



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Advisory Board for the Institute for Online Learning

Agenda and Meeting Materials  
August 7, 2013

Conference Call



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Advisory Board for the Institute for Online Learning

#### Telephone Conference Call

Dial-in Number: 1-888-670-3525; Participant Code: 144 275 1317 #

August 7, 2013

9:30 a.m. - 10:30 a.m.

1. Call to Order and Opening Remarks Chancellor Brogan
2. Member Introductions Chancellor Brogan and Members
3. Election of Chair and Vice Chair Chancellor Brogan
4. Appointment of Interim Executive Director Chair
5. The Sunshine Law Vikki Shirley  
General Counsel  
Board of Governors
6. Review of Statutory Requirements Dr. Nancy McKee  
Associate Vice Chancellor  
Board of Governors
7. Draft Evaluation Guide Dr. McKee and  
Chair
8. Next Steps Chair
9. Concluding Remarks and Adjournment Chair

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Introductions**

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**PROPOSED ADVISORY BOARD ACTION**

For information

**BACKGROUND INFORMATION**

Each member of the Advisory Board will briefly introduce himself.

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**Supporting Documentation Included:** N/A  
**Facilitators/Presenters:** Chancellor Brogan/Members

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Election of Chair and Vice Chair**

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**PROPOSED ADVISORY BOARD ACTION**

Consideration of the election of chair and vice chair for a two-year term beginning August 7, 2013, and ending July 31, 2015.

**BACKGROUND INFORMATION**

In Chapter 2013-27, Laws of Florida (formerly CS/CS/SB 1076), section 1001.7065(4)(e) requires the Advisory Board to elect a chair, but is silent on the election of a vice chair. Most boards have vice chairs so that work and meetings may continue in the absence of the chair.

Term limits are not specified in Chapter 2013-27. The Advisory Board may want to consider specifying that both the chair and vice chair serve two-year terms beginning August 7, 2013, and ending July 31, 2015.

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**Supporting Documentation Included:** N/A  
**Facilitators/Presenters:** Chancellor Frank Brogan



**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Appointment of Interim Executive Director**

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**PROPOSED ADVISORY BOARD ACTION**

Consideration for approval

**BACKGROUND INFORMATION**

Section 1001.7065(4)(e) states that, "A majority of the advisory board shall constitute a quorum, elect the chair, and appoint an executive director."

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**Supporting Documentation Included:** N/A  
**Facilitators/Presenters:** Chair

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: The Sunshine Law**

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**PROPOSED ADVISORY BOARD ACTION**

For information

**BACKGROUND INFORMATION**

As an advisory board created pursuant to law and charged with the responsibility of making recommendations to the Board of Governors, the Advisory Board for the Institute for Online Learning will need to operate in compliance with the requirements of Florida's Sunshine Law. Attached is a memorandum written by Vikki Shirley, Board of Governors General Counsel, explaining the requirements of the Sunshine Law.

To help ensure the Advisory Board is operating within the requirements of the Sunshine Law, two or more Advisory Board members cannot engage in discussions outside of a publicly noticed meeting on any matter that may foreseeably come before the Board for action. This limitation applies equally to e-mail and telephone conversations, as well as to text messaging. The Advisory Board's Interim Executive Director will have meeting notices posted on the Advisory Board's website, which may be accessed through the "Quick Links" box on the Board of Governors home page, <http://www.flbog.edu/>.

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**Supporting Documentation Included:** Memorandum from Vikki Shirley  
**Facilitators/Presenters:** Vikki Shirley



## MEMORANDUM

**TO:** Members, Advisory Board for Institute of Online Learning

**FROM:** Vikki R. Shirley, General Counsel *Vikki Shirley*

**DATE:** August 1, 2013

**RE:** Open Meetings and Public Records Requirements

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The following is a brief summary of Florida's open meetings and public records requirements.

### Open Meetings

Article I, section 24 of the Florida Constitution requires all meetings of any public board or commission of a state agency to be open and noticed to the public. This requirement has been interpreted by the Florida Supreme Court to apply to advisory committees created pursuant to law or established by an agency that are charged with the responsibility of making recommendations to a public entity.

The Open Meetings requirements apply to any gathering of two or more members of the Advisory Board, whether formal or casual, to discuss or deliberate on any matter on which the Advisory Board may take action. Consequently, any gathering of this type must occur in the context of a meeting that has been noticed and is open to the public.

The purpose of this requirement is to prohibit "closed door" decision-making and to ensure public access to the decision-making process of public entities. "Meeting" has been broadly interpreted to include not just face-to-face communications, but also written, telephonic, and electronic communications between members relating to board business, and "decision-making" includes every step of the process involved in arriving at a board decision, and not merely the meeting where the final vote is taken.

The procedural requirements for a Sunshine meeting are straightforward: the public must be given reasonable notice of the meeting, all meetings must be held in a location that is accessible by the public, and minutes of the meeting must be taken. While

“reasonable notice” has been held by one court to be as few as three days’ notice, the better practice is to provide more advance notice, if possible.

Civil and criminal penalties attach to a violation of the Open Meetings law. Section 286.011, Florida Statutes, provides that any member of a public board who “knowingly violates” the Open Meetings law by attending a meeting that is not held in accordance with the law or by engaging in conduct outside of the state that constitutes a “knowing violation” is guilty of a second degree misdemeanor (punishable by a term of imprisonment not exceeding 60 days or a fine of \$500). Section 286.011 also provides for a civil fine not to exceed \$500 for a public officer’s violation of any provision of section 286.011. Therefore, it is important for all Advisory Board members to be fully apprised of the Open Meetings law and to observe its requirements at all times.

The Attorney General’s Office has prepared an excellent Sunshine Law Manual for use by state and local governmental bodies. The Manual is available at [www.myfloridalegal.com/sun.nsf/sunmanual](http://www.myfloridalegal.com/sun.nsf/sunmanual).

### **Public Records**

Article I, section 24 of the Florida Constitution provides all persons with the right to inspect or copy any public record that is made or received in connection with the official business of any public body. The statutory definition of “public records” is broad and includes, among other things, all documents, papers, letters, emails, memoranda, and other materials, regardless of the physical form or means of transmission, which are made or received in connection with the transaction of official business by any governmental entity.

Accordingly, any letters, memos, emails or other documents, including drafts of documents, that the board may send or receive relating to official Advisory Board business constitute public records and, as such, are subject to disclosure to the public upon request.



**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Statutory Requirements**

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**PROPOSED ADVISORY BOARD ACTION**

For information

**BACKGROUND INFORMATION**

The 2013 Legislature passed, and the Governor approved, CS/CS/SB 1076, codified as Chapter 2013-27, Laws of Florida, which, among other things, created the preeminent state research universities program in section 1001.7065, Florida Statutes.

The law specifies that a university that meets all 12 of the academic and research excellence standards, as verified by the Board of Governors, is to establish an institute for online learning. The institute is to “establish a robust offering of high-quality, fully online baccalaureate degree programs at an affordable cost...” The Board of Governors verified at its meeting on June 10, 2013, that the University of Florida was the only institution that met all 12 standards.

The Board of Governors is required to convene an advisory board to offer advice to the university in its development and implementation of a business plan to expand the offering of fully online baccalaureate degree programs; to advise the Board on the release of funding for the plan; and to monitor, evaluate, and report on the implementation of the plan to the Board, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

By September 1, 2013, the designated university must submit the comprehensive plan to expand fully online baccalaureate programs to the advisory board. 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 thereafter, subject to appropriation in the General Appropriations Act (GAA).

The 2013-2014 GAA includes, within the university's lump sum appropriation, \$15 million designated for this purpose in legislative work papers.

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**Supporting Documentation Included:** Excerpts from Ch. 2013-27, Laws of Florida  
**Facilitators/Presenters:** Dr. Nancy McKee



~~per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.~~

~~2. Consider reports and recommendations of the Higher Education Coordinating Council pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01.~~

~~3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.~~

~~4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Fifty percent of the criteria for designation as high-demand programs of emphasis must be based on achievement of performance outcome thresholds determined by the Board of Governors, and 50 percent of the criteria must be based on achievement of performance outcome thresholds specifically linked to:~~

~~a. Job placement in employment of 36 hours or more per week and average full-time wages of graduates of the degree programs 1 year and 5 years after graduation, based in part on data provided in the economic security report of employment and earning outcomes produced annually pursuant to s. 445.07.~~

~~b. Data-driven gap analyses, conducted by the Board of Governors, of the state's job market demands and the outlook for jobs that require a baccalaureate or higher degree.~~

Section 46. Section 1001.7065, Florida Statutes, is created to read:

1001.7065 Preeminent state research universities program.—

(1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE COLLABORATION.—A collaborative partnership is established between the Board of Governors and the Legislature to elevate the academic and research preeminence of Florida's highest-performing state research universities in accordance with this section. The partnership stems from the State University System Governance Agreement executed on March 24, 2010, wherein the Board of Governors and leaders of the Legislature agreed to a framework for the collaborative exercise of their joint authority and shared responsibility for the State University System. The governance agreement confirmed the commitment of the Board of Governors and the Legislature to continue collaboration on accountability measures, the use of data, and recommendations derived from such data.

(2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—Effective July 1, 2013, the following academic and research excellence

standards are established for the preeminent state research universities program:

(a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually.

(b) A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings.

(c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

(d) A 6-year graduation rate of 70 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS.

(e) Six or more faculty members at the state university who are members of a national academy, as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

(f) Total annual research expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).

(g) Total annual research expenditures in diversified nonmedical sciences of \$150 million or more, based on data reported annually by the NSF.

(h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, as reported annually by the NSF.

(i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.

(j) Four hundred or more doctoral degrees awarded annually, as reported in the Board of Governors Annual Accountability Report.

(k) Two hundred or more postdoctoral appointees annually, as reported in the TARU annual report.

(l) An endowment of \$500 million or more, as reported in the Board of Governors Annual Accountability Report.

(3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION. The Board of Governors shall designate each state research university that meets at least 11 of the 12 academic and research excellence standards identified in subsection (2) a preeminent state research university.

(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 Masters 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.

(5) PREEMINENT STATE RESEARCH UNIVERSITY SUPPORT.—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 submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university's meeting the benchmark plan goals annually, the Board of Governors shall award the university an amount specified in the General Appropriations Act to be provided annually throughout the 5-year period. Funding for this purpose is contingent upon specific appropriation in the General Appropriations Act.

(6) PREEMINENT STATE RESEARCH UNIVERSITY ENHANCEMENT INITIATIVE.—A state research university that, as of July 1, 2013, meets 11 of the 12 academic and research excellence standards identified in subsection (2), as verified by the Board of Governors, shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon the university's meeting the benchmark plan goals annually, the Board of Governors shall award the university an amount specified in the General Appropriations Act to be provided annually throughout the 5-year period for the purpose of recruiting National Academy Members, expediting the provision of a master's degree in cloud virtualization, and instituting an entrepreneurs-in-residence program throughout its campus. Funding for this purpose is contingent upon specific appropriation in the General Appropriations Act.

(7) PREEMINENT STATE RESEARCH UNIVERSITY SPECIAL COURSE REQUIREMENT AUTHORITY.—In order to provide a jointly shared educational experience, a university that is designated a preeminent state research university may require its incoming first-time-in-college students to take a 9-to-12-credit set of unique courses specifically determined by the university and published on the university's website. The university may stipulate that credit for such courses may not be earned through any acceleration mechanism pursuant to s. 1007.27 or s. 1007.271 or any other transfer credit. All accelerated credits earned up to the limits specified in ss. 1007.27 and 1007.271 shall be applied toward graduation at the student's request.

(8) PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY AUTHORITY.—The Board of Governors is encouraged to identify and grant all reasonable, feasible authority and flexibility to ensure that a designated preeminent state research university is free from unnecessary restrictions.

(9) PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.—The Board of Governors is encouraged to establish standards and measures whereby individual programs in state



universities that objectively reflect national excellence can be identified and make recommendations to the Legislature as to how any such programs could be enhanced and promoted.

Section 47. Subsections (3) and (24) of section 1004.02, Florida Statutes, are amended to read:

1004.02 Definitions.—As used in this chapter:

(3) “Adult general education” means comprehensive instructional programs designed to improve the employability of the state’s workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, applied academics for adult education ~~vocational-preparatory~~ instruction, and instruction for adults with disabilities.

(24) “Applied academics for adult education” or “applied academics Vocational-preparatory instruction” means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that such persons may pursue technical certificate education or higher-level technical education.

Section 48. Section 1004.082, Florida Statutes, is created to read:

1004.082 Talent retention programs.—The Chancellor of the State University System shall cooperate with the Commissioner of Education to support talent retention programs that encourage middle school and high school students who indicate an interest in or aptitude for physics or mathematics to continue their education at a state university that has excellent departments in selected fields. The chancellor and the commissioner shall work with state university department chairs to enable department chairs of outstanding state university departments to send letters to students who indicate an interest in or aptitude for those subjects. At a minimum, the letter should provide an open invitation for the student to communicate with the department, at least annually, and to schedule a tour of the department and the campus.

Section 49. Section 1004.91, Florida Statutes, is amended to read:

1004.91 Requirements for career education program basic skills ~~Career-preparatory instruction.~~—

(1) The State Board of Education shall adopt, by rule, standards of basic skill mastery for completion of certificate career education programs. Each school district and Florida College System institution that conducts programs that confer career and technical certificates ~~credit~~ shall provide applied academics ~~career-preparatory~~ instruction through which students receive the basic skills instruction required pursuant to this section.

(2) Students who enroll in a program offered for career credit of 450 hours or more shall complete an entry-level examination within the first 6 weeks ~~after~~ of admission into the program. The State Board of Education shall

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Draft Evaluation Guide**

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**PROPOSED ADVISORY BOARD ACTION**

For information and discussion

**BACKGROUND INFORMATION**

Pursuant to Chapter 2013-27, Laws of Florida, the Advisory Board is to:

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.

To assist the Advisory Board in evaluating the University of Florida's plan, the Board of Governors Office obtained the services of a consultant to draft a guide for discussion and consideration for approval at a subsequent meeting. The guide would help the Advisory Board to articulate its expectations for the plan, which would inform the University of Florida in its development of the plan.

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**Supporting Documentation Included:** Draft Evaluation Guide

**Facilitators/Presenters:** Dr. Nancy McKee

**A Guide for Evaluation  
of the University of Florida's Plan  
to Expand High Quality  
Online Baccalaureate Degrees**

**DRAFT**

**Submitted by Deirdre Finn, Finn Strategies, LLC,  
to the Office of the Board of Governors  
for Consideration  
June 28, 2013**

**Revised**

## Planning and Evaluation

This document provides guidelines for evaluating the plan proposed by the University of Florida to expand the offering of fully-online baccalaureate degrees.

### Assumptions

These assumptions will shape the parameters of the evaluation.

1. Under the current admissions schedule, the first cohort of fully-online, first-time-in-college students will enter the University of Florida in 2014-2015.
2. The demand for services to support fully-online baccalaureate degree students will be nominal until 2015-2016.
3. A robust offering of high quality, fully-online baccalaureate programs will attract high achieving students from around the world in the first full year of the program.
4. The quality of the online learning experience is the summation of the quality of the content, platform, student support, academic advice and guidance. The absence of quality in any aspect of this array can compromise the experience.
5. High quality online courses and baccalaureate degree programs have high quality academic content, a high production value and supportive instruction.
6. A course with a high production value increases student engagement, learning and success.
7. Identifying the baccalaureate degree programs that will be available online over the next five years will allow the University of Florida to begin marketing the online baccalaureate degree programs to potential students.
8. The benefits of online learning include lower cost, more convenience, adaptability, flexibility and personalized learning.
9. Establishing an organization within the University of Florida to lead the effort will greatly impact the success of the project.
10. The cost for development and production of high quality online courses depends, in large part, on the production value of the online course.

## Components of the Plan

Pursuant to SB 1076, the plan must 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.

In addition, the plan should include a description of the organizational structure for the institute for online learning and data collection plans to separately track the admissions, enrollment, performance and retention of fully online students. The plan should also identify those activities that will require review and/or approvals pursuant to Board of Governors Regulations 8.004 Academic Program Coordination and 8.011 New Academic Program Authorization, with a timeline for seeking each review and/or approval.

## **Establishing the Institute for Online Learning**

Establishing the institute for online learning provides the University of Florida with the opportunity to launch a completely new operation that will harness the power of technology to develop and deliver high quality learning experiences to students. Among the factors that may be considered in developing and evaluating the plan are the role and responsibility of the new institute, the leadership and internal organization of the institute, and the organizational structure of the institute within the University.

### **Guiding Principles**

- I. Mission, role and responsibilities of the institute for online learning are clearly defined.
  - a. Mission
  - b. Role and responsibilities, including the relationship to colleges and offices that have a role in production of online courses such as Distance and Continuing Education, the Center for Instructional Teaching and Technology, Digital World Institute, College of Education and Warrington College of Business Administration.
  
- II. Mission, role and responsibilities of the institute for online learning are clearly communicated to the faculty and administration.
  - a. Methods and timeline of communication.
  
- III. The organizational structure within the University of Florida ensures the institute for online learning can be a dynamic organization.
  - a. Reporting structure.
  
- IV. The institute for online learning is empowered to make decisions to ensure the development and delivery of high quality online baccalaureate degree programs.
  - a. Scope and delineation of decision-making.
  
- V. The institute for online learning provides resources and advice to assist other offices in preparing for the first cohort of fully-online, first-time-in-college students.
  - a. Admissions and Enrollment.
  - b. Orientation.
  - c. Support Services.



## **Producing High Quality Online Courses**

Producing a high quality learning experience for students begins with the content, design and delivery of each online course. In addition to rigorous academic content and superior instruction, online courses with a high production value can increase student engagement and a learning management system that provides robust analytics can be used to improve student performance. Among the factors that may be considered in developing and evaluating the plan are the standards for developing and delivering a high quality online experience, a process with clearly defined roles for producing a high quality online course, and the plan for ensuring the sustainability of a high quality learning experience.

### **Guiding Principles**

- I. The institute for online learning clearly defines the process and cost of producing an online course.
  - a. Roles and responsibilities of faculty and creative team.
  - b. Itemized costs for production.
- II. The institute for online learning ensures the curriculum of online baccalaureate degree programs is as rigorous as baccalaureate degree programs on campus.
- III. The institute for online learning may incorporate innovative approaches, such as competency-based learning, to developing and producing online courses.
- IV. The institute for online learning collects, analyzes and reports data on student performance from the learning management system.
  - a. Use of data, such as to provide early intervention with struggling students and to assess and improve the quality of online courses.
- V. The institute of online learning embraces the talent and resources in units throughout the University of Florida.
  - a. Use of existing resources, facilities and talent within the University of Florida, such as production capabilities within the College of Journalism and Communication.
- VI. The institute of online learning considers the talent and resources available outside the University of Florida.

## Best Practices: Developing the Production Process

Unlike traditional courses which are often developed by a single faculty member, high quality online courses are developed by a team of content experts and creative professionals that include faculty, videographers, graphic designers, writers and coders. Clearly defining and delineating the roles and responsibilities of the faculty and the creative team will ensure the development of a high quality learning experience while maintaining the academic integrity of the course.

Below is an example of a production process.

### Content Development: Sole responsibility of faculty.

- Define course goals, learning objectives and learning activities.
- Align course goals to learning objectives.
- Align learning objectives to learning activities.
- Develop method for evaluating and grading students.
- Define expectations of students, such as policies for participation and late work.

### Pre-Production: Collaboration between faculty and creative team.

- Develop storyboard.
- Write scripts for audio and video.
- Conduct casting for audio and video.
- Develop a budget for production.

### Production: Primary responsibility of the creative team.

- Film video.
- Record audio.
- Design interface and graphics, and select images, such as photos.
- Code interactive features, animations and simulations.

### Post-Production: Primary responsibility of the creative team.

- Edit film and audio.
- Upload content.
- Test functionality of website.

## Best Practices: Measuring the Production Value of Online Courses

Online courses with a high production value can increase student engagement, learning and success. Features and functionality contribute to the production value.

Providing a standard menu of online features with associated costs during the pre-production phase will facilitate the pre-production phase of development, ensure a reasonable production schedule is established and provides consistency and transparency in budgeting across multiple production units.

### Features:

#### Well-Developed Information Architecture:

- ✓ Consistent navigation
- ✓ Intuitive navigation

#### Multi-Media Features:

- ✓ Video lectures
- ✓ Demonstration videos
- ✓ Audio
- ✓ Simulations
- ✓ Animations

#### Assessment:

- ✓ Embedded assessments
- ✓ Multiple types of assessments
- ✓ Use of multi-media in assessments

#### Intervention:

- ✓ Embedded tutorials available upon request by the student
- ✓ Embedded tutorials automatically offered based on analytics

#### Accessibility:

- ✓ Accessible to students with disabilities

### Functionality:

#### Multiple Modalities for Learning:

- ✓ Visual
- ✓ Auditory
- ✓ Textual
- ✓ Tactile (kinesthetic)

#### Interactive:

- ✓ Between student and content
- ✓ Between student and instructor
- ✓ Between students

#### Adaptive:

- ✓ Instruction adapts to learning preferences
- ✓ Instruction adapts to student performance
- ✓ Students can learn at their own pace

## **Identifying the Offering of Courses and Baccalaureate Degrees**

The University of Florida has the opportunity to develop a multitude of new online courses and baccalaureate degree programs. Among the factors that may be considered in developing and evaluating the plan are the ability of students to meet requirements for general education and pre-requisites, the suitability of expanding the online completion programs to fully online baccalaureate degrees and the offering of baccalaureate degree programs over the next five years.

### **Guiding Principles**

- I. The University of Florida will offer online general education courses beginning in January 2014.
- II. The University of Florida will ensure the online offering of general education courses is sufficient to ensure a first-time-in-college student can meet the requirements for the online baccalaureate degree programs and graduation.
  - a. State requirements.
  - b. University requirements including writing and math requirements.
  - c. Prerequisites for baccalaureate degree programs.
- III. The University of Florida clearly defines the criteria for determining the baccalaureate degree programs that will be offered online.
  - a. Factors and considerations, such as existing completion degree programs, high demand, low cost, ease of development and delivery, and support of faculty.
- IV. The University of Florida clearly identifies the academic year that each new baccalaureate program will come online.

Proposed Chart:

Degree	2014-15	2015-16	2016-17	2017-18	2018-19

## Supporting Student Success

Developing a comprehensive plan to provide support services to fully online students will enhance the learning experience. Among the factors that may be considered in evaluating the plan are the type of support services being offered and preparation for providing these services.

### Guiding Principles

- I. The University of Florida customizes the admissions process to support fully online students.
  - a. Strategies for first-time-in-college students.
  - b. Strategies for transfer students.
- II. The University of Florida provides a high quality orientation program for fully online students and their families.
  - a. Strategies for first-time-in-college students.
  - b. Strategies for transfer students.
- III. The University of Florida allows rolling enrollment or multiple opportunities for enrollment for fully online students.
- IV. The University of Florida provides high quality services to support the success of fully online students.
  - a. Strategies for first-time-in-college students.
  - b. Strategies for transfer students.
- V. The University of Florida collects, analyzes and reports data on fully online students.
  - a. Data on fully online students is disaggregated.



## **Establishing the Tuition Structure**

The University of Florida has the opportunity to create a new model for tuition for fully online students. Among the factors that may be considered in evaluating the plan is the innovation of the tuition structure and the cost savings for students.

### **Guiding Principles**

- I. The University of Florida defines the process for determining the tuition structure for baccalaureate degree programs.
  - a. Florida residents (up to 75% of tuition for students on campus).
  - b. Non-Florida residents (market rates).
- II. The University of Florida establishes a tuition structure that incorporates innovative approaches that incentivize persistence and completion.

### **Models from Around the Nation**

Innovative pricing models are emerging at post-secondary institutions across the nation. The models identified represent a broad spectrum of approaches.

Flat Fee and Differentiated Tuition: [Western Governors University](#) offers online baccalaureate degrees. Students pay a flat amount, from \$2890 to \$4250 based on the program, for each six month term to complete as many competency units (credit equivalent) as they want. Tuition is differentiated based on the baccalaureate degree program.

Flat Online Rate: Arizona State University charges the same tuition per credit for in-state and out-of-state students in undergraduate graduate programs. Fees vary depending on the degree program and the number of credits taken. The University offers a 100% refund for students who withdraw within the first week of the 7.5 week term.

Discounted Rates: Penn State World Campus charges students enrolled in 12 or fewer courses by credit (\$504 per credit) and charges a flat rate (\$6,237) for students enrolled in more than 12 courses. Fees are also assessed based on credit hours.

Subscription: More than three dozen accredited colleges and universities offer online courses and baccalaureate degrees through a partnership with [Straighterline](#). Students pay a one-time enrollment fee for a course, which is \$49 on average, and a monthly subscription fee of \$99 until they complete the course. Straighterline also offers bundled courses as discounted tuition. “Freshman Year” allows students to take ten courses from a list of eligible courses for a flat annual rate of \$1299. Straighterline also bundles courses in English, Business, STEM and Nursing.



Free: Hundreds of colleges and universities from around the world offer massive open online courses through partnerships with not-for-profit organizations, including Coursera, Udacity and EdX, The American Council on Education has recommended five courses for credit. Several colleges and universities are creating MOOC2Degree programs that allow students to earn credit for completing these free courses.

## **Marketing for Success**

Creating a comprehensive marketing plan will ensure the University of Florida builds awareness for the new offering of online baccalaureate degrees. Among the factors that may be considered in evaluating the plan are the messaging, target audiences, timeline and delivery mechanisms.

### **Guiding Principles**

- I. The University of Florida identifies the target audiences for recruiting fully online, first-time-in-college students.
- II. The University of Florida outlines the marketing strategy for recruiting fully online students.

## Building the Budget

Florida's budget provided a one-time appropriation of \$10 million dollars for fiscal year 2013-2014 and five year recurring appropriation of \$5 million for fiscal years 2013-2014 to 2017-2018. The total investment by the state of Florida for the expansion of fully online baccalaureate degrees is \$35 million.

### Guiding Principles

- I. The budget includes estimated costs.
  - a. One-time costs.
  - b. Recurring costs.
- II. The budget includes projected revenue.
  - a. Tuition.
  - b. Appropriation.
- III. The budget is detailed and activity-based.
- IV. The budget identifies the use of the annual appropriation.

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 7, 2013**

**SUBJECT: Next Steps**

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**PROPOSED ADVISORY BOARD ACTION**

For discussion

**BACKGROUND INFORMATION**

The Chair will lead a discussion regarding activities in which the Advisory Board will be engaged over the next several weeks.

The University of Florida's plan is due to the Advisory Board by September 1, 2013. While no deadline is statutorily given for Advisory Board action, the Board of Governors does have to approve the plan after receiving a recommendation from the Advisory Board, and UF must begin offering fully online baccalaureate degree programs by January 2014. Because of the tight timeframe, the Advisory Board may want to engage in conversations with UF during the month of August, while UF is developing the plan.

Two conference calls are recommended during August, based on availability of members. Another conference call is suggested during the first part of September to discuss and approve the final plan.

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**Supporting Documentation Included:** N/A  
**Facilitators/Presenters:** Chair