



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Innovation and Online Committee  
Turnbull Conference Center, Room 208  
Florida State University  
Tallahassee, Florida  
March 19, 2014  
4:30 p.m. – 5:30 p.m.

or

Upon Adjournment of Previous Meetings

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

1. Call to Order and Opening Remarks Governor Ned Lautenbach
2. **Approval, Committee Meeting Minutes** Governor Lautenbach  
Minutes, January 15, 2014
3. **Complete Florida** Dr. Pam Northrup,  
Associate Provost of Academic  
Innovation, University of West Florida
4. **UF Online** Dr. Joe Glover,  
Provost  
University of Florida
5. **Status of Implementation of Recommendations  
of the Task Force on Postsecondary Online  
Education in Florida** Dr. Nancy McKee,  
Associate Vice Chancellor,  
Academic and Student Affairs,  
Board of Governors
6. Concluding Remarks and Adjournment Governor Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
March 19, 2014**

**SUBJECT:** Approval of Minutes of Meeting held January 15, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of meeting held on January 15, 2014.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on January 15, 2014 at Florida Gulf Coast University.

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**Supporting Documentation Included:** Minutes: January 15, 2014

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
INNOVATION AND ONLINE COMMITTEE  
FLORIDA GULF COAST UNIVERSITY  
FORT MYERS, FLORIDA  
JANUARY 15, 2014

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order and Opening Remarks

Governor Ned Lautenbach convened the meeting of the Innovation and Online Committee at 4:09 p.m. on January 15, 2014, with the following members present: Dick Beard, Dr. Manoj Chopra, Dean Colson, Tom Kuntz, Wendy Link, Ed Morton, and Norm Tripp. A quorum was established.

2. Task Force on Postsecondary Online Education in Florida

Governor Lautenbach reminded committee members that several meetings of the Board focused on online education approximately a year ago; those discussions ultimately resulted in the creation of UF Online and the creation of the Task Force on Postsecondary Online Education in Florida. He said the task force was charged with determining ways in which services and online degree programs could be better coordinated to ensure state and student needs were being met in a cost-efficient and effective manner. Having completed its work, the leadership of the task force would be presenting the recommendations found in the final report. He recognized Dr. Nancy McKee to give an overview of the task force and introduce its leadership.

Dr. McKee indicated that former Chancellor Frank Brogan had appointed a 17-member task force that included representatives from the State University System, the Florida College System, private universities, the Department of Economic Opportunity, and the Florida Virtual Campus. The task force also had a trustee from one of the universities. She said these members represented a wide range of experience and expertise, including academic affairs, student affairs, distance learning, technology, marketing, the workforce, and data collection.

Dr. McKee introduced Dr. Joel Hartman, Vice Provost for Information Technologies and Resources and Chief Information Officer at the University of Central Florida, who chaired the task force.

Dr. Hartman began by mentioning the 2012 Parthenon Report commissioned by the Board of Governors, which confirmed that the State of Florida is and has been a national leader in online learning and, at the time of the report, had more than 700 online degree and certificate programs, and tens of thousands of online courses. Today, nearly half of all students in Florida are taking one or more online courses each year. He indicated that at the University of Central Florida, 72% of students enroll in online courses annually.

He said that the 13 items in the charge to the task force were divided among its three committees: Academic Affairs, Faculty and Student Support Services, and Technology and Data Issues. He said that, altogether, the task force spent six months and innumerable person-hours conducting research and holding 31 meetings and conferences that went into the task force findings and recommendations.

Dr. Hartman introduced the chairs of the three committees of the task force and indicated they would assist in presenting the recommendations:

- Dr. Pam Northrup, Associate Provost of Academic Innovation at the University of West Florida, was chair of the Faculty and Student Support Services Committee.
- Dr. Doug Wartzok, Provost and Executive Vice President, Florida International University, was chair of the Academic Affairs Committee.
- Dr. Michael Moore, Associate Vice President of the Office of Decision Support at the University of South Florida, was chair of the Technology and Data Committee.

Dr. Hartman began by explaining the first two of the nine task force recommendations:

1. Expand and Clarify Roles and Responsibilities:

He said that the task force determined that clear roles and responsibilities for implementing each recommendation should be determined. The Board of Governors, working in collaboration with the Florida College System, should review the task force's report and its proposed assignments for each recommendation, make any desired adjustments, assign responsibilities, and seek necessary statutory changes, as well as set enrollment goals for the next five years. The recommendation also asks UF Online, in cooperation with the Board of Governors, to plan, configure and implement a research advisory committee, which should include members from both the State University System and Florida College System. The committee should identify research needed to guide future online policy and development.

2. Implement a Statewide Common Online Marketplace for Students

Dr. Hartman said that the task force recommended that the Florida Virtual Campus take the lead role in developing and promoting a common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities. This marketplace should include the services that students require to support them through the process of identifying and matriculating through a program.

3. Coordinate a Common Learning Management System (opt-in)

Dr. Moore said that the third task force recommendation is for the Florida Virtual Campus to plan and begin implementing a process that would allow various institutions to opt-in to a common learning management system.

4. Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery.

Dr. Wartzok said that the report noted that both the State University System and the Florida College System had well-defined processes for determining the need for new programs. Many times when a current program is converted to an online program, this particular process is not repeated. This recommendation is for the Department of Economic Opportunity's Bureau of Labor Market Statistics to facilitate the way they present their wealth of information to the universities and colleges to make it easier for institutions to use, that they conduct workshops to help institutional research officers be better informed of the labor market data available at the Bureau, and that they look at ways to enhance their data and pilot it with several institutions.

5. Develop and Deliver Statewide For-Credit Massive Open Online Courses

Dr. Wartzok indicated that this recommendation addressed offering MOOCs for credit, as well as awarding credit for MOOCs already taken. He said the recommendation was for the Board of Governors to submit a legislative budget request that would provide some funding for a select institution to put together the various components that would be required for establishing MOOCs, such as deciding which for-credit ones would be the most useful across the state and which ones would meet the highest level of demand; figuring out how to do the evaluations within them; and determining how best to market them.

He said the second side of the recommendation is to address the requirement of CS/HB 7029 that requires that by 2015-16, the Board of Governors must adopt regulations that dictate how the SUS would provide credit for MOOCs that students had taken prior to the time they

were admitted to an SUS institution. He said there were ways to do this in terms of tests and portfolio assessments that would need to be developed to determine the equivalency for a particular course. How to establish the competency assessments would be another aspect. The amount of tuition to be charged for awarding credit for a MOOC that had been taken elsewhere would have to be determined; the institution would have to do an evaluation and determine the competency associated with that course. The task force presented initial guidelines for the Board to consider. The task force felt the MOOCs initiative should begin with the development of lower level courses.

6. Enhance and Expand the Online Learning Resource Repository

Dr. Wartzok said that, at one time, Florida was in the lead in having a repository of resources for online learning, the Orange Grove, but, because of a lack of funding, the state had fallen behind most other states. Dr. Northrup added that much of the information currently in the Orange Grove is inadequate.

7. Provide Statewide Faculty Development Center for Online Learning

Dr. Northrup said that some of the state's postsecondary institutions are doing fantastic work and others are doing some work in terms of training faculty to design, develop, and deliver online programs. She explained that the recommendation would be for a selected institution to take a leadership role by using a train-the-trainer approach to ensure that the state's faculty and others, such as deans, could expand their knowledge in the provision of online education.

8. Create an Effective Practices Repository

Dr. Wartzok said that the recommendation is for the Florida Virtual Campus to be a repository for effective practices for faculty and student services.

9. Enhance Data Collection Efforts for Online Learning

Dr. Moore said the task force recommended that data collection be enhanced. He indicated that the two delivery systems are in good stead for data collection in general and just need coordination and refinement of the current data collection activities related to online learning. A more challenging effort will be to report the cost of online learning.

Dr. McKee presented an implementation plan for the task force recommendations, explaining that the State University System and Florida College System would be working together to implement each recommendation. The Committee approved the plan.

3. Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 5:01 p.m.

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Governor Ned Lautenbach  
Chair

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Nancy McKee, Associate Vice  
Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
March 19, 2014**

**SUBJECT:** Complete Florida

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The 2013 Legislature created the Complete Florida Degree Program and specified that it was to be implemented by the University of West Florida, acting as the lead institution, in coordination with the state's public colleges and universities, as well as private postsecondary institutions, as appropriate.

As described in the final report of the Task Force for Postsecondary Online Education in Florida:

The Complete Florida Degree Program is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses, intentional advising, and coaching. Among programmatic requirements specified by the Legislature are online support services, data collection, identification of workforce needs, targeted occupations of the state, and student recruitment.

Dr. Pam Northrup, UWF's Associate Provost of Academic Innovation, will give the Committee a status report on the implementation of the program.

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**Supporting Documentation Included:** (1) Section 1006.735, Florida Statutes  
(2) Operational Work Plan

**Facilitators/Presenters:** Dr. Pam Northrup, UWF Associate Provost of Academic Innovation



## The 2013 Florida Statutes

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### **1006.735 Complete Florida Degree Program. —**

(1) The Complete Florida Degree Program is established for the purpose of recruiting, recovering, and retaining the state's adult learners and assisting them in completing an associate degree or a baccalaureate degree that is aligned to high-wage, high-skill workforce needs. As used in this section, the term "adult learner" means a student who has successfully completed college-level coursework in multiple semesters but has left an institution in good standing before completing his or her degree. The program shall give priority to adult learners who are veterans or active duty members of the United States Armed Forces.

(2) The Complete Florida Degree Program shall be implemented by the University of West Florida, acting as the lead institution, in coordination with Florida College System institutions, state universities, and private postsecondary institutions, as appropriate. The program shall include the associate, applied baccalaureate, and baccalaureate degree programs that these institutions have selected. Other partnering public postsecondary education institutions shall provide areas of specialization or concentration.

(3) For purposes of selecting the degree programs that will be given priority in the Complete Florida Degree Program, the institutions identified in subsection (2) shall partner with public and private job recruitment and placement agencies and use labor market data and projections, including those identified in the Board of Governors' gap analysis, to identify the specific workforce needs and targeted occupations of the state.

(4) The Complete Florida Degree Program shall provide adult learners with a single point of access to information and links to innovative online and accelerated distance learning courses, student and library support services, and electronic resources that will guide the adult learner toward the successful completion of a postsecondary degree.

(5) By the end of the 2013-2014 academic year, the Complete Florida Degree Program shall be implemented and must:

(a) Use the distance learning course catalog established pursuant to s. 1006.73 to communicate course availability to the adult learner.

(b) Develop and implement an advising and student support system that includes the use of degree completion specialists, is based upon best practices and processes, and includes academic and career support services designed specifically for the adult

learner. The program must identify proposed changes to the statewide computer-assisted student advising system established pursuant to s. 1006.73 to assist the adult learner in using the system.

(c) Use the streamlined, automated, online admissions application process for transient students established pursuant to s. 1006.73. The program shall identify any additional admissions and registration policies and practices that could be further streamlined and automated for purposes of assisting the adult learner.

(d) Use existing and, if necessary, develop new competency-based instructional and evaluation tools to assess prior performance, experience, and education for the award of college credit in order to reduce the time required for adult learners to complete their degrees. The tools may include the use of the American Council on Education's collaborative link between the United States Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credit for members of the United States Armed Forces.

(e) Develop and implement an evaluation process that collects, analyzes, and provides to the chancellors of the Florida College System and the State University System, the participating postsecondary education institutions, the chairs of the legislative appropriations committees, and the Executive Office of the Governor information on the effectiveness of the program and the attainment of its goals. Such a process shall include a management information system that collects the appropriate student, programmatic, and fiscal data necessary to complete the evaluation of the program. Institutions involved in the program shall also collect job placement and employment data on the adult learners who have completed their degrees as a result of the program.

(f) Develop and implement a statewide student recruitment campaign targeted toward adult learners, particularly veterans and active duty members of the United States Armed Forces, for enrollment in the degree programs offered through the program.

(6) For purposes of the Complete Florida Degree Program, each institution's current tuition and fee structure shall be used. However, all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committees no later than December 31, 2014, on the need for a differentiated tuition and fee structure for the development and delivery of distance learning courses.

(7) The University of West Florida, in collaboration with its partners, shall submit to the chairs of the Board of Governors, the State Board of Education, and the legislative appropriations committees no later than September 1, 2013, a detailed program plan that defines the major work activities, student eligibility criteria, timeline, and cost for implementing the Complete Florida Degree Program.

History.— s. 15, ch. 2012-134; s. 51, ch. 2013-27.



# OPERATIONAL WORK PLAN FOR COMPLETE FLORIDA

## FISCAL YEAR 2013-2014

PREPARED ON [09/01/2013]

By Dr. Pam Northrup, University of West Florida  
[pnorthru@uwf.edu](mailto:pnorthru@uwf.edu)

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## **Executive Summary**

Approximately 17.4% of Floridians hold a baccalaureate degree. About two million Florida adults (23% of the workforce) have earned some college credit, many, though in good standing academically, were forced to discontinue their pursuit of a college degree for various reasons – financial, family, health and more. Military students and veterans living in Florida represent a significant segment of students who have stopped out of school, with over 56,000 veterans receiving benefits last year for going back to school in Florida and 14,000 active duty students taking courses from Florida institutions. This demographic element of Florida’s workforce cannot be ignored if the State is to achieve its goals for degree production and movement towards a knowledge economy. College degree holders have lower unemployment rates and more annual earning power. Increasing the number of Floridians holding a degree, especially one that allows entry to a fast-growing occupation, will build a stronger workforce and improve economic conditions in our state.

Complete Florida is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses and intentional advising and coaching. Other states including Louisiana, Oklahoma, Kentucky, Texas, Wisconsin and College for America at Southern New Hampshire University have launched similar initiatives to bring these former students back to college and into degree programs designed to incorporate both traditional credit previously earned and credit for prior learning through assessment.

Developing an initiative exclusively for the adult learner allows the opportunity to customize the experience by pacing of studies to fit into busy schedules with work, family and life obligations. Adults need flexibility in their learning with accelerated courses, flexible course schedules and student services customized to fit their needs. This legislatively funded initiative will allow Florida to leverage its extensive, highly

recognized online learning experience and its existing infrastructure and services afforded to online students. Financial aid and scholarships will be important to this population of learner as well as use of any opportunity to finish the degree with DANTES credit, CLEP or use of credit by examination (Prior Learning Assessment) and competency-based learning. The use of a success coach approach will provide students a guide through the program, dealing with transcripts, class schedules and financial aid to promote success and reduce anxiety with the goal of retaining these students through degree completion.

The State University System, Florida College System and Independent College and University partner institutions in Florida will deliver high quality fully online degree programs in Complete Florida. In the first phase, the University of West Florida and St. Petersburg College are partnering to develop programs in the Information Technology through an A.S. to B.S. program agreement. Additional institutions will be invited to respond to an Invitation to Participate during Fall 2013 for academic programs that align to areas of industry need as identified in the preliminary findings of the Board of Governor's Commission on Educational Access and Attainment. The intent of Complete Florida is to increase the number of Florida adult learners (adult students who have "stopped out" of college) who return to school by providing innovative, online degree programs aligned to fast-growing occupations and overall workforce demands. Complete Florida will assist in several ways including identifying admissions and registration policies and practices that can be further streamlined, within the context of the online transient system authorized in s. 1004.091, F.S., for the participating adult learner population. Complete Florida will focus a great deal of effort on supporting students in the completion of their degrees through a variety of personalized strategies as well as implement innovative strategies using Prior Learning Assessment, accelerated fully online courses, multiple starts per year and competency-based programming to accelerate the time to degree and to recognize existing expertise many Floridians will have through their experiences.



***The major project objectives are to:***

- Increase degree production/educational attainment for the adult learner population in Florida aligning program offerings to the findings of the preliminary findings of the Florida Board of Governors Commission on Educational Access and Attainment and Labor Market Data.
- Implement high quality programs through a partnership with the Florida College System, State University System and the state's Independent Colleges and Universities using innovative strategies including accelerated learning models, competency-based models and personalized services to support adult learners that will support persistence toward degree and student success.
- Identify proposed changes to the statewide computer student advising system.
- Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.
- Collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and submit the information report to Chancellors.

**Critical Success Factors**

- Increasing college attainment rates for adult students in Florida aligned to workforce needs.

- Graduates of degree completion programs are hired into high-demand, high-wage positions in Florida.

### **Definitions**

**Adult Learner** – Has successfully completed college-level coursework in multiple semesters; Left institution in good standing; Priority given to veterans and active duty military

**Program Degrees** – Associate, Applied Baccalaureate, and Baccalaureate

**Program Partners** –Florida College System, State universities and private postsecondary institutions

**Student Program Services** - Single Point of Access: To information on courses, library support services, and electronic completion resources.

**Tuition and Fee Structure** - Current tuition and fee structure will be used to start program. All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and investigate the need for differentiated fee structure for development and delivery of online courses and student services.

### **Report Due Dates and Focus Areas**

#### **Report #1 Due September 1, 2013**

A detailed program plan that defines the major work activities, student eligibility criteria, timeline and cost for program implementation.

**Report #2 Due end of 2013-14 school year**

The Program must identify proposed changes to the statewide computer student advising system

Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.

**Report #3 - Due no later than November 31, 2014 to Chancellors; Chancellors submit by December 31, 2014.**

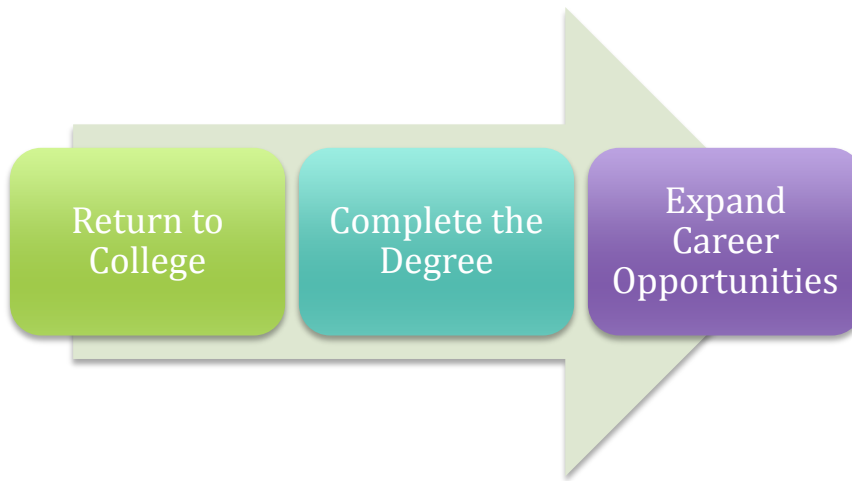
All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components. Chancellors are to submit the report to the legislative appropriations committees December 31, 2014. Complete Florida report will be submitted to Chancellors no later than November 31, 2014.

The report shall include a need for differentiated fee structure for development and delivery of online courses and student services. This will include an examination of costs to the institutions to get a true cost.

### Complete Florida: Recruit, Retain and Recover Adults

Complete Florida is an exciting new strategy for the state of Florida providing focus on recruiting, retaining and recovering the state's adult learners that have stopped out of college. The goal is to provide pathways for these adults to return to college, complete their degree and expand their career options in areas of high need (see Figure 1). Complete Florida will give priority to veterans or active duty members of the United States Armed Forces.

Figure 1: Focus of Complete Florida



Adult degree attainment is an important piece of achieving Florida's degree production goals. According to the Florida Board of Governors Commission on Higher Education Access and Attainment, the pipeline of young, traditional-aged college graduates is not enough to meet the workforce needs of the state. This is partly explained through the reduced numbers of high school graduates across the state entering college. This trend will continue while Florida's degree production needs continue to grow to meet the demands of the workforce. The other issue that is prevalent across industry is the retirement of baby boomers. This is causing significant knowledge and skills gaps in the workplace. Companies are struggling to figure out how to replace retiring employees knowledge and skill with new hires. Although there are training models that will accelerate young graduates workplace

knowledge acquisition, there likely are adults in companies existing staff that could be re-tooled through advanced education to gain needed credentials and knowledge to fill the gap. Southern New Hampshire University's (SNHU) new College for America program is doing exactly that. SNHU has developed competency-based, accelerated programs to support adult learners through their employers. Companies are opening the doors for their own employees to go back to school through this program. Initial results are good with anticipated growth of student enrollments within five years to exceed 350,000 students according to Paul LeBlanc, SNHU's President. Complete Florida is intended to provide educational opportunities for the 2.2 million adults who have stopped out of college in Florida to complete degrees in a manner that maintains "adult friendly" courses and support.

*This work plan will provide a detailed program plan that defines the major work activities, student eligibility criteria, timeline and cost for program implementation.*

### Major Work Activities

Major Deliverable	Deliverable Description
<b>Develop partnership plan among institutions including Florida College System, State University System and Independent Colleges and Universities</b>	Signed cooperative program agreements, detailed explanation of each degree program to be offered and how it fits the model, which includes collaboration with private market and job placement groups using labor market data to align degree programs to workforce demands. The plan also would submission of Substantive Change Requests to SACS for institution participating in Complete Florida.
<b>Select programs for Complete Florida that align to workforce needs as specified by preliminary findings of educational access and</b>	Programs selected for Complete Florida at the A.A., A.S. and bachelors will have a strong alignment to the labor market needs for Florida. All programs selected will need to

<b>attainment and labor market data</b>	take into account how to accept minimum and maximum credits to support the programs at each plateau of credit.
<b>Develop and implement a statewide recruitment campaign toward adult learners - particularly veterans and active duty members.</b>	Complete Florida will work with external providers to develop a dynamic website that is optimized to monitor location where hits came in, inquiry opportunities through the web, chat, 800#'s, text and social media, direct mail to students at partner institutions where students stopped out and more. On-ground and business partner recruitment will be used to generate leads to conversion to admits. The intent of the message is to gain awareness of the accessibility of being able to go back to school. Much support awaits the student that is interested.
<b>Use existing and if necessary, develop new competency based instructional and evaluation tools to assess prior performance, experience and education for the award of college credit.</b>	<p>Using existing degree programs and specializations aligned to workforce needs in the state of Florida. Programs are accelerated and there will be competency-based program offerings (once approved). Use of Prior Learning Assessments and other measures will be employed to reduce time to degree with military credit, ACE, DANTES, CLEP, AP, IB, credit by examination, etc.</p> <p>Tools may include American Council on Education's collaborative link between DOD and higher ed. Through review and awarding</p>

	<p>of college credit for military training.</p> <p>Metrics will be developed to measure success throughout program</p>
<b>Use the distance learning course catalog in the Florida Virtual Campus to communicate course availability.</b>	<p>All Complete Florida partners will work with the Florida Virtual Campus to establish a Complete Florida category to insert specific courses and program availability and make it readily available and accessible to students.</p>
<b>Develop and implement an advising and student support system that includes degree completion specialists (coaches) based upon best practices.</b>	<p><u>Complete Florida Specialists</u> with expertise in both academic and career support services will guide adult learners through their degree completion program. Additionally, the institutions will explore cooperative out-of-class services (e.g., tutoring, career development and placement services) to support students' success.</p>
<b>Include academic and career support services designed specifically for the adult learner.</b>	<p>Using the Complete Florida model for student services, students will be exposed and connected to career readiness inventories, internships, preparation for jobs or job advancement and linkages to area workforce development boards</p> <p>Academic Advising will be geared toward student success and be in collaboration with Complete Florida Specialists through the Complete Florida Support Services Pipeline.</p>
<b>Develop and implement an evaluation process that collects, analyzes provides reports.</b>	<p>Ongoing continuous improvement based on evaluation data collected to prove the effectiveness. Metrics will be established,</p>

	monitored and collected for data-driven decision making and reporting.
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### Major Milestones

Major project milestones will have an impact on the success and forward movement of the project itself. Descriptions of each major milestone are included below.

Major Milestone	Milestone Description
Institutional Course and Program Redesigns to accommodate competency and other methods of degree acceleration.	Degree programs will be modified as needed to support program acceleration and competency.
Concierge-Based Student Services Support	All advisors and needed Complete Florida Specialists are hired and in place and available for support and guidance via phone, Skype or chat to anyone in the state interested in degree completion. Cooperative services, such as tutoring, career development and placement services are offered to students through partnerships with home institutions.
Web Presence & Recruitment Targets Met	Recruitment goals developed, monitoring ROI conducted for each channel selected, decisions made as to where additional investments would be made.
Degrees Offered	Through a partnership with several FCS, SUS and ICUF institutions, innovative accelerated and competency-based degree completion programs to students. Focus on workforce



Major Milestone	Milestone Description
	aligned programs and initial emphasis on students.
Develop and implement an evaluation process that collects, analyzes provides reports.	Ongoing continuous improvement based on evaluation data collected to prove the effectiveness. Metrics will be established, monitored and collected for data-driven decision making and reporting.

### **Organizational Structure of Complete Florida: The Partnership Plan**

*Develop partnership plan among institutions including Florida College System, State University System and Independent Colleges and Universities*

#### **UWF as Lead Institution**

The University of West Florida's new Innovation Institute, led by Dr. Pam Northrup will lead the implementation of Complete Florida. As such, UWF will develop the concierge-based student model, lead the recruitment campaign and identify the program areas needed to support the initiative. UWF will also lead the competency-based model prescribed for some of the degree programs offered through Complete Florida. UWF will partner with several institutions to offer programs, specializations and concentrations that are accelerated and fully online. UWF's initial partner is St. Petersburg State College to model how institutions can work collaboratively on this project through a single program offering with an A.S. to B.S. articulation. To develop the approach for Complete Florida, a team has been meeting weekly to frame the initiative. At this time, the Complete Florida team includes:

Dr. Pam Northrup, Associate Provost

Academic Innovation & Executive Director, Innovation Institute

Mrs. Janice Gilley, Associate Vice President  
Governmental Relations, President's Office

Dr. Jay Clune, Provost's Administrative Fellow  
Administrative and Accreditation Fellow, Academic Affairs

Dr. Joffrey Gayman, Associate Vice President  
Enrollment Management

Dr. Vance Burgess, Director  
Distance and Continuing Education

Dr. John Opper, Executive Director  
Florida Virtual Campus, Distance Learning & Student Services

Dr. Karen Rasmussen, Director  
Program Administration Innovation, Innovation Institute

Mrs. Jennifer Edge, Director  
Student Experience Innovation, Innovation Institute  
Ford PAS & Next Generation Learning Hub Lead

Dr. Dave Dawson, Director  
Strategic Technology Innovation, Innovation Institute

Dr. Bob Shaw, Associate Dean  
Enrollment and Advising Leadership, College of Professional Studies

Mr. Marc Churchwell, Director

Military and Veterans Resources Center

Ms. Taheesha Quarells, Education Programs Project Manager  
Defense Activity for Non-Traditional Education Support (DANTES)

### **Selection of Partner Institutions**

Partners for Complete Florida will submit a response to the Invitation to Participate that will be distributed to all Provosts and Presidents at each institution in Florida in September 2013. Each institution will respond with the strategy of how they will participate as a collaborator and how they will make their fully online programs available to the initiative through accelerated, workforce aligned program offerings and a strong commitment to concierge-based student services that will follow the Complete Florida model. The initial team of partners will be selected by mid October 2013 and be available for the first onsite meeting to be held in late October.

Specific criteria for selection of additional institutional partners align to the programmatic needs of Complete Florida, as follows:

### **Institutional Complete Florida Team**

- Institution agrees to provide a Provost or designee to Complete Florida to be the point of contact for the initiative and be available for conference calls and meetings.
- Institution will agree to submit appropriate documentation to SACS for degree completion and possibly a cooperative program agreement. UWF will make available the substantive change document that has been submitted for institutional review.
- Institutional Complete Florida Lead will be responsible for working with the statewide team to make recommendations for a model for cost savings, proposed changes to a statewide student advising system, identification of any admissions and registration policies and practices that could be further streamlined for the adult student.

- List if institution has an active Department of Defense MOU. (Not required for award, but only institutions with the DoD MOU are eligible to work with active duty military for receipt of Tuition Assistance).

#### **Program(s) Alignment and Access**

- Programs recommended align to the preliminary findings of the Commission on Educational Access and Attainment and workforce demands and Labor Market Data.
- Institution is able to offer multiple starts per year for programs (more than traditional three starts). Six starts per year are optimal but not required.
- Institution is able to offer accelerated, 100% online programs through the institution's Learning Management System.
- Institution selects programs that have a plan for accepting existing credits. Programs with few or no electives would not be a best fit for Complete Florida.

#### **Program Quality & Academic Integrity**

- Institution commits to offer one or more fully online programs for Complete Florida that has been vetted for quality (either Quality Matters or some other institutional quality metric).
- Institution commits to placing all program offerings in the Florida Virtual Campus catalog in the category established for Complete Florida.
- Institution has a mechanism for students to take proctored examinations as required by the course through fully online means or to use the partnerships afforded at colleges throughout the state for proctored examinations. No requirements that exams be offered onsite at institution.

#### **Student Services and Support**

- Institution has active military and veterans advising and support team that assists with gaining benefits and supporting the veteran through the program.
- Institution has support from enrollment management and admissions to support off-cycle application, admission, transient applications and financial aid to support Complete Florida.
- Institution is willing to work as a team with Complete Florida to build a common application that aligns to adult students. The common application will assist in building the statewide computer student advising system and common reports for progress of Complete Florida activity at each institution.
- Institution has dedicated advisors in academic discipline or area to support program and course advising.
- Institution has advisors to support transfer admissions and non-standard advising to do reviews of applications and courses to accept up to maximum credits allowed through alternative sources (ACE, CLEP, DANTES, Excelsior, Credit by Examination, portfolios, prior learning assessment models, etc.)
- Faculty teaching in the program has received extensive faculty development in the principles and practices of teaching online (or commit to do so prior to course delivery).
- Institution commits to working with the Complete Florida Support Model that provides in-take advising through the Complete Florida office with interested applicants being handed off to specific institutional contacts for direct services and support. The Complete Florida model also has a three step support model built in where the Complete Florida Coach virtually stays in touch to ensure success with confidence, developmental needs, accessing library resources, keeping a time management schedule, etc. Complete Florida Coach will monitor retention through metrics provided and by having access to specific courses students are signed up for (likely a guest instructor in the LMS or something similar with no authoring role).

- Institution agrees to making accessible access to career services at the institution as well as encouraging students to use the services provided through Complete Florida.

### **Metrics**

- Institution agrees to monitor specific Complete Florida metrics and provide reports to Complete Florida point of contact at UWF each semester tied to student success and persistence toward graduation.

As each new institution on-boards to Complete Florida, members of their executive teams will be engaged in discussions, led by the institutional Complete Florida Lead of how to make this model work at each respective institution and work collaboratively to make recommendations on cost structure and advisement. Each Complete Florida Institution will become members of the Statewide Complete Florida Council and be actively involved in face-to-face meetings, conference calls and in leading the initiative at their institution.

### **Statewide Complete Florida Council**

Once other institutions are on-boarded, the Provost or designee at each participating institution will serve on a Statewide Complete Florida Council. To maintain ongoing statewide collaboration, several strategies will be used.

1. Cooperative Program Agreements are being developed between participating institutions. The agreements will go to SACS for their review.
2. Existing statewide processes that allow course credit transfer including the transient student process and common course numbering will be used and articulated clearly in the Cooperative Program Agreement. This model will allow for more degree programs, specializations and certificates to be added to the statewide portal for expanded student choice.

3. Articulation agreements are being developed between institutions that will have a direct connect component, as applicable.
4. SACS Substantive Change Requests will be required for each institution participating in Degree Completion. UWF has been working with SACS on this issue and will provide a model to other institutions as they develop substantive change requests.

As part of the model, a Statewide Complete Florida Council will include:

- UWF as Lead Institution
- All participating institutions that will include provost or designee,
- Florida Board of Governors,
- Florida College System,
- Independent Colleges and Universities,
- Florida Virtual Campus, and
- Workforce development.

The council will monitor success of all Complete Florida activity and make ongoing continuous improvement recommendations to reach program completion goals. As well, the council will recognize regional and state workforce demands and work toward offering concentrations to reasonably meet needs.

### **Degree Programs Aligned to Florida's Workforce**

*Select programs for Complete Florida that align to workforce needs as specified by educational access and attainment and labor market data.*

Complete Florida team will partner with job recruitment and placement agencies and use labor market data and projections through the preliminary findings of the Board of Governors Commission on Educational Access and Attainment to select program areas at the associate, applied baccalaureate and baccalaureate level. The

recommendations from the Commission indicate that the most under-supplied non-managerial occupations in Florida include Middle School Teachers, Accountants, Computer Systems Analysts, Information Security Analysts, Web Developers, and Network Architects and Software Developers as well as health care professionals, graphic designers, kindergarten teachers and other business and training professionals. Complete Florida will seek academic programs from partner institutions to align to these areas of under-supply.

Based on the needs identified and the ability to accommodate existing credits from students who have stopped out, five educational “cluster areas” have been identified for program selection. The specific program areas are contingent upon institutional partner recommendations into these major areas. It is hoped that available funding will allow for the full portfolio of offerings using existing programs already developed by institutions. Minor modifications may need to be done due to the accelerated timeframe of the courses within the programs. As well, at least one or more programs will be candidate for true competency-based learning. The Invitation to Participate will enable this chart to be completed based on institution’s recommended programs for inclusion. Programs selected will not be in competition with each other, but rather will offer a collaborative set of offerings to best meet the needs of individual students. The five major areas are listed in Table 1.

Table 1: Program Offerings for Complete Florida

<b>Program</b>	<b>UWF</b>	<b>SPC</b>	<b>Other Participating Institutions</b>				
<b>Information Technology</b>							
<b>Business</b>							
<b>Education</b>							
<b>Healthcare</b>							
<b>General</b>							



## **Student Recruitment and Enrollment Management**

*Development and implement a statewide recruitment campaign toward adult learners - particularly veterans and active duty members.*

To reach this population of adults, it will be important to gain awareness of Complete Florida, as many prospective adult students are not actively seeking a college degree. Searching on the web will be the best solution for gaining awareness. Special awareness should be developed for military and veterans students. All institutions selected will have an active veterans and military organization or center to assist with getting information out to prospective students. For those institutions with on-base and online DoD MOU's, there will be some targeted recruitment opportunities available to reach out to active duty students using that approach.

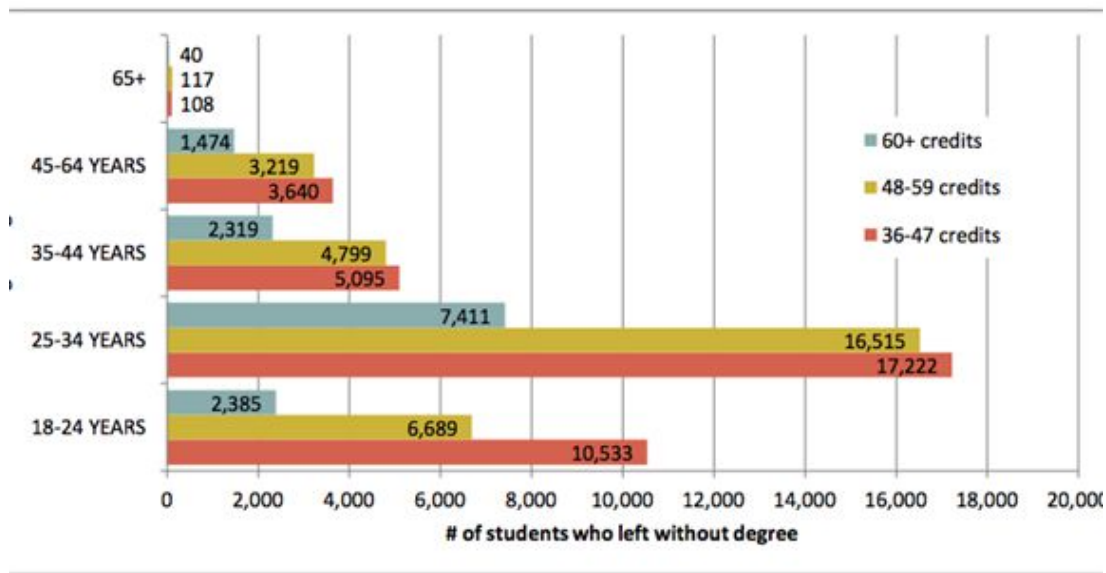
Several strategies will be used (not exhaustive listing) to reach citizens of Florida and make them aware that finishing a degree is possible. Complete Florida Leadership will coordinate an advertising campaign with the intent of enrolling non-traditional learners into Florida institutions by hiring an advertising firm with higher education expertise that can support: website development, placement, FLVC Catalog, Facebook links, major newspaper electronic ads, Google Ads (by zip code), direct mail, billboards, Florida magazines and publications, email CRM messaging, short videos for YouTube and radio. Additionally an enrollment strategy group will assist with building the pipeline of students through the traditional recruitment funnel model to generate an acceptable student yield.

As a direct strategy, each participating institution will run their list of non-completers from 2005-2012 to determine specific lists of students who may be eligible and in good standing. The external firm will assist in identifying the most recent permanent address and beginning a phone and direct mail campaign.

In Table 2, students that have left Florida College System institutions in the years 2008-2011 include over 35,000 students with 36-47 credits. From the data, this is the largest set of students leaving state colleges. Approximately 32,000 students fall in the range of 48-59 credits and have stopped out. Students exceeding 60 semester hours without attaining a degree are also significant with about 12,000 students. Overall, in the state college system, it will be important to directly focus on students from this population that left in good standing and try to encourage them to complete their degree.

**Table 2: Florida College System Non-Completers**

**Figure 3: Number of students who left a Florida College System institution without a degree range and number of credits completed: 2008-2011**

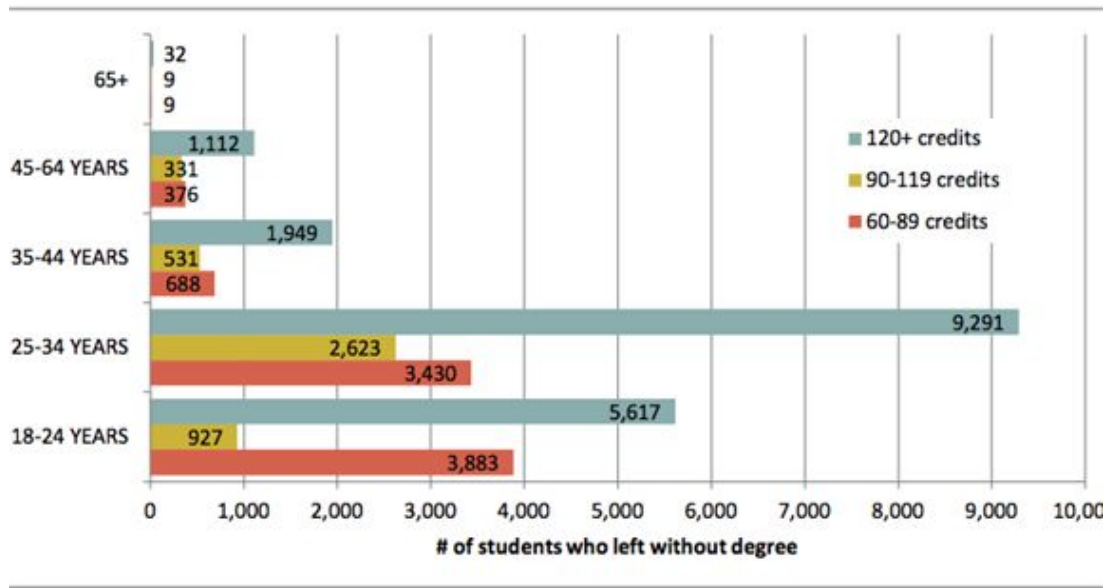


Source: Florida College System Student Database

Table 3 addresses students in the State University System that has stopped out of college in the years between 2008-2011. Approximately 18,000 students have stopped out with over 120 semester hours of academic credit. Approximately 8,000 students maintain 60-89 semester hours and 3,500 students are at 90-119 credit hours. This population of students will also have direct recruitment to encourage them to return to school through the Complete Florida model.

Table 3: State University System Non-Completers

**Figure 4: Number of students who left a State University System of Florida institution without a degree, by age range and number of credits completed: 2008-2011**



Source: State University System, Information Resource Management

### Complete Florida Website

The primary goal of Complete Florida is to recruit, retain and recover the state's adult learners that have stopped out of college. The goal is to provide pathways for these adults to return to college complete their degree and expand their career options in areas of high need. With all of the advertising intending to drive prospective students to the website, it is important that a single statewide web presence be developed, maintained and updated regularly to provide the most up to date listing of courses, programs and information at the student's fingertips. Students should be able to self-serve as much as desired. The site will provide 'self serve' opportunities for students to:

- Apply for admission at any time.
- Check how many academic credits have been taken electronically.
- Determine which degree programs are of the most interest.
- Evaluate financial aid and scholarship opportunities that are available.

- Complete short modules on how to learn online, study strategies for the adult learner, and navigating the system toward degree completion.
- Search the course catalog and determine course availability and start dates.
- Search Florida job information to learn more about jobs available in their areas of emphasis.

In addition to self-serve opportunities, prospective students can talk with someone on the phone, chat or complete a web form to gain more information about the program. A degree completion specialist will work with the prospective student as needed to facilitate the appropriate degree and focus area for program completion.

### **Program Design for Complete Florida**

*Use existing and if necessary, develop new competency based instructional and evaluation tools to assess prior performance, experience and education for the award of college credit.*

### **Online Learning Quality**

Florida already has national recognition for its extensive online course offerings. Several institutions in Florida participate in world-class faculty development and in ongoing course maintenance through a nationally recognized metric, Quality Matters. Florida also engages in a very active Faculty and Student Services Members Council of the FLVC that maintains consortium pricing for institutions on software, learning management systems and other applications and services to support the online learner.

### **Course Model**

Students in Complete Florida will participate in academic courses in fully online environments. Courses will be accelerated so students can proceed more quickly through the program of study. Most adult learners will be part-time students, so an accelerated model would allow students to focus on one course at a time while still

completing two courses per semester. Instructor facilitation, engagement and support will be a hallmark of online courses offered through Complete Florida. Courses will encourage student-to-student engagement as sharing ideas and bringing in extensive experiences provides strength to any degree program, especially adult learners with much life experience that can be shared.

At least initially, courses will be delivered in the Learning Management System used by each partner institution. Courses selected will go through Quality Matters or similar institutional quality benchmarking program to ensure overall course quality.

Students will complete examinations using several models, from imbedded in-course electronic assessments to remote or electronic proctored testing prescribed by their home institutions, students will be able to use catalog-based approved policies and practices to reduce the time to degree with home institution based policies and practices (AB, IP, CLEP, DANTES, ACE, credit-by-examination, prior learning assessment, portfolio, etc.). The home institution will determine specific protocols.

Instructors will participate in additional training to support Complete Florida to better understand the population of adult learners, the reason for course acceleration and the potential of how to scale courses using supplemental coaches within courses to guide students to retention and completion as well as align students to internships and job opportunities.

### **Production of Competency-Based Offerings**

The intent of the competency-based model is to reduce the cost and time to degree. The population of adult learners likely will have skills that could be tested and accelerated forward in some course competency areas. States that have adopted this competency model have approached it in unique ways. Western Governors University manages its entire process through an assessment based process. Students assess and are guided to resource materials to assist in achieving specified

competencies. Southern New Hampshire University's new College for America program developed 120 competencies and separated the competencies completely from course credit and course syllabi. Students participate in practical activities that show mastery of specific competency areas rather than taking individual courses. Excellent rubrics are developed and students can continue a competency until mastery. SNHU had its first graduate recently that completed the entire 120 competencies in three months. It is not anticipated that this will be the norm, but for those that can achieve at a faster pace, the option would exist. SNHU has reduced costs by charging a \$2,500 per six months so that students can participate in as many competencies as possible in this time period. The courses are not moderated by faculty, but by coaches and separate evaluators to score assessments. In both examples, U.S. Department of Education approval was required to separate the attainment of specified credit hours in order to continue to be eligible for financial aid. Complete Florida will investigate this approach with one or more general program areas, but it will take the time to request this waiver and will ask for the support of the Florida College System and the Florida Board of Governors to pursue this process.

A separate strategy for competency that is attainable more quickly is the model that Kentucky is testing. Essentially students complete a pretest prior to each course module, if the pretest is mastered; students are moved to the posttest. If the pretest isn't mastered, students learn the content. In Kentucky they have reduced the cost of education through a \$338 per month, monthly subscription model and offer the competency-based modules all year (so continue through all typically college breaks and gain approximately 60 days of time that previously were used as academic breaks). The student can reduce the cost by completing more quickly. Kentucky has requested the U.S. Department of Education waiver, but it has not been awarded yet at this time.

For Complete Florida, a team of one or more institutions will work with UWF and the Business Innovation Factory (BIF) to take a student-centered view of

competency-based education and cost savings for Florida. BIF will work with us to identify a group of prospective and current adult students to work with us to build and test the model. Based on research and testing, Report #3 will provide recommended cost model for reducing the cost of education *through the lens of a student and the realities of state higher education*.

### **Prior Learning Assessment and Transcript Review**

In addition to competency, there are other strategies that can be used to reduce the time to degree. Complete Florida will pursue assistance from the Council for Adult and Experiential Learning (CAEL) to participate in Prior Learning Assessment reviews and recommendations will be made to individual institutions. Prior Learning Assessment (PLA) is not just one method or tool. PLA includes options such as:

- **Portfolio-based Assessments**—Evaluations of student portfolios such as those done through CAEL’s service, [LearningCounts.org](https://learningcounts.org)
- **American Council on Education (ACE) Guides**—Published credit recommendations for formal instructional programs offered by non-collegiate agencies, both civilian employers and the military
- **Advanced Placement (AP) Exams**—A series of tests developed by the College Board initially for AP High School courses, including 34 exams in 19 subject areas
- **College Level Examination Program (CLEP) Exams**—Tests of college material offered by the College Board
- **DSST Credit by Exam Program**—Formerly known as the DANTES Program, owned and administered by Prometric, tests knowledge of both lower-level and upper-level college material through 38 exams
- **Excelsior College Examination Program**—Formerly, Regents College Exams or ACT/PEP Exams, offered by Excelsior College, NY
- **UExcel Credit by Exam Program**—tests knowledge of lower-level college material; awarded Excelsior College credit can be transferred to other colleges and universities

- **Evaluation of Local Training**—Program evaluations done by individual colleges of non-collegiate instructional programs
- **Challenge Exams**—Local tests developed by a college to verify learning achievement.

### **FLVC Distance Learning Course Catalog**

*Use the distance learning course catalog in the Florida Virtual Campus to communicate course availability.*

All Complete Florida partners will work with the Florida Virtual Campus to establish a Complete Florida category to insert specific courses and program availability and make it readily available and accessible to students. Existing legislation requires each institution to include every section of every online course where the distance learning fee is assessed already. It is proposed that courses will continue to be listed with individual institutions, but also categorically be available on a new location of the catalog called “Complete Florida.”

### **Complete Florida Student Support Pipeline**

*Develop and implement an advising and student support system that includes degree completion specialists (coaches) based upon best practices.*

### **Realities of the Adult Learner**

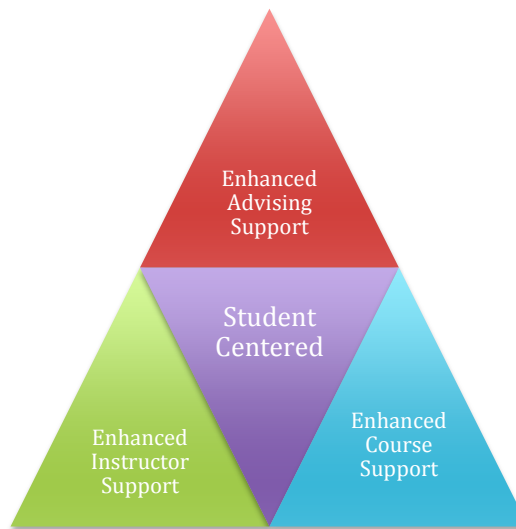
Adult learners are likely employed full time or have a full time responsibility with family or other obligations, so this will be a significant financial and time commitment. Complete Florida’s Program Model will take into account the unique needs for adult learners that will include access to workforce-focused courses that are taught in a flexible and convenient format and consistent accessibility to an array of support services online. Complete Florida’s major focus is offering robust, concierge-based student support in the workforce aligned degree programs offered. Adult learners have stopped out of school once already, using research based models that identify barriers to individual student success, the Complete Florida



team will provide significant support to students to offer guidance and support to overcome barriers.

Understanding the adult learner, Complete Florida will operate in a student-centered model with enhanced advising support, enhanced course support and enhanced instructional support (see Figure 2). In each area of student need, there will be supplement supports and services available.

Figure 2: Student-Centered Model



### **Advising and Support**

In addition to regular institutional admissions, enrollment and academic advising, adults participating in Complete Florida will receive supplemental support to assist toward persistence and success. All supplemental support and advising will be coordinated through each institution and could vary based on institutional models.

### **Staffing**

Complete Florida Coaches will be hired to serve as virtual support team members to assist the interested student in applying and succeeding online. Complete Florida Coaches will be managed by UWF. All services will be coordinated with institutions

offering the degree; however, this will serve as the supplemental, concierge-based support to assist adult learners that have already left college once. The goal of supplemental services is to assist, guide and mentor students toward academic success. As noted in Table 4, in addition to institutional support, this model will have a first point of contact to support getting students ready for admissions, a new student coach to guide students through the first three terms of enrollment and an extended student coach to support students throughout the duration of the program.

Table 4. Complete Florida Staffing

Complete Florida Staffing		
Admission Coach	New Student Coach	Extended Student
○ Initial through course registration/payment	○ Terms 1-3	○ Terms 4 Plus

Each semester, beginning with the prospective adult learner's initial interest, there will be frequent access to the "Complete Florida Coach." The goal in the first three semesters (start dates) is to provide students with all tools necessary to succeed. In some cases, it may be time management skills, writing deficiencies, math anxiety, general anxiety of returning to school, self confidence, and more. Research has shown that if students can persist for three semesters, the likelihood of completion is much greater.

Beginning with the fourth start of a new term, students should be ready to work on their own. However, services are ongoing and available to students as needed for the duration of the academic program. Table 5 provides details of each terms goals for Complete Florida Coaching.

Table 5: New Student Support

New Student Support: Semesters 1-3	
Term 0: Student Expresses Interest	<p>Participate in <b>Orientation to Student Online Success MOOC (prior to starting)</b></p> <p><i>Since audience is post-traditional and might not have online learning experiences, this will be a requirement. The “what to expect” online.</i></p> <ul style="list-style-type: none"> <li>• Required orientation for new student online learners.</li> </ul> <p>Adaptive program to ID skills and build skills (study/online learning skills)</p>
Term 1	<ul style="list-style-type: none"> <li>• Min: Weekly contact</li> <li>• Short term goal setting with progress monitoring</li> <li>• Service referral (Access to wrap-around services)</li> <li>• Foundations to Online Learning Success MOOC Adaptive program to ID skills and build skills (study/online learning skills)</li> <li>• Career goal setting (long term)</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Skills developed in first term are scaffold to develop independence</li> <li>• Min every other week</li> <li>• Teachable Moments and Individualized Response to Intervention (Courses focuses on pacing, resubmitting work and teachable moments)</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Interval communication with student through term (beginning, mid and end)</li> <li>• Continued academic support as needed with increased student responsibility for actions.</li> </ul>

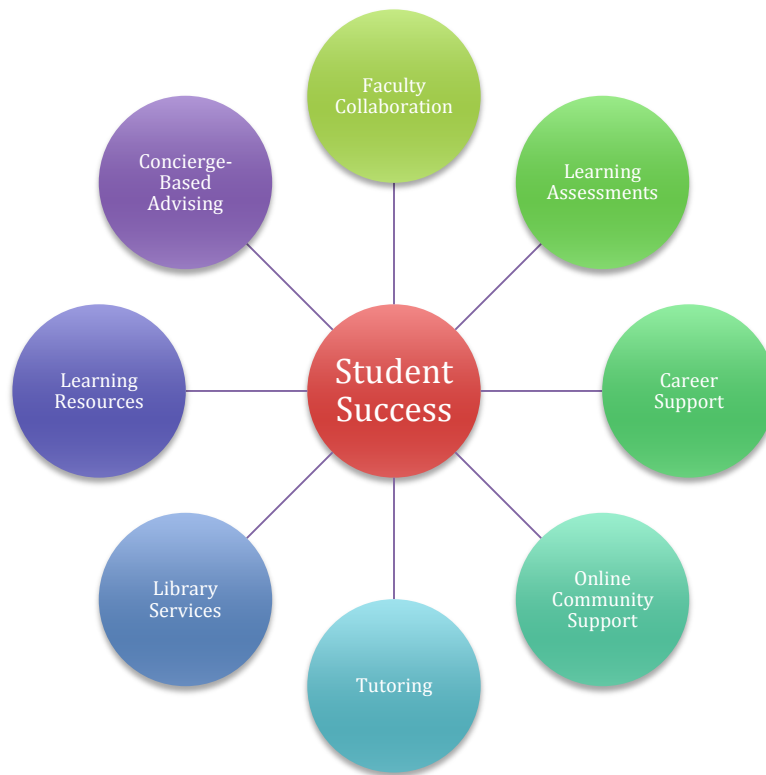
	<ul style="list-style-type: none"> <li>• Introduce Career Advisor to student</li> </ul>
<b>Extended Support – Terms 4 PLUS</b>	
Term 4 PLUS	<ul style="list-style-type: none"> <li>• Available as needed. Goal for coach and student is that the student would complete “New student advising model” within 3 terms. However, if student has not met expectations the student could/would stay under the New student advising model to ensure success.</li> <li>• Random check-in points with student per term. (Align to institutional early warning models)</li> </ul>
Term: Career Planning	<p><b><u>College Transition MOOC Series</u></b></p> <ul style="list-style-type: none"> <li>• Career Planning 101 MOOC (designing your Individualized Career Plan=Online Complete Florida Professional Portfolio)</li> <li>• What do employers need and want? (Linked to 21<sup>st</sup> Century Skills) –taken before student partners with industry for mentor program or internship</li> <li>• Others...</li> </ul>

### **Surrounding the Student with Services**

To assist the coach and the student’s ultimate success, each student will have access to a myriad of services to assist the overall Complete Florida Experience. Some services will be available on the campuses (as virtual resources), while others will be available through Complete Florida (see Figure 3). The purpose is to surround the student with tools needed to succeed. The Coaches will assist students in

connecting to these services at the time and place needed within their academic program of study.

Figure 3: Surrounding Students with Services



### **Tools to Support Students**

Each partnering institution will have many of these tools available for students. Complete Florida will ensure these tools are provided to support students as they work through their degree programs. Tools listed below are either in discussion and review stage or in use by the University of West Florida. Once other institutions are selected for Complete Florida, specific tools will be identified as already existing at institutions, while others may still require specific tools as part of their Complete Florida efforts.

- Tutoring (Smarthinking or StudyEdge)
- Proctored Examination (ProctorU)

- Learning Management System (D2L)
- Synchronous Engagement (Elluminate Live)
- Career Assessments (will use tool selected by Florida DOE for careers)
- Connecting to Internships (Internships.com)
- eResources (Florida Orange Grove, plus others identified in program refinement)

### **Metrics to Support Student Success**

*Develop and implement an evaluation process that collects, analyzes provides reports.*

Data will be collected to support Complete Florida's successful implementation and ultimate success in creating a model that supports adult learners returning to school and graduating into high demand careers. Data will be collected at the University of West Florida based on all partner institution submissions in the areas of workforce occupations, student recruitment metrics, student/advisor/employer metrics, partner institution program metrics, advising, catalog searching and other to be determined metrics. Table 6 provides details on data indicators and sources. Data will be shared with each partner institution through the Statewide Complete Florida Committee. It should be noted that additional data elements may be added based on the work of the Online Postsecondary Education Task Force data definitions subcommittee. Data to be collected includes:

Table 6: Data Collection Metrics

Targeted Areas	Indicators	Sources
<b>Targeted workforce occupations</b>	<ul style="list-style-type: none"> <li>○ Partnerships with public and private job recruitment and placement agencies</li> <li>○ Labor Market Analyses</li> </ul>	Labor Market Data Research on jobs through Access and Attainment Data

<b>Student Recruitment Campaign Metrics</b>	<ul style="list-style-type: none"> <li>○ Inquiries received</li> <li>○ Applications made</li> <li>○ Accepts</li> <li>○ Enrolls</li> </ul>	Weekly to monthly reporting by recruitment team analytics
<b>Student/Advisor/Employer contact</b>	<ul style="list-style-type: none"> <li>○ Web analytics</li> <li>○ Contacts made</li> <li>○ Internships, co-op, etc.</li> <li>○ Number of industry partnerships</li> <li>○ Number of industry standard certifications or licensure earned by students upon graduation</li> <li>○ Job placement and employment</li> </ul>	Manual identification through advisors offices.
<b>Partner institution programs</b>	<ul style="list-style-type: none"> <li>○ Student demographics</li> <li>○ Student location</li> <li>○ Completed number of credit hours at admission (or re-entry)</li> <li>○ Active duty enrollments</li> <li>○ Veteran enrollments</li> <li>○ Dependent enrollments</li> <li>○ Student enrollments</li> <li>○ Number of courses taken</li> </ul>	Institutional Student Information System IPEDS Financial Aid Tuition Assistance VA Assistance

	<ul style="list-style-type: none"> <li>○ Student persistence semester to semester</li> <li>○ Student GPA</li> <li>○ Student graduations</li> <li>○ Total cost per course</li> <li>○ Tuition per course</li> <li>○ Fees per course (defined applicable costs for all fees assessed)</li> <li>○ Student financial need (FASFA, financial aid awards, scholarships, loans, etc.)</li> <li>○ Length of time for program completion</li> <li>○ Number of transient applications received for CF</li> </ul>	
Advising	<p>Advisor-Student Ratio</p> <p>Career-Related Documentation, Advising and Support</p> <p>Prior Learning Assessment Reviews</p> <ul style="list-style-type: none"> <li>○ Certifications</li> <li>○ Alternative/Equivalent College Credit for Service</li> </ul>	



	Members	
FLVC Catalog	Total Number of Complete Florida Courses and Programs	FLVC catalog metrics

## **Student Eligibility**

In Florida, there are 2.2 million former students who have stopped out of college with over 60,000 students stopping out of Florida College System and State University System institutions between 2008-2011. Basic eligibility for the student would be as follows:

- Student has successfully completed coursework at college for multiple semesters
- Has left the institution in good standing
- Promotes priority to active duty and veteran students.

### **Students with up to 45 semester hours**

Institutions accepting students with up to 45 semester hours will be able to maintain residency requirements of the last 25% of coursework at enrolled (home) institutions to receive an associates degree. Advisors will work with students to develop a program plan to assist them in meeting their career goals, while, at the same time incorporating previous classwork and prior learning experiences. Students will be able to pursue a variety of programs across the Complete Florida network.

### **Students with between 45 and 60 semester hours**

Students who have earned between 45 and 60 hours of credit without receiving an associate's degree will follow parallel requirements to students with over 90 semester hours. For students with hours over 45, to meet residency requirements, students will be advised to complete those hours at their home institution. For students who are unable to return to their home institution or are completing a different degree than originally pursued, there may be additional coursework required to maintain residency or a waiver will need to be filed to waive the policy. Regardless of the path, students must meet degree program outcomes.

### **Students with up to 90 semester hours**

Institutions accepting students with up to 90 semester hours will still be able to maintain residency requirements of the last 25% of coursework at enrolled (home) institution to receive a bachelors degree. Parallel requirements for students entering state colleges with over 25% of credits earned to receive either an A.A. or an A.S. degree. Students must ensure that learning outcomes for the award of the degree are achieved.

### **Students above 90 semester hours**

For students over 90 semester hours, there may be additional coursework required to maintain the 25% residency or a waiver will need to be filed to waive the policy. For students being awarded a degree with significant existing credit hours, it must be ensured that students can prove that learning outcomes for the award of degree are achieved. Adult learners who have reached 90 completed hours of credit are considered to be seniors at their home institution. The most efficient way for these individuals to complete their degree is to either return to their home institution or complete their initial degree or a similar, closely related program of study at selected institution.

## **Timeline**

The timeline for Complete Florida is an estimate based on successful partnerships, timely SACS approvals and more. Dates may be modified based on unforeseen circumstances and will be updated to reflect any modifications.

May 2013	Complete Florida Planning Team Begins (weekly meetings)
July 2013	Partner with St. Petersburg College to develop A.S. to B.S. accelerated, fully online, workforce focused program in Information Technology
August 2013	Submit Substantive Change document to SACS for UWF Degree Completion.

September 1, 2013	Submit Work plan to Chancellors of Florida College System and State University System
September 1, 2013	Advertise for IT related scholarships for SPC and UWF partnership program (include veterans as 25% of scholarships awarded).
September 15, 2013	<p>Call for Institutional Participation in program areas identified by the preliminary findings of Commission on Educational Access and Attainment and Labor Market Data (accelerated, fully online, aligned to workforce, commitment to support concierge-based services).</p> <p>Call for Institutional Participation in the development of competency-based programs and agreement that model will be collaboratively developed based on our research with Business Innovation Factory and partners. (Will select 1-2 program areas that have best fit).</p>
October 1, 2013	Finalize Enrollment Management Partner for lead generation, recruitment, retention services and analytic reporting for Complete Florida.
September 1, 2013	Finalize 'challenge model' partnership agreement with Business Innovation Factory (BIF) to respond to the question of how to reduce costs of higher education through innovative models of delivery.
October 1, 2013	Begin challenge study with BIF to develop model of cost reduction through innovative delivery models. (Select students that have stopped out of school to participate in study of issues surrounding returning to college and the role cost, access and quality play). <i>*This is the 'iron triangle' of higher education</i>
October 15, 2013	<p>Select Institutional Partners based on program area alignment as well as alignment to criteria specified in the call for institutional participation. Signature by President and Provost required.</p> <p>Select Institutional Partner(s) to co-develop competency-based model. Signature by President and Provost required. Institutional partners participating in Competency-based program will partner on Business Innovation Factory project.</p>

October 2013	Begin initial design and development of two programs using Competency-based learning model
October 2013	Host Complete Florida Statewide Team Meeting at UWF (UWF, institutional partners, FLVC, SUS representative, FCS representative, ICUF representative, workforce representative). Meeting should include institutional teams (provost or designee representing programs for CF, enrollment management AVP, financial aid, information technology, advising, distance learning leadership)
October 2013	Submit letter for approval to the U.S. Department of Education for a full competency-based model for Complete Florida with planned implementation (pending approval) in August 2014.
November 1, 2013	Go Live of Complete Florida Website
November 1, 2013	Finalize Cooperative Program Agreement among statewide partners for Complete Florida Programs
November 1, 2013	Finalize concierge services team members. Day long retreat for Services training teams that will stand-up of Complete Florida Services Site
November 1, 2013	Award Scholarships for SPC and UWF Cohort 1 (from within institutional non-completers list so will require direct mail and phone calls)
November 15, 2013	Begin statewide recruitment campaign for Complete Florida program with degrees aligned to workforce demands in Florida (Information Technology, Business/Accounting, Middle Level Education, Healthcare and General program(s) at the A.A., A.S., B.A.S., B.A. and B.S. level.
November 2013	Complete Florida Statewide Team Conference Call
January 2014	Enhance development efforts on competency-based learning model based on findings of innovation report.
January 2014	Initiate cohort with SPC and UWF program in <u>Information Technology</u>  Initiate cohort with UWF <u>RN to BSN</u> program

January 2014	Complete Florida Statewide Team Conference Call
February 2014	Complete Florida Statewide Team Meeting (onsite)
March 2014	Soft implementation of 2 additional accelerated, fully online programs from institutional partners (in areas of IT, healthcare, education, accounting/business and general)
March 2014	Complete Florida Statewide Team Meeting (call)
April 2014	Complete Florida Statewide Team Meeting (call)
May 2014	Soft implementation of 2 accelerated, fully online programs from institutional partners (in areas of IT, healthcare, education, accounting/business and general)
May 2014	Complete Florida Statewide Team Meeting (call)
May 2014	<b>Submit Report 2:</b> The Program must identify proposed changes to the statewide computer student advising system and Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.
June 2014	Expand student services model and team to support the competency-based model.
June 2014	Host day-long competency-based education retreat for faculty and concierge support team members participating in programs selected.
August 2014	Implement hard roll out of all Complete Florida programs with singular application form, reporting developed with linkages to state's computer assisted system.
December 2014	<b>Submit Report 3:</b> All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and submit the information report to Chancellors.
January 2015	Implement 1 competency-based, reduced cost program, fully online, accelerated

June 2015	Evaluation of effectiveness initial report for competency-based program initiatives
August 2015	Re-evaluate Complete Florida Campaign and enhance as needed.

## **Budget Narrative**

### **Non-Recurring Costs**

Initial Institutional Partner Costs. Institutional partners will be selected based on a Invitation to Participate that will be delivered to institutions on September 15, 2013. Institutions will have 30 days to respond with how they can participate in Complete Florida with a one time non-recurring allocation of up to \$100,000 per institution. The description of responsibilities is listed in this work plan but will include any course redesign, initial supplemental costs for student services, enrollment services, transfer advising or academic advising areas to support inclusion of programs in Complete Florida.

Equipment. Equipment for Complete Florida will include basic computing for staff as well as supplemental production equipment to support video post-production for courses.

Student Recruitment Campaign. These costs will support production of the website and media development that initiates all student recruitment for Complete Florida. A vendor has not yet been selected to develop web, media and any print-based collateral materials but will be selected in the month of September.

Student Scholarships. Complete Florida will provide scholarships for students during the first few starts of the program. Twenty-five percent of all scholarship funds will be earmarked for military and veteran students. It is difficult to determine the exact amount of scholarship due to the number of credit hours a student may bring in. All scholarships will be need-based.

Initial Design and Production. UWF will develop common elements for all Complete Florida programs including MOOCs to support returning to school and career exploration. As well, funding will be shared with St. Petersburg College who is engaged in developing and implementing developmental MOOCs.



## **Recurring Costs**

**Direct Administration.** Costs for staff that are directly responsible for the services of Complete Florida. A 3% increase per year is calculated pending state of Florida salary increases (will use only if others are receiving the increase).

**Student Recruitment.** Complete Florida will contract with a to be determined vendor to support ongoing lead generation, recruitment and application to Complete Florida sites. This ongoing activity will seek a specific yield for each start and will track all activity tied to enrollments.

**Program Development and Delivery.** Materials will be developed for use across all institutions such as shared modules, eResources and more that can be shared through Florida's Orange Grove or in some other central location. Competency-based course modules will be developed and tested through this funding based on initial findings of the cost/competency-based study.

**Software and Services.** Complete Florida will be licensing several software applications for use in serving adult students. Some institutions will have equivalent software, but it won't be available to all. We will not know this for sure until institutions submit their response to the Invitation to Participate. This is an anticipated amount based on tutoring services, internship connections, proctoring and eResources.

**Competency-Based Education/Cost Study.** As part of the legislation, Complete Florida institutional teams are to study the costs of online learning and to develop other resources and tools to support reduced costs, such as competency-based learning. Complete Florida will work with the Business Innovation Factory (BIF) to do an student-centered investigation of prospective and current adult learners, demands and expectations. BIF worked with Southern New Hampshire's College for America program in the development of competency-based learning.

Competency-Based Implementation. Although exact costs aren't known at this point (based on the results of the study), the intent is to implement the new cost model through Complete Florida, testing competency-based learning. This will require supplemental costs in setting up and managing the competency-based system (roles of evaluators as separate from instructional staffing, supplemental funding to faculty to participate in the test, etc.)


Concierge Based Student Services. Complete Florida has developed a student services model to support students from initial interest, through the third 'start' of new courses, then ongoing services to extend through to degree completion. As well, services include career guidance and counseling. This service will be virtual, phone and chat-based and will connect with Complete Florida points of contact at each institution.

Facilities. Facilities will manage all Complete Florida activity at the University of West Florida.

Off Cycle Enrollment Management Services. The Academic Program Support Unit in the new Innovation Institute will be responsible for housing Complete Florida's ongoing enrollments, registrations, and coordination with the external enrollment management firm. Off-cycle enrollment management is difficult for responding to phone, email, admissions, registration and coordination. This group will be responsible for coordinating with all enrollment management groups on each campus to provide needed support and take as much responsibility as each institution will enable.

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<b><u>Non-Recurring Costs</u></b>							
Initial Institutional Partner Costs	700,000						
Equipment	225,000						
Student Recruitment Campaign	450,000						
Student Scholarships	500,000						
Initial Design and Production	125,000						
Total Non-Recurring	2,000,000						
<b><u>Recurring</u></b>							
Direct Administration	425,000	437,750	450,883	464,409	478,335	492,685	507,465
Student Recruitment (ongoing)	500,000	500,000	500,000	500,000	500,000	400,000	400,000
Program Development and Delivery	500,000	500,000	500,000	500,000	500,000	550,000	550,000
Software and Services	100,000	100,000	50,000	50,000	50,000	50,000	50,000
Competency-Based Education/Cost Study	100,000	100,000					
Competency-Based Implementation			125,000	125,000	125,000	125,000	125,000
Concierge Based Student Services	125,000	125,000	125,000	125,000	150,000	150,000	175,000
Facilities	50,000	50,000	55,000	55,000	55,000	60,000	60,000
Off-Cycle Enrollment Mgmt. Services	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Total Recurring	2,000,000	2,012,750	2,005,883	2,019,409	2,058,335	2,027,685	2,067,465

## **Appendix A: Complete Florida DRAFT Student Concierge-Based Services Approach The Pipeline Model**

Complete Florida's Student Pipeline Model							
Phase 1: LEAD GENERATION (student, automated response and CF Admission Rep)		Phase 2: BUILDING THE RELATIONSHIP (1:1=student and CF Admission Rep)		Phase 3: ACTIVE PROSPECT (student, CF Admission Rep and Institution Enrollment Specialist)		Phase 4: ENGAGED STUDENT (student and CF-NSS Coach & CF-ES Coach)	
Student Inquiry	Immediate Response	Follow-up Phone/Email)	Initial Evaluation of Transcripts “what ifs are developed”	Degree Plan is developed and Application with Institution is Completed	Accepted into Institution and Enroll in Course Work and Payment of Classes	Terms 1-3 New Student Support Coach	Terms 4 PLUS Extended Support Coach
			Evaluation - enrolling takes no more than 6 weeks.				
Varies	24/7 automated response	This is triggered by students reply to Immediate Response	2-4 week process	Fixed start dates based on 8 week terms		Terms 1-3	Terms 4 Plus
Information collected in Inquiry Form will aligns with recruit plan. 1) Lead Referral 2) Organic Referral *Inquiry Fields (what do we need to know up front) *Interest program of student (drop down menu)	Automated ‘canned’ response to student who completes an Inquiry Form (found on website). Direct contact from student will be replied to with ‘canned’ response. Note: If student ask specific question in direct contact, reply email will answer those specific questions.	After Immediate Response, interested will reply to the call to action. However, <b>CF Admission Rep</b> will initiate follow up e 2x’s. *Building the relationship will include the development of the <u>electronic student profile</u> o Example: background information on students ‘life” to help understand student’s direction If student wants to continue, student fills out release form so we can get their transcripts	*CF Rep will work with Institution Enrollment Specialist to obtain transcripts *CF Rep will develop “what if” contingencies to then determine home institution for program of student (based on transferable credits and interests)	*Based on students transfer credits and interests, the degree program that best fits is finalized at home institution with the assistance of the Institution Enrollment Specialist. <ul style="list-style-type: none"><li>Student will apply with home institution</li><li>Once accepted, student will enroll in course load</li><li>Working with CF Rep initial goal setting (academic and career) is developed</li><li>Accommodations/ modifications notes for support is also determined</li></ul>		Complete Florida Coach (Case load: 150 Students) <b>High-Touch Intense New Student Support Model-</b> This is an intense program, set up over the 3-terms that develops the skills to create an environment for the student to be successful. *Rubric/scoring guide will ensure success in each term. (also provide student progress through dashboard)	Career Transition Coach (case load=300 students) *works with student and institution to “retain” students. *Connects students to internships/ mentor programs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
March 19, 2014**

**SUBJECT:** UF Online

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As the only institution that met all 12 of the academic and research excellence standards identified in section 1001.7065, Florida Statutes, the University of Florida was required to establish an institute for online learning, which it named UF Online.

UF Online is required to offer high-quality, fully online baccalaureate degree programs that accept full-time, first-time-in-college students and have the same rigorous admissions criteria as equivalent on-campus degree programs.

Dr. Joe Glover, University of Florida's Provost, will give the Committee a status report on the implementation of UF Online.

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**Supporting Documentation Included:** (1) Section 1001.7065, Florida Statutes  
(2) Progress Report from Advisory Board for the Institute for Online Learning

**Facilitators/Presenters:** Provost Joe Glover

The 2013 Florida Statutes

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**1001.7065 Preeminent state research universities program. —**

**(4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR ONLINE LEARNING.**— A state research university that, as of July 1, 2013, meets all 12 of the academic and research excellence standards identified in subsection (2), as verified by the Board of Governors, shall establish an institute for online learning. The institute shall establish a robust offering of high-quality, fully online baccalaureate degree programs at an affordable cost in accordance with this subsection.

(a) By August 1, 2013, the Board of Governors shall convene an advisory board to support the development of high-quality, fully online baccalaureate degree programs at the university.

(b) The advisory board shall:

1. Offer expert advice, as requested by the university, in the development and implementation of a business plan to expand the offering of high-quality, fully online baccalaureate degree programs.
2. Advise the Board of Governors on the release of funding to the university upon approval by the Board of Governors of the plan developed by the university.
3. Monitor, evaluate, and report on the implementation of the plan to the Board of Governors, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

(c) The advisory board shall be composed of the following five members:

1. The chair of the Board of Governors or the chair's permanent designee.
2. A member with expertise in online learning, appointed by the Board of Governors.
3. A member with expertise in global marketing, appointed by the Governor.
4. A member with expertise in cloud virtualization, appointed by the President of the Senate.
5. A member with expertise in disruptive innovation, appointed by the Speaker of the House of Representatives.

(d) The president of the university shall be consulted on the advisory board member appointments.

(e) A majority of the advisory board shall constitute a quorum, elect the chair, and appoint an executive director.

(f) By September 1, 2013, the university shall submit to the advisory board a comprehensive plan to expand high-quality, fully online baccalaureate degree program offerings. The plan shall include:

1. Existing on-campus general education courses and baccalaureate degree programs that will be offered online.
2. New courses that will be developed and offered online.
3. Support services that will be offered to students enrolled in online baccalaureate degree programs.
4. A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.
5. A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.
6. A budget for developing and marketing the online baccalaureate degree programs.
7. Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

Upon recommendation of the plan by the advisory board and approval by the Board of Governors, the Board of Governors shall award the university \$10 million in nonrecurring funds and \$5 million in recurring funds for fiscal year 2013-2014 and \$5 million annually thereafter, subject to appropriation in the General Appropriations Act.

(g) Beginning in January 2014, the university shall offer high-quality, fully online baccalaureate degree programs that:

1. Accept full-time, first-time-in-college students.
2. Have the same rigorous admissions criteria as equivalent on-campus degree programs.
3. Offer curriculum of equivalent rigor to on-campus degree programs.
4. Offer rolling enrollment or multiple opportunities for enrollment throughout the year.
5. Do not require any on-campus courses. However, for courses or programs that require clinical training or laboratories that cannot be delivered online, the university shall offer convenient locational options to the student, which may include, but are not limited to, the option to complete such requirements at a summer-in-residence on the university campus. The university may provide a network of sites at convenient locations and contract with commercial testing centers or identify other secure testing services for the purpose of proctoring assessments or testing.
6. Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.

(h) The university may offer a fully online Master's in Business Administration degree program and other master's degree programs.



- (i) The university may develop and offer degree programs and courses that are competency based as appropriate for the quality and success of the program.
- (j) The university shall periodically expand its offering of online baccalaureate degree programs to meet student and market demands.
- (k) The university shall establish a tuition structure for its online institute in accordance with this paragraph, notwithstanding any other provision of law.
  - 1. For students classified as residents for tuition purposes, tuition for an online baccalaureate degree program shall be set at no more than 75 percent of the tuition rate as specified in the General Appropriations Act pursuant to s. 1009.24(4) and 75 percent of the tuition differential pursuant to s. 1009.24(16). No distance learning fee, fee for campus facilities, or fee for on-campus services may be assessed, except that online students shall pay the university's technology fee, financial aid fee, and Capital Improvement Trust Fund fee. The revenues generated from the Capital Improvement Trust Fund fee shall be dedicated to the university's institute for online learning.
  - 2. For students classified as nonresidents for tuition purposes, tuition may be set at market rates in accordance with the business plan.
  - 3. Tuition for an online degree program shall include all costs associated with instruction, materials, and enrollment, excluding costs associated with the provision of textbooks pursuant to s. 1004.085 and physical laboratory supplies.
  - 4. Subject to the limitations in subparagraph 1., tuition may be differentiated by degree program as appropriate to the instructional and other costs of the program in accordance with the business plan. Pricing must incorporate innovative approaches that incentivize persistence and completion, including, but not limited to, a fee for assessment, a bundled or all-inclusive rate, and sliding scale features.
  - 5. The university must accept advance payment contracts and student financial aid.
  - 6. Fifty percent of the net revenues generated from the online institute of the university shall be used to enhance and enrich the online institute offerings, and 50 percent of the net revenues generated from the online institute shall be used to enhance and enrich the university's campus state-of-the-art research programs and facilities.
  - 7. The institute may charge additional local user fees pursuant to s. 1009.24(14) upon the approval of the Board of Governors.
  - 8. The institute shall submit a proposal to the president of the university authorizing additional user fees for the provision of voluntary student participation in activities and additional student services.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

January 31, 2014

Members, Board of Governors  
State University System of Florida  
325 W. Gaines Street  
Suite 1614  
Tallahassee, FL 32399

Dear Board Members:

On behalf of the Advisory Board for the Institute for Online Learning, I am pleased to provide the first progress report on the implementation of the business plan to expand the offering of four-year, fully online baccalaureate degrees at the University of Florida. The business plan was approved by the Board of Governors on September 27, 2013, and the progress report was unanimously approved by the Advisory Board on January 24, 2014.

Based on a review of the data and information provided by the University of Florida, the Advisory Board has found that the implementation of the initiative is on track, on time, and on budget.

UF Online successfully launched on January 6, 2014, with an offering of five fully online baccalaureate degrees, including 22 new general education courses. The university has expanded training to all online faculty and teaching assistants and has launched a comprehensive marketing effort to recruit students.

The university is building on a program already recognized as a national leader in online education. The University of Florida was ranked 5<sup>th</sup> in the nation in the recently released U.S. News & World Report 2014 rankings for Best Online Bachelor's Programs.

Thanks to the leadership of you, the Governor, and the Legislature, this initiative is making college more accessible and more affordable to students in our state.

Thank you for your support.

A handwritten signature in blue ink, appearing to read "Carlos J. Alfonso".

Carlos J. Alfonso, Vice Chair  
Advisory Board for the Institute for Online Learning

Florida A&M University | Florida Atlantic University | Florida Gulf Coast University | Florida International University  
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida  
University of Florida | University of North Florida | University of South Florida | University of West Florida

# **University of Florida Online**

## **PROGRESS REPORT**

**Approved**

**January 24, 2014**

**by the**

**Advisory Board for the Institute for Online Learning**

**Progress Report on the University of Florida Online  
by the Advisory Board for the Institute for Online Learning  
December 2013**

**Executive Summary**

Under Florida law, the Advisory Board for the Institute for Online Learning is required to monitor, evaluate and report on the implementation of the plan developed by the University of Florida to offer fully online baccalaureate degrees at an affordable cost. Based on a review of the data and information provided by the University of Florida, the Advisory Board has found that the implementation is on track, on time and on budget.

The University of Florida Online will launch on January 6, 2014 with an offering of 78 online courses and five fully online baccalaureate degree programs. More than 600 students, including students enrolled in the existing 2+2 online completion programs and new transfer students, will be enrolled in the 2014 Spring semester. Applications from first-time-in-college students and transfer students for the 2014 Summer semester and 2014-2015 academic year are currently under review by the University of Florida.

**Background**

Senate Bill 1076, signed into law in April 2013, established 12 standards for academic and research excellence to define preeminent public universities in Florida. The law directed the public postsecondary institution that achieves all 12 of the standards to develop and implement a plan to expand the offering of high quality, fully online baccalaureate degrees at an affordable cost. In June 2013, the Florida Board of Governors designated the University of Florida as the qualifying postsecondary institution.

Under the law, the University of Florida is required to:

- Offer fully online baccalaureate degree programs beginning in January 2014,
- Accept full-time, first-time-in-college students into fully online baccalaureate degree programs,
- Maintain the same rigorous criteria for admissions for fully online students,
- Apply the existing policy for accepting college credits of fully online students,
- Provide an online curriculum that is as rigorous as the on-campus curriculum,
- Offer multiple opportunities throughout the year for fully online students to enroll,
- Offer convenient locations for fully online students to fulfill requirements for site-based instruction, such as laboratories and clinical training, and
- Establish tuition at no more than 75% of residential tuition and includes innovative pricing approaches.

The law also required the Board of Governors to convene an Advisory Board to support development and implementation of the plan. Convened in August, the Advisory Board included John Rood, Florida Board of Governors Chairman of the Strategic Planning Committee; Carlos Alfonso, former Chairman of the UF Board of Trustees and founder and Chief Executive Officer of Alfonso Architects; Dr. John Watret, Chancellor of Embry-Riddle Worldwide; and Ernie Friend, Director of Academic Systems at Florida State College at Jacksonville.

The Advisory Board provided feedback on the draft plans to the University of Florida during multiple meetings and conference calls in August and September 2013. The Advisory Board recommended the final plan to the Florida Board of Governors on September 16, 2013. The Board of Governors approved the University of Florida's plan on September 27, 2013.

Under the approved plan, the University of Florida will:

- Establish five fully online baccalaureate degree programs by January 2014,
- Expand the offering of online baccalaureate degrees to 35 by 2019, adding five new programs annually,
- Produce 40 general education courses by Fall 2014, 22 of which will be available in January 2014,
- Introduce a new learning management system to improve analytics on student learning,

- Provide extensive training for faculty and teaching assistants,
- Invest in support services to ensure success of online students,
- Provide 24/7 information technology support,
- Implement a comprehensive program to recruit and retain students,
- Launch a marketing plan to brand University of Florida Online,
- Implement pilot programs to explore innovations in learning, including adaptive learning, modular terms, social learning, mobile learning, personalized pathways and competency-based learning,
- Implement pilot programs to explore innovations in tuition structure, including block tuition, annual tuition, and differential tuition by degree, hours enrolled and grade/grade improvement,
- Establish a budgeting model that reduces cost-per-pupil as enrollment grows.

### **Snapshot of Progress**

The University of Florida has achieved the major milestones defined in the comprehensive business plan (Appendix A).

#### **Baccalaureate Degree Programs**

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The University of Florida is on track to launch five fully online baccalaureate degree programs in January 2014, which were identified in the plan. The degree programs are a Bachelor of Arts in Business Administration, Bachelor of Science in Health Education & Behavior, Bachelor of Science in Sport Management, Bachelor of Arts in Criminology & Law, and Bachelor of Science in Interdisciplinary Studies – Environmental Management in Agriculture & Natural Resources. These baccalaureate programs were existing 2+2 completion programs which offered upper division courses for students who had already gained an Associate Degree.

Five additional online baccalaureate degree programs are proposed for the 2014-2015 school year: Biology, Psychology, Mechanical Engineering, Telecommunications and Nursing. The

University of Florida is already promoting the availability of degree programs in Biology and Psychology, which are two of the most popular degrees offered.

#### Spring 2014 Course Production

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The University of Florida Online is on track to offer 78 courses by January 2014, which is significantly more than the 48 courses proposed in the plan. The offering includes 33 existing courses in the 2+2 completion programs and 45 new or redesigned courses.

Of the 45 new or redesigned courses currently in production, 22 are general education courses and 9 are courses that will be offered online for the first time. All 22 of the proposed general education courses will be offered along with eight additional courses (Appendix B). After the launch of the courses, the production team will continue to enhance the courses with additional videos and interactive features.

Based on evaluation by faculty, five of the courses identified in the plan will not be produced for Spring. These include two courses in Health Education and Behaviors, one in Sport Management and one in Criminology and Law. Faculty identified an additional 32 courses that are needed to support the continuing 2 + 2 students during the Spring term. A comparison of the planned and offered courses can be found in Appendix B.

All of the new or redesigned courses are being produced for Canvas, a new course management system introduced this year as a part of the online expansion. To ensure continuity for current students, courses in the 2+2 completion programs will remain in Sakai, which has been the learning management system for the last five years.

Thus far, the average cost to develop and produce a three-credit course is \$21,000, which is well below the average cost of \$36,500 estimated in the plan. However, it should be noted that the cost for courses will increase as more features are added during the next year. Additionally, the average cost of courses is expected to rise next year with the production of new lab and STEM courses which traditionally cost more to develop.

### Innovation Research

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As outlined in the plan, the University of Florida is completing its pilot on adaptive learning which was conducted this semester. A comprehensive analysis of the data is planned for the Spring, but early results indicate the online tool increased time on task.

### Faculty/Teaching Assistant Development

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The University of Florida hosted a conference on online learning on December 4, 2013. More than 300 members of the faculty participated in the event, which included presentations, panel discussions and collaborative workshops.

As outlined in the plan, the University of Florida is on track to ensure all faculty and teaching assistants complete training in online instruction by the beginning of classes in January. The University of Florida accelerated payment of professional development compensation to encourage participation in Faculty Institute, an online, self-paced course with embedded assessments that can be completed in 8 to 10 hours. A new online training tool for teaching assistants was launched on December 9, 2013. Additionally, the College of Business is offering on-site, face-to-face training as an alternative to online training.

### Student Affairs

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As outlined in the plan, the University of Florida has launched an online orientation for students enrolling in the fully online, four-year baccalaureate programs. The module consists of information, videos and interactive questionnaires to prepare students for Gator Nation. The addition of video conferencing has also enhanced the experience of advising and registration, as well as allowed the efficient confirmation of identities for the UF Gator 1 Identification Card.

The University of Florida is developing a specialized edition of the Gator Times, a weekly newsletter for residential students, for fully online students, to inform, engage, and connect directly with the UF Online students.



Additionally, University of Florida Online students can participate in numerous programs such as the Certified Gator Professional (an online module which helps students at all levels with their job and internship search, resume prep, networking, interviewing and professional development); view personal training videos through Recreational Sports' Trainer Time; and have access to counseling and personal support through the Counseling and Wellness Center, the Dean of Students Office, and the Disability Resource Center. Research will be conducted with University of Florida Online students to determine the best programs to meet their interests and needs.

### Information Technology

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University of Florida Online is using a variety of technologies to improve the learning experience for fully online students. The Offices of Privacy and Security have vetted tools to ensure student data is protected. These tools include:

- Canvas – course management system
- Sakai – course management system
- Qualtrics – polling and survey tool
- Big Blue Button – web conferencing and collaboration
- ExamSoft – exam management tools
- Gradermark – grading tool
- iRubrics – rubric tool
- PeerMark – peer review
- Turnitin – antiplagiarism tool

The University of Florida Online will provide fully online students with Microsoft Office 365 accounts. Initially, this tool will provide e-mail and calendar. In the future, this service will include instant messaging and real-time video conferencing.

Additionally, UF WebApps, including Microsoft Office Suite, Serif Design Suite, ArcGIS, AutoCAD and a .pdf editor, will be available to fully online students at no additional cost.

## Marketing

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As outlined in the plan, the University of Florida focused its marketing efforts in 2013 on digital outreach, radio advertising and earned media.

The University of Florida ran 30- and 60-second advertisements on radio in four of the state's top media markets, including Miami, Tampa/St. Petersburg, Orlando and Jacksonville. The ads aired on a range of stations with musical genres, from Hip Hop to Top 40 to Contemporary, to target both students and parents.

The University of Florida also implemented a comprehensive Internet-based advertising campaign. Web ads appeared on a range of websites, including Yahoo Sports, U.S. News and World Report, and College Prowler, to target both students and parents. Ads on the Military Times also targeted members of the Armed Services. The web campaign was supported by Facebook and Twitter activity as well.

The University of Florida launched and continues to pursue multiple earned media opportunities with print and broadcast news outlets. See attached media impact summary in Appendix C.

The University of Florida recently signed a contract with Pearson Education to support its marketing and recruitment initiatives. By the end of December, Pearson will begin to revitalize marketing efforts. Early in January, a new marketing campaign built around the slogan "Be Greater. Be a Gator." will be launched. Pearson plans to utilize internet-based advertising on both national and regional levels and will refresh the search engine marketing to reflect the new campaign. By the end of January, Pearson will begin to target other marketing mediums such as in-state and out-of-state radio. By March, the primary website for the University of Florida Online will be completely refreshed to reflect the new campaign.

## Recruitment

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As of December 13, 2013, the University of Florida Online had received more than 3600 requests for information from prospective students. Two-thirds of prospective students were Florida residents and one-third were students from around the nation, with the highest interest coming from California, New York and Texas. Of the pool of prospective students, 17% were first-time-in-college students and 83% were potential transfer students. Of the transfer students, 38% had already attained an Associates Degree. Degree programs in Business, Criminology and Health Education garnered the highest interest of prospective students.

As of December 13, 2013, the University of Florida has received 642 applications for the fully online four year baccalaureate programs, including 460 applications for admission in January 2014, all of which are potential transfer students. Applications for the 2014-2015 school year include 49 first-time-in-college students and 111 transfer students. All degree programs have applicants, with the Bachelor of Arts in Business Administration attracting the most interest among both freshman and transfer students for a total of 321 applications. With 95 applications, the Bachelor of Arts in Criminology & Law drew the second highest interest for transfer students. Bachelor of Science in Health Education & Behavior and Bachelor of Science in Psychology saw the second highest demand among freshman applicants.

Student applications are currently under evaluation. Colleges are making decisions on transfer students for the January Spring term and decisions on freshmen students will be finalized in February.

The University of Florida is working with Pearson to develop a comprehensive plan for recruitment for the 2014-2015 school year.

## Administration

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The University of Florida hired Dr. Elizabeth Phillips to be Executive Director of the University of Florida Online. Previously, Dr. Phillips was the Senior Vice President and Provost of Arizona State University. Dr. Phillips starts on January 1, 2014 and reports directly to the Provost.

## Tuition

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The University of Florida is preparing a proposal for three innovative strategies originally outlined in the plan. These approaches for setting tuition incentivize acceleration and completion, including block tuition which sets a flat rate for 9/12 or more credit hours, progressive tuition which reduces the cost per credit hour as students near graduation, and a rebate, which rewards students upon early completion. Additionally, the University is exploring incentives for target audiences, such as discounts for active military.

The University of Florida plans to propose the incentive-based tuition structure at its Board of Trustees meeting in June.

## Budget

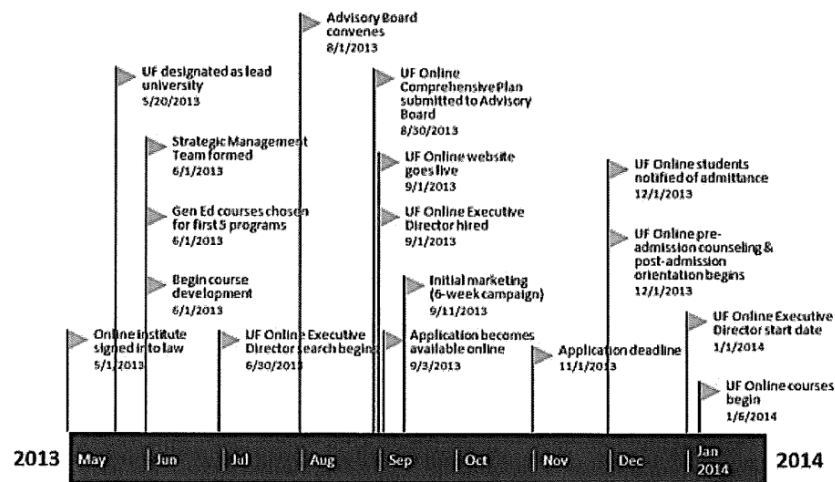
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Non-Recurring Expenses	2013-2014 Budget	2013-2014 Expenditures	Expenditures as a Percent of Budget	Notes	Actual Cash Expenditures	Actual Cash Expenditures as a Percent of Budget
Initial Production	\$ 1,044,000	772,180	74.0%	Includes commitment until fiscal yearend for production design personnel	87,200	8.4%
Upgrades	\$ -					
Production Equipment	\$ 500,000		0.0%			0.0%
Enrollment Management & Marketing	\$ 600,000	382,535	63.8%		94,891	15.8%
Student Services	\$ 400,000		0.0%			0.0%
Technology	\$ 1,000,000	7,533	0.8%		31,537	3.2%
Overhead	\$ 189,274	127,356	67.3%		38,106	20.1%
<b>Total</b>	<b>\$ 3,733,274</b>	<b>\$ 1,289,604</b>	<b>34.5%</b>		<b>\$ 251,734</b>	<b>6.7%</b>
<b>Recurring Expenses</b>						
Delivery	\$ 570,000		0.0%			0.0%
Enrollment Management & Marketing	\$ 449,169		0.0%			0.0%
				Includes commitment until fiscal yearend for administrative personnel		
Direct Administration	\$ 520,000	585,179	112.5%		71,241	13.7%
P3 Services	\$ 3,641,642	1,750,000	48.1%			0.0%
Overhead	\$ 75,826		0.0%			0.0%
Technology	\$ 1,197,471		0.0%			0.0%
Facilities Operations	\$ 31,798		0.0%			0.0%
Library	\$ 16,663		0.0%			0.0%
Student Services	\$ 29,352		0.0%			0.0%
<b>Total</b>	<b>\$ 6,531,921</b>	<b>\$ 2,335,179</b>	<b>35.8%</b>		<b>\$ 71,241</b>	<b>1.1%</b>

## Appendix A

### TIMELINE – MAJOR MILESTONES

To begin operations by January 2014, a series of important milestones must be achieved on a timely basis. These milestones are shown in Figure 1.



**Figure 1:** UF Online major milestones required to begin delivering courses in January 2014.

## Appendix B

### Course Changes from Proposed Plan

Changes from the course offerings detailed in the plan are outlined below. Departures from the plan were based upon the student needs as determined by the department. The majority of the additions listed were set up to accommodate students who were enrolled in the original 2 + 2 program who will continue as UF Online students.

### General Education

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
AMH 2020 American History since 1877	Offered	ANT 3520 Skeleton Keys: Introduction to Forensic Anthropology
ARC 1720 Architectural History	Offered	CLP 3144 Abnormal Psychology
ARH 2000 Art Appreciation	Offered	ECO 2013 Principles of Macroeconomics
AST 1002 Discovering the Universe	Offered	ECO 2023 Principles of Microeconomics
BSC 2009 Biological Sciences	Offered	IDS 2338 Rethinking Citizenship
BSC 2009L Biological Sciences Lab	Offered	SPC 2608 Introduction to Public Speaking
CHM 1025 Introduction to General Chemistry	Offered	REL 3938 Death and Afterlife
CHM 1083 Consumer Chemistry	Offered	URP 3001 Cities of the World
GLY 1880 Earthquakes, Volcanoes and other Hazards	Offered	
HUM 2305 What is the Good Life?	Offered	
MAC 1105 Basic College Algebra	Offered	
MAC 1147 Precalculus: Algebra and Trigonometry	Offered	
MAC 2233 Survey of Calculus I	Offered	
MGF 1106 Mathematics for Liberal Arts I	Offered	
MUL 2010 Introduction to Music Literature	Offered	
PHY 2020 Introduction to Principles of Physics	Offered	
PSY 2012 General Psychology	Offered	
REL 2121 American Religious History	Offered	
STA 2023 Introduction to Statistics	Offered	
SYG 2000 Principles of Sociology		
ENC 1101 Introduction to College Writing	Offered	
ENC 1102 Introduction to Argument and Persuasion	Offered	

**Bachelor of Science in Environmental Management**

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
SPC 2608*	Offered	AEB 3133
ALS 3133	Offered	IPM 3022
ALS 3153	Not offered	SWS 2007
SWS 3022	Offered	SWS 4233
Elective	Offered	SWS 4244
		SWS 4932

\*Also General Education Course

**Bachelor of Science in Business Administration**

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
ECO 2013*	Offered	BUL 4310
ECO 2023*	Offered	ECO 3713
ACG 2021	Offered	GEB 3035
ACG 2071	Offered	GEB 3373
MAN 3025	Offered	MAN 4504
ISM3004	Offered	

\*Also General Education Course

**Bachelor of Science in Health Education & Behavior**

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014	
HSC 3102	Offered	HSC 4133	HSC 3537
HSC 3032	Offered	HSC 4143	HSC 4579
MCB 2000	Not offered	HSC 4574	HSC4695
MCB 2000L	Not offered	APK 3400	HSC4713
SPC 2608*	Offered	GEB 4941	HSC4800
		HSC 3201	HSC4876

\*Also General Education Course

**Bachelor of Science in Sport Management**

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014	
ACG 2021	Not Offered	LEI 2181	SPM 4948
SPC 2608	Offered	LEI 3921	
SPM 2000	Offered	SPM 3306	
Elective	Offered	SPM 4515	
SPM 3012	Offered	SPM 4905	
SPM 4104	Offered	SPM 4941C	

**Bachelor of Arts in Criminology and Law**

<b>Proposed Spring 2014</b>		<b>Additions to Proposed Offerings for Spring 2014</b>	
CJL 2000	Offered	ANT 3520*	
CCJ 3024	Offered	CLP 3144*	
CJL 3038	Offered	REL 3938*	
CCJ 3701	Not offered	URP 3001*	
CJE 3114	Offered		
CCJ 4930	Offered		

\*Also General Education Course



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
March 19, 2014**

**SUBJECT:** Implementation of Recommendations of the *Task Force on Postsecondary Online Education in Florida*

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

At its meeting on February 21, 2013, the Board approved a motion directing the Chancellor to create a systemwide group to work with other delivery systems to determine ways in which services and online degree programs could be better coordinated to ensure State and student needs were being met in a cost-efficient and effective manner. The Task Force that was created in response to this directive presented its findings and recommendations at the Innovation and Online Committee meeting on January 15, 2014. The Committee - and, subsequently, the Board - approved an implementation plan for the recommendations. At the Committee's March meeting, staff will provide a status report on the implementation of the recommendations.

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**Supporting Documentation Included:** Implementation Plan for Task Force  
Recommendations  
Clarification of Roles and Responsibilities

**Facilitators/Presenters:** Nancy McKee

## Implementation Plan for Recommendations of the Task Force on Postsecondary Online Education in Florida

Approved by the Board January 15, 2014

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
1	<b>Expand and Clarify Roles and Responsibilities:</b> To effectively extend Florida's online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state's initiatives.	(1) The BOG staff, working with Chancellor Hanna's staff and the entities mentioned in the report, should bring to the Board in March the roles and responsibilities of each entity involved in the implementation of the recommendations; and (2) Board staff should begin a conversation to determine the added value of – and process for – setting enrollment goals for online education. Any recommended goals would come to the Board for approval.	(1) Proposed roles and responsibilities have been drafted and will be reviewed before the March Committee meeting by each entity involved in the implementation of the recommendations.  (2) An initial meeting among Board staff will be scheduled before the end of March.
2	<b>Implement a Statewide Common Online Marketplace for Students:</b> Florida Virtual Campus (FLVC) should take the lead role in developing and marketing a statewide	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
	common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities.	the FLVC Board of Directors its strategies for implementing this recommendation.	
3	<b>Coordinate a Common Learning Management (LMS) System (Opt-in):</b> FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions which choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.
4	<b>Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery:</b> The State University system, the Florida College System, and the Department of Economic Opportunity should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.	In collaboration with Chancellor Hanna, Chancellor Criser should direct his staff to work with FCS staff and assist DEO in scheduling and developing training sessions for university and college staff in the use of enhanced labor market and employment data.	A meeting of staff from the Board, the Florida College System, and the Department of Economic Opportunity is scheduled for March 4, 2014, to develop an implementation plan for this recommendation.
5	<b>Develop and Deliver Statewide For-Credit MOOCs:</b> The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish	(1) The Innovation and Online Committee should consider recommending to the Budget Committee, and ultimately to the Board and Legislature, that an LBR	(1) An amendment to the Legislative Budget Request for \$250,000 has been submitted to the Governor's Office and to the appropriations

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
	guidelines for competency-based evaluations of non-credit MOOCs.	amendment be approved for a lead institution to coordinate the development, delivery, and marketing of at least three for-credit Massive Open Online Courses that incorporate a quality framework, effective practices, and competency-based assessment for use by the SUS and FCS (2) A lead institution should be selected through a competitive procurement process developed by Board staff, in cooperation with the FCS staff; the lead institution may allocate funds to other institutions, including FCS institutions, to develop one or more of the MOOCs. (3) In collaboration with BOG staff, the lead institution should create a statewide working group to develop a statewide MOOC strategy to recommend to the BOG	committees of the Senate and House.  (2) Board staff had an initial meeting with FCS staff on 2/17/2014 to discuss a process for selecting a lead institution through competitive procurement.  (3) Board and FCS staff agreed on 2/17/2014 that development of the MOOC strategy and the evaluation guidelines would be included in the Scope of Services in the procurement document.

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
		and, if appropriate, the State Board of Education. The strategy will include guidelines for the evaluation of non-credit MOOCs.	
6	<b>Enhance and Expand the Online Learning Resources Repository:</b> FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.
7	<b>Provide Statewide Faculty Development Center(s) for Online Learning:</b> The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.	In collaboration with Chancellor Hanna's staff, BOG staff should use a competitive procurement process to select a lead institution(s) to be designated as the Faculty Development Center(s).	Board staff had an initial meeting with FCS staff on 2/17/2014 to discuss a process for selecting a lead institution through competitive procurement.
8	<b>Create an Effective Practices Repository:</b> FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
		recommendation.	
9	<b>Enhance Data Collection Efforts for Online Learning:</b> Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of Florida Education and Training Placement Information Program (FETPIP) data to identify workforce and employment needs.	Chancellor Criser should discuss with Chancellor Hanna a plan for their staffs to work together and with their respective institutions to expand data collection processes and definitions.	A meeting of staff from the Board, Florida College System, and FLVC is being scheduled.

DRAFT 3/04/2014

## Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
<b>Board of Governors and the Florida College System</b>	The Board and the FCS should continue to set state policies and regulations for online learning. The Board and FCS should jointly initiate and monitor academic efforts that cross delivery systems and set online learning enrollment goals, as appropriate, to guide the state's efforts.	Clarify roles and responsibilities of relevant entities. As appropriate, set enrollment goals for online learning.	Recommendation #1, page 18
		Select a lead institution(s) for MOOCs (competitive procurement).	Recommendation #5, page 49
		Select a lead institution(s) for faculty development in online learning.	Recommendation #7, page 64
<b>Board of Governors and FCS Data Collection Units</b>	The Board's Office of Institutional Research and the FCS Office of Research and Analytics units should take the lead role in coordinating the collection of consistent data to measure online courses and degree programs in terms of cost, quality, and access. In collaboration with the UF Online Research Center, the Board and FCS data collection units should research the use of FETPIP employment data for identifying trends in online learning.	Enhance data collection efforts for online learning.	Recommendation #9, page 81

DRAFT 3/04/2014

## Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
<b>Florida Virtual Campus</b>	The statutory language that created FLVC delineated its role as providing online academic support services and resources. Therefore, the FLVC should focus on system-wide academic and student support initiatives, such as coordinating licensing for a statewide Learning Management System.	Coordinate a common LMS (Opt-In)	Recommendation #3, page 38
		Implement a statewide common online marketplace for students	Recommendation #2, page 31
		Enhance and expand the online learning resources repository	Recommendation #6, page 57
		Create an effective practices repository	Recommendation #8, page 69
<b>Lead Institution(s)</b>	Using a competitive procurement process, the Board and FCS should jointly select a lead institution(s) for statewide efforts, such as the development of for-credit MOOCs and the creation of a faculty development center that uses a train-the-trainer approach.	Coordinate statewide development, delivery, and marketing of for-credit MOOCs and, in collaboration with the Board and FCS staff, create a statewide group to develop and recommend to the Board and FCS a statewide MOOC strategy, including guidelines for awarding credit for MOOCs already taken.	Recommendation #5, page 49
		Provide statewide faculty development center(s) for online learning, using a train-the-trainer approach	Recommendation #7, page 64
<b>Individual Institutions</b>	Florida's universities and colleges must continue to deliver and market quality online programs and courses to address the educational needs of Florida's citizens.		



DRAFT 3/04/2014

## Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
<b>UF Online</b>	The UF online research center should take the lead role in coordinating ongoing statewide postsecondary research in the area of online learning through the creation of a statewide online learning research advisory committee. After research has been completed, the committee should provide this information to FLVC for cataloging, dissemination, and placement in its central repository.	In collaboration with the Board of Governors and the FCS, create a statewide online learning research advisory committee.	Recommendation #1, page 18
<b>Complete Florida Degree Program</b> <b>Finish Up, Florida!</b>	Lessons learned and effective practices identified by the Complete Florida Degree Program initiative and the Finish Up, Florida! program should be shared statewide as part of the development of the common online marketplace, as well as through the proposed FLVC repository for effective practices.  Complete Florida is statutorily required to collect student, programmatic, and fiscal data from participating institutions and should work collaboratively with the Board and FCS data collection units to determine common definitions for such data.	Provide lessons learned to the SUS, FCS, and FLVC.  Work with Board and FCS data collection units regarding definitions of data to be collected (Complete Florida)	Recommendation #2, page 31 Recommendation #8, page 69
<b>Department of Economic Opportunity</b>	DEO, in collaboration with the Board and FCS, should (1) continue to provide enhanced labor market and employment	Provide enhanced labor market statistics for online program decision and provide related training to institutional staff.	Recommendation #4, page 44

DRAFT 3/04/2014

## Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
	data to Florida's postsecondary institutions for use in program decision making and (2) provide related training.		