SUBJECT: Online Programs Inventory and Gaps

Tactic: Access 1.1.2 (Part I – Undergraduate) - Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program. Review current offerings of fully online degree programs by CIP codes and make recommendations to address gaps.

Background:

The inventory used for this analysis is a subset of an inventory compiled in 2015 using survey responses from all universities, and defines online programs as online majors. It includes only four-year undergraduate degree programs that are fully online. These offerings were compared to the 227 CIP codes currently identified by the Board of Governors as having a Strategic Emphasis, resulting in the identification of primary gaps (CIP codes with no online offerings) and secondary gaps (CIP codes requiring expansion due to the need for extra capacity or additional majors).

Recommendations:

(1) Create "Fully Online" baccalaureate degree programs to address the 8 "Primary Gaps" as identified in the gap analysis. [1]

(2) Create additional "Fully Online" baccalaureate degree programs to provide additional capacity for the 11 "Secondary Gaps" as identified in the gap analysis. [2]

(3) Explore the possibility of converting the 2 existing "Primarily Online" undergraduate programs to "Fully Online" programs. [1]

(4) Explore the possibility of converting the 11 existing "Fully Online Upper Level" undergraduate programs to "Fully Online" programs for all four years. [2]

(5) Target the 12 STEM programs and 1 language program for "Fully Online" bachelors' degrees. Technical hurdles will need to be overcome to successfully deliver these online for all four years. [1]

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[1] Universities offering these programs on campus should determine the feasibility of offering them online.
[2] Institutions listed should determine the feasibility of expanding the identified programs to be fully online.

Next Steps:
- There should be careful consideration of which "gaps" should be filled. All may not be needed or cost-effective.
- There should be an effort to avoid unnecessary duplication.
- Establish a process for a system-wide review of online programs, which should take into account the current process used by the Academic Program Coordination Committee. Determination will need to be made as to whether a Board regulation will be needed to ensure coordination.

Supporting Documentation Included:

State University System – Fully Online Undergraduate Degree Inventory and Gaps (*Note: This summary document includes only the identified gap recommendations and the basic methodology. Full SUS and FCS Inventories and Gap Analysis documentation, data definitions, and CIP Code Gaps are available at* http://tnt.aa.ufl.edu/sus-online-inventory.aspx.)

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