual Campus**

### Florida Virtual Campus Statutory Language – Florida Statute 1006.73 (3/3)

- 4. By December 1, 2012, provide for an interface between the institutional advising system and the statewide computer-assisted student advising system established pursuant to paragraph (d) in order to electronically send, receive, and process the transient student admissions application.
- (d) Develop and manage a statewide computer-assisted student advising system which shall support the process of advising, registering, and certifying students for graduation and include a degree audit and an articulation component. The Florida College System institutions and state universities shall interface institutional advising systems with the statewide computer-assisted student advising system. At a minimum, the statewide computer-assisted student advising system shall:
- 1. Allow a student to access the system at any time, search public postsecondary education institutions, and identify course options that will meet the requirements of a selected path toward a degree.
- 2. Audit transcripts of students enrolled in a public postsecondary education institution to assess current academic standing, the impact of changing majors or institutions, the requirements for a student to transfer to another institution, and all requirements necessary for graduation.
- 3. Serve as the official statewide repository for the common prerequisite manual, admissions information for transferring programs, foreign language requirements, residency requirements, and statewide articulation agreements.
- 4. Provide information relating to career descriptions and corresponding educational requirements, admissions requirements, and available sources of student financial assistance.
- 5. Provide the admissions application for transient students pursuant to paragraph (c) which must include the electronic transfer and receipt of information and records for:
- a. Admissions and readmissions.
- b. Financial aid.
- c. Transfer of credit awarded by the institution offering the course to the transient student's degree-granting institution.
- (e) Coordinate the negotiation of statewide licensing of electronic library resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of distance learning resources, student and library support services, electronic resources, and other goods and services necessary to carry out its duties under this section.
- (f) Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources as a method for reducing costs and work with public postsecondary education institutions in developing a standardized process for the review and approval of openaccess textbooks.
- (g) Provide appropriate help desk support and training and consultation services to institutions and students using the services and resources of the Florida Virtual Campus.
- (h) Identify and evaluate new technologies and instructional methods that can be used for improving distance learning instruction, student learning, the efficient delivery of student support services, and the overall quality of undergraduate distance learning courses and degree programs.
- (6) Beginning September 30, 2013, and annually thereafter, the chancellors of the Florida College System and the State University System shall jointly publish a report regarding the activities of the Florida Virtual Campus in the prior fiscal year. The report shall include, but not be limited to, information related to the provision of library services and electronic resources, to include those resources licensed pursuant to s.<u>1006.72</u>; distance learning resources; the computer-assisted student advising system; and other provided programs, activities, and services.
- (7) All records, personnel, property, existing contracts, and unexpended balances of appropriations, allocations, grants, and other funds of the Florida Distance Learning Consortium, the Florida Center for Library Automation, the College Center for Library Automation, and FACTS.org shall be transferred to the Florida Virtual Campus. The campus shall be the successor in interest to these organizations and shall be responsible for the provision of all services as authorized by this section.



Strategy Detail

National Post-Secondary Online Market

Examples of Innovative Models

Florida Persistence

Florida Online Enrollments

Florida Online Programs

Florida Tuition and Fees

Florida Employment

Florida Virtual Campus

**Accreditation Detail** 

Stakeholder Interviews



### **New Programs at Accredited Institutions (Strategies #1-3)**

	Phase 1: SACSOC Notification and Application	Phase 2: Staff Review	Phase 3: Review and Approval by the Committee on Compliance and Reports
Overview	<ul> <li>An institute undergoing substantive change must provide written notification to the President of the SACSOC</li> <li>A prospectus will then be requested by the SACSOC</li> </ul>	<ul> <li>SACSOC Staff reviews the prospectus and recommends a course of action to the president of the SACSOC</li> </ul>	• A committee reviews the pending prospectus and evaluates its compliance with SACSOC Academic Standards and Requirements of the Principles of Accreditation
Details	• Prospectus must detail the rationale for change, the assessment of need, evidence of a supported plan, detailed description of the change and the required changes in faculty, school resources etc.	<ul> <li>Two recommendation paths are possible:</li> <li>Acceptance of the proposal without a site visit</li> <li>Referral of the proposal to the Committee on Compliance and Reports</li> </ul>	<ul> <li>The committee may then approve the proposal with or without a site visit</li> <li>The committee may also elect to defer action and request additional information, or deny approval of the substantive changes</li> </ul>
Timeline	<ul> <li>Written notification must be provided six months prior to the planned implementation start date</li> <li>Submission of a prospectus must be completed at least three months prior to the planned implementation start date</li> </ul>	<ul> <li>A site visit is required within six months of approved Substantive Changes by the Substantive Change Committee</li> </ul>	A site visit is required within six months of approved Substantive Changes by the Committee on Compliance and Reports
Cost	• \$300 fee related to the review of the application/prospectus	Costs and expenses associated with the visit of the Substantive Change Committee	Costs and expenses associated with the visit of the Committee on Compliance and Reports

### Changes requiring both notification of and approval by the SACSOC (as outlined above) include:

- Initiating certificate programs for workforce development or other disciplines
- Initiating distance learning or correspondence programs by which students can take at least 50% of a programs credits through delivery in a format other than face-to-face
- Expanding at the institution's current degree level
- Initiating a collaborative academic program with another institution not accredited by the SACSOC
- · Initiating coursework, certificates, or programs of study at a different level than those previously approved



### **Collaborative Academic Arrangements (Potentially Strategies #1-3)**

- Collaborative academic arrangements are agreements between institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSOC) and accredited or non-accredited degree-granting institutions of higher education throughout the world for purposes of awarding academic credits and/or educational program completion credentials, e.g., certificates, diplomas, degrees or transcripts --SACSOC
- Member institutions are responsible for ensuring the integrity of their accreditation and of their education programs when entering into collaborative academic arrangements
- There are three key areas of responsibility when entering a collaborative agreement which must be documented in the prospectus for Application for Substantial Change:

	Ensuring the Integrity of the Collaborative Arrangements		Ensuring the Quality of the Credits Recorded on Transcripts		Ensuring Compliance with Accreditation Requirements
•	Disclaimer Statement: Institutions entering agreements with non-SACSOC accredited schools must make that clear when describing their relationship with the partner program/school Institutional Names on an Academic Credential: students may receive academic credentials from the accredited institution when they receive 25% or more of credits from that institution (33% for graduate level students)	•	In the process of evaluating, accepting, and transcripting credits awarded through collaborative academic arrangements, the Member institution must actively evaluate and monitor partner program courses to ensure compliance with The Principals of Accreditation Transcripts must also list the program / institution from which the credits were earned	•	The accredited institution is responsible for making sure the collaborating institution meets the pertinent Accreditation Standards These include providing documentation on such areas as: academic integrity, institutional mission, faculty, learning resources, program curriculum and program length

- Collaborative academic arrangements are most often referred to as dual or joint educational programs, affiliations, partnerships, consortia agreements, and other similar terms:
  - Joint educational programs are those in which multiple intuitions confer a single program completion certificate; require both notification of and approval by the SACSOC as outlined
  - Dual degree programs are those where students study at two or more institutions and each confers its own completion; these types of programs only require detailed notification of the SACSOC

Details

### **New Institution Accreditation Process (Strategy #4)**

	Phase 1: Building a Foundation of Understanding	Phase 2: Initial Paper Review	Phase 3: Onsite Review by an Candidacy Committee	Phase 4: Onsite Review by an Accreditation Committee
Overview	• Familiarization with the application process and initial compilation of the application for accreditation	Review of application by commission staff and peers	Commission determination of demonstrated compliance by the institution	<ul> <li>Approval by the SACSOC Accreditation Committee of an institutions Application for Accreditation</li> <li>Continued candidacy may be granted rather than accreditation status</li> </ul>
Approval Process	<ul> <li>Documentation of compliance with key Comprehensive Standards; includes financial audit for past three years as available, management letter and budget outline</li> <li>Following discussion of the analysis of the original submission, institutions are invited to submit supplementary materials to enhance narratives and documentation</li> </ul>	<ul> <li>Staff member will review the application and provide written assessment</li> <li>Institution reviews application assessment and works with SACSOC staff to strengthen weaknesses in document</li> </ul>	<ul> <li>Committee of approximately six members evaluates final application and visits campus to evaluate compliance with the key standards and requirements of accreditation</li> <li>After visit committee provides a report including a direct statement of compliance or non-compliance</li> <li>If institution is approved, candidacy is granted for 4 years</li> </ul>	<ul> <li>Accreditation Committee Visit allows for the committee to evaluate institution compliance with the full list of Standards and Requirements</li> <li>Committee is made up of ~nine members with evaluators for each relevant topic (i.e., faculty qualifications, Educational programs, Library resources, and student support)</li> </ul>
Details	<ul> <li>Part A - Institutional Characteristics: Type of Control, Organizational Chart, Educational Programs detail, methods of delivery detail, Enrollment Data, Faculty qualifications and Resources</li> <li>Part B – Documentation of Compliance: "makes the case" for the institution by crafting a reasoned argument for compliance with all of the key issues</li> </ul>	<ul> <li>Staff member will review the application and provide written assessment</li> <li>Institution reviews application assessment and works with SACSOC staff to strengthen weaknesses in document</li> </ul>	<ul> <li>Candidacy Committee reviews updated application one month prior to their visit</li> <li>The review consists of a three day visit to campus by the Committee</li> <li>Prior to scheduled visits, commission posts call for thirdparty comments to which the institution is invited to respond</li> </ul>	<ul> <li>Membership is granted when the approved accredited institution has been in operation i.e., has without interruption enrolled students in degree programs through at least one complete degree program cycle, and has graduated at least one class at the level of the highest degree offered by the institution prior to action of the Commission</li> <li>Accreditation must be confirmed 5 years after being granted initial</li> </ul>

membership

## **New Institution Accreditation Process (Strategy #4)**

	Phase 1: Building a Foundation of Understanding	Phase 2: Initial Paper Review	Phase 3: Onsite Review by an Candidacy Committee	Phase 4: Onsite Review by an Accreditation Committee
Timeline	Application is submitted to SACSOC for initial analysis and evaluation six – 18 months after attending Pre- Applicant workshop	<ul> <li>One – six months depending on application weaknesses assessed by accreditation staff</li> <li>Additional waiting period until SACSOC Board meeting (June, December); must allow time for audit of school's most recently completed fiscal year</li> </ul>	<ul> <li>Three – six months after approval from Candidacy Committee</li> <li>Three-day visit by the Candidacy Committee; Institution has 2 weeks to respond to Committee's assessment</li> </ul>	<ul> <li>Within six months of being granted Candidacy, visit from SACSOC Representative to consult on preparation for full Compliance Certification</li> <li>Within 18 months of being granted Candidacy, visit from Accreditation Committee; review of final compliance documents begins a month before the Committee visit</li> <li>An intuition that has been granted Continued Candidacy will have a second visit from the Accreditation Committee within 18 months of Board Action</li> </ul>
Best Practices .	Most applicants establish a Leadership Team to manage and validate the internal institutional assessment of Compliance; President / CEO has overall responsibility and sits on the Leadership Team The higher the level of detail in the application the better – the links between key issues of compliance and the narrative in Part B is of high importance	<ul> <li>As possible, the application narrative should be as developed <i>prior</i> to submission to the SACSOC</li> <li>After review and analysis by accreditation staff, effort should be paid to ensuring the application is corrected and is free from weaknesses, is articulate, persuasive and provides compelling evidence of compliance</li> </ul>	<ul> <li>High levels of preparation and precise execution of scheduled events are highly encouraged – the visit is a chance for the institution to make a strong impression to the members of the committee</li> </ul>	<ul> <li>Because the analysis for compliance covers more than twice the number of key issues, schools may elect to expand their Leadership Team to cover the increased workload and demand for expertise</li> <li>Staff advisory visit can be scheduled to match the institutions preference – earlier allows staff to provide guidance to tasks before they are tackled, later allows for feedback on preliminary work</li> </ul>
Cost •	Costs and expenses associated with the preparation and submission of an application	\$10,000 Application Fee	<ul> <li>\$2,500 Candidacy Fee</li> <li>Costs and expenses associated with the visit of the Candidacy Committee</li> </ul>	Costs and expenses associated with the visit of the Accreditation Committee

Source: SACS

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Florida Virtual Campus

Accreditation Detail

### **Stakeholder Interviews**



#### **Primary Research**

#### **Stakeholder Interviews**

- Dr. Judy Ashcroft former Dean, University College, USF
- Frances Butler Legislative Analyst, Florida House of Representatives
- Ruth Ann Balla Executive Director of the Virtual College, Miami Dade College
- Dr. Bob Bradley Vice President for Planning and Programs, FSU
- Dave Brill FL Blue Ribbon Task Force on Higher Education
- Frank Brogan Chancellor, State University System (SUS)
- Matt Carter Board of Governors, SUS
- Dr. Tom Cavanagh Assistant Vice President, Center for Distributed Learning, UCF
- Dr. Bruce Chaloux CEO, Sloan Consortium; former manager (and creator) of SREB's Electronic Campus
- Dr. Manoj Chopra Board of Governors, SUS
- Dr. Kathy Cobb Brevard Community College
- Lynn Cobb House Deputy Chief of Staff for Policy
- Dean Colson Chair, Board of Governors, SUS
- Jamelle Connor AVP, St. Petersburg College
- Sherri Croom Governor's Office
- · John Delaney Chair, Council of Presidents, President, UNF
- Dr. Cathy Duff Interim Associate Provost and Associate Vice President, FGCU
- Ann Duncan President, Vertical Integration
- Dr. Jose Fierro Dean, Open Campus, Florida State College at Jacksonville
- Dr. Frank Fuller Florida Senate
- Dr. Myk Garn Director of the SREB Educational Technology Cooperative
- Rob Gidel Chair, Board of Trustees, FL Polytechnic University
- Dr. Joe Glover Provost and Senior Vice President for Academic Affairs, UF
- Randy Hanna Chancellor, Florida College System
- Tom Hamby Florida House of Representatives
- Kristie Harris Budget Director, FL Board of Governors
- Dr. Joel Hartman Vice Provost and CIO, UCF
- Jane Hayes Interim Executive Director, Florida Virtual Campus
- Allyce Heflin –Budget Chief, Florida House of Representatives
- Matt Hintze TutoringZone
- · Jan Ignash Vice Chancellor for Academic and Student Affairs, SUS
- Michael Johnson Southern Association of Colleges and Schools
- Jason Jones Director, Institutional Research, SUS

- Dr. Art Kirk President, St. Leo
- · Dr. Scott Kittel former Education Policy Coordinator, Office of the Governor
- Theresa Klebacha Staff Director, Education Committee, Florida Senate
- Jana Kooi President, Open Campus, Florida State College at Jacksonville
- · Gene Kovacs Assistant Vice Chancellor, Information Resource Management, SUS
- Dr. R.E. LeMon Assoc. Vice Chancellor, Academic and Student Affairs, SUS
- Dr. Andy McCollough Assoc. Provost for Teaching and Technology, UF
- Dr. Nancy McKee Assoc. Vice Chancellor, Academic and Student Affairs, SUS
- · Kathy Mears Chief of Staff to Speaker-designate Will Weatherford
- Dr. Ed Moore President, Independent Colleges and Universities of Florida
- Dr. Pam Northrup Dean, Associate Provost and Dean of the College of Professional Studies, UWF
- Dr. James Olliver, St. Petersburg College
- Dr. John Opper Director, Distance Learning, Florida Virtual Campus
- · Dr. Monica Orozco Assistant Provost for eLearning, FAU
- Denise Potvin Budget Chief, Florida House of Representatives
- Joseph Riquelme Director, FIU Online
- Dr. Len Roberson Graduate Dean and Assistant VP for Academic Technology, UNF
- Andrew Rosen CEO, Kaplan
- Mark Rosenberg President, FIU
- Dr. Susann Rudasill Director, Office of Distance Learning, FSU
- Dr. Heather Sherry Policy Chief, Florida House of Representatives
- Dr. David Shulman Associate Vice President Online & Instructional Technology, Broward College
- · Roary Snider Policy Chief, Office of the Governor
- Dr. Dave Spence President, Southern Regional Education Board (SREB)
- Richard Stevens Director, Academic and Student Affairs, SUS
- Dr. Ron Toll Provost, Florida Gulf Coast University, representing Council of Academic Vice Presidents
- Dr. Eddie Wachter DeVry University, Orlando Office
- Dr. Douglas Wartzok Provost and Executive Vice President, FIU
- Will Weatherford House Speaker Designee
- Vicki Westergard Executive Director, eCampus, Web and Instructional Technology, St. Petersburg College
- Cortez Whatley Florida Student Association, Chair, and Member, Board of Governors
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