



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Advisory Board for the Institute for Online Learning

Agenda and Meeting Materials  
August 23, 2013

226 Tigert Hall  
University of Florida  
Gainesville, Florida



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

### Advisory Board for the Institute for Online Learning

226 Tigert Hall  
University of Florida  
Gainesville, Florida  
August 23, 2013  
10:30 a.m. – 4:00 p.m.

**Chair: Mr. John D. Rood; Vice Chair: Mr. Carlos Alfonso**  
**Members: Ernie Friend, John Watret**

*Please note: Advisory Board members will gather at 9:00 a.m. at 226 Tigert Hall, University of Florida, to tour the production studios in the College of Journalism and Communication and the Center for Instructional Technology and Training prior to the meeting.*

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| 1. Call to Order and Opening Remarks                  | Chair John Rood  |
| 2. Approval of Minutes of Meeting held August 7, 2013 | Chair Rood   |
| 3. Evaluation Guide                                   | Chair Rood   |
| 4. Review of University of Florida's Draft Plan       | Provost Joe Glover<br>Associate Provost Andy McCollough<br>University of Florida |
| 5. Concluding Remarks and Adjournment                 | Chair Rood   |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Advisory Board for the Institute for Online Learning  
August 23, 2013**

**SUBJECT:** Approval of Minutes of August 7, 2013, Meeting

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**PROPOSED ADVISORY BOARD ACTION**

Approval of summary minutes of the meeting held via conference call on August 7, 2013.

**BACKGROUND INFORMATION**

Board members will review and approve the summary minutes of the meeting held on August 7, 2013, via conference call.

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**Supporting Documentation Included:** Summary Minutes for August 7, 2013

**Facilitators/Presenters:** Chair John Rood

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ADVISORY BOARD FOR THE INSTITUTE FOR ONLINE LEARNING  
CONFERENCE CALL  
AUGUST 7, 2013

1. Call to Order and Opening Remarks

Chancellor Frank Brogan convened the meeting at 9:30 a.m. on August 7, 2013, with the following members present: Carlos Alfonso, Ernie Friend, John Rood and John Watret. Joe Glover and Andy McCollough from the University of Florida joined the call.

Chancellor Brogan thanked the appointees of the Advisory Board for agreeing to serve and representatives from the University of Florida for agreeing to be the lead institution for online education. The Chancellor stated that the idea for the institute for online learning came as a result of a legislatively sponsored study of Florida regarding its online efforts. He said it is not the only online or technology effort underway; there is also a cross-system task force looking at many issues related to online education. In addition, the Florida Virtual Campus has been created and has become operational over the past year.

Chancellor Brogan indicated that the Board of Governors was in full agreement with the statutory creation of the institute on online education. Chancellor Brogan introduced Nancy McKee and discussed her leadership with the issue of online learning and her role as the liaison with the Florida Virtual Campus.

2. Member Introductions

Previously, Chancellor Brogan had introduced the appointees for the Advisory Board for the institute for online learning: Carlos Alfonso, Ernie Friend, John Rood and John Watret. The Chancellor stated that these are four of the five total appointees to the Advisory Board and one last appointment must be made by the Governor and his office.

3. Election of a Chair and Vice Chair

Mr. Alfonso moved the nomination of John Rood as Chair of the Advisory Board. Mr. Friend seconded the motion. Members concurred in the motion unanimously.

Dr. Watret moved the nomination of Carlos Alfonso as Vice Chair. Mr. Rood seconded the motion. Members concurred in the motion unanimously.

Mr. Rood brought into question the length of the term for the Chair and Vice Chair positions. Chancellor Brogan indicated that the statute is silent on that issue and recommended a two-year term. Mr. Rood moved for the establishment of a two-year term for the Chair and Vice Chair positions. Dr. Watret seconded the motion. Members concurred in the motion unanimously.

Chancellor Brogan asked if the University of Florida staff wanted to make any comments before he turned the gavel over to Mr. Rood. UF Provost Joe Glover stated that UF is pleased and honored in the confidence the Legislature, Governor, and Board of Governors have placed in the university to be responsible for this effort. He indicated that UF is putting on its innovative thinking cap and that the university is already considered to be one of the leaders in the national conversation on online education.

Chancellor Brogan turned the gavel over to Chair Rood.

#### 4. Appointment of Interim Executive Director

Chair Rood asked for Chancellor Brogan's thoughts on the position of Interim Executive Director. Chancellor Brogan suggested that Dr. Nancy McKee is a well-suited candidate for the position. After Board discussion, Mr. Alfonso moved that Dr. McKee be appointed to the position of Interim Executive Director. The motion was seconded by Mr. Friend. Members concurred in the motion unanimously.

#### 5. The Sunshine Law

Chair Rood recognized Vikki Shirley, General Counsel of the Board of Governors, to remind the members of the importance of compliance with the Sunshine Law. Ms. Shirley provided an explanation of the two essential components of the Sunshine Law: the Open Meetings Law and the Public Records Law.

- Open Meetings Law, as interpreted by the Attorney General of Florida: Any discussion between two or more members of the board, whether formal or casual, on any matter that could conceivably come before the board for action, has to take place in a noticed meeting that is open to the public.
- Public Records Law: The public has the right to inspect or copy any public record that is made or received in connection with the official transaction of board business. Documents, letters, emails, and text messages, regardless of the physical form of the document or means of transmittal, are public records.

Ms. Shirley stated that most of the information received by the Board will either be retained by the Board of Governors office or the University of Florida, and placed on a public server.

## 6. Review of the Statutory Requirements

Dr. McKee stated that legislation provided twelve specific quality standards and directed that the university that met all twelve standards was to create an institute for online learning. In June, the Board of Governors determined that the University of Florida was the only university that met all twelve standards.

Dr. McKee listed the statutory responsibilities of the Advisory Board. The Board is to: (1) offer advice as requested by the university in the development and implementation of its plan; (2) advise the Board of Governors on the release of funding to the university upon approval of the plan by the Board of Governors; and (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. The plan itself is due to the Advisory Board on September 1<sup>st</sup>.

Dr. McKee stated that the legislation specified components of the plan, including academic programs and courses, support services, and a tuition and fee structure. The university is to start offering these baccalaureate programs in January 2014.

## 7. Draft Evaluation Guide

Dr. McKee introduced the draft guide for the evaluation of the university plan. The guide is to be used as a mechanism to articulate the board's expectations of the University of Florida's plan. The Board of Governor's office hired a consultant, Deirdre Finn, to draft the evaluation guide, which has assumptions and guiding principles that will shape the components of the plan. Dr. McKee indicated that the University of Florida, Ms. Finn, and she had met to discuss the guide.

Chair Rood suggested that it would be beneficial for the university to have the Board's expectations clearly communicated. Each member could do one-on-one homework and then, as a group, discuss it and lay out the Board's expectations. Mr. Alfonso asked if UF had a draft that the Board could review, and Dr. McCollough indicated the university is working on a draft now that could be shared. Chair Rood said that the draft report should be submitted to Dr. McKee for distribution to the Board.

## 8. Next Steps

Through discussion headed by Chair Rood, the Advisory Board decided to meet on August 23<sup>rd</sup>, in Gainesville from 9:00 a.m. to 4:00 p.m. to discuss the University of Florida's draft plan for the institute for online learning. Chair Rood indicated that he would also like for the Board to tour a production lab that day.

Chair Rood indicated that he thought innovation was important, as well as data collection. The Legislature expects this initiative to be a game-changer. If it is a game-changer, the Board needs to then work with UF to ensure it is funded properly. Mr. Alfonso thinks the role

of the Advisory Board is to assist the university in taking a prominent and preeminent position nationwide in this effort. Dr. Watret is very interested in the production and assessment of courses and programs and the training of faculty for the online environment. Mr. Friend asked if the business community would be involved in helping create subsequent bachelors programs and if committees will be formed to make sure the content of the programs align with what the business community wants. Dr. McKee indicated that she could add the concept to the draft evaluation guide so the board's expectation would be stated more clearly. Governor Rood indicated the Board of Governors expected the needs of employers to be taken into consideration. After Board discussion and consensus, Chair Rood directed Dr. McKee to incorporate that assumption into the evaluation guide. He also directed that the guide include in its Guiding Principles the concept of pushing the envelope, constant change and being leaders in online education, so that it is clear that the expectation is for the university to be the best, the most innovative, and the most creative in developing these programs.

#### 9. Concluding Remarks and Adjournment

Chair Rood expressed his confidence that the State of Florida will become a leader in online education. After remarks by the other members, the meeting was adjourned at 10:37 a.m.

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
Advisory Board for the Institute for Online Learning  
August 23, 2013**

**SUBJECT: Evaluation Guide**

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**PROPOSED ADVISORY BOARD ACTION**

Consideration for approval

**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, Deirdre Finn, to draft for discussion and approval a guide for evaluating the plan. The guide will articulate the Advisory Board's expectations for the university's 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**  
**August 23, 2013**

**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.
11. The needs of employers will be taken into consideration in the creation and development of online programs.

## 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 becomes a national leader in online education, harnessing its creativity and research prowess to implement innovative, creative, and effective means of educating students online.
- II. 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.
- III. The institute for online learning ensures the curriculum of online baccalaureate degree programs is as rigorous as baccalaureate degree programs on campus.
- IV. The institute for online learning may incorporate innovative approaches, such as competency-based learning, to developing and producing online courses.
- V. 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.
- VI. 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.
- VII. 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.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Advisory Board for the Institute for Online Learning  
August 23, 2013**

**SUBJECT: Review of University of Florida's Draft Plan**

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**PROPOSED ADVISORY BOARD ACTION**

For discussion.

**BACKGROUND INFORMATION**

Chapter 2013-27, Laws of Florida, requires that a comprehensive plan for the institute for online learning be submitted by September 1, 2013, to the Advisory Board by the University of Florida.

University staff will present its draft plan to the Advisory Board for its review and feedback on August 23.

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**Supporting Documentation Included:** University of Florida's Draft Plan

**Facilitators/Presenters:** Chair John Rood, UF Provost Joe Glover and Associate Provost Andy McCollough

**UF eCampus Comprehensive Business Plan**

**2013-2019**

**Presented August 30, 2013**

**DRAFT 8/16/13**

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## **SECTION ONE EXECUTIVE SUMMARY**

### **OVERVIEW**

The mandate to provide four year online baccalaureate degrees for Higher Education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to the state's economy that will have a deeper, better prepared talent pool to handle the challenges of the future.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state's higher education system in the vanguard of disruptive innovation. We will be among the few "game changers". The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us well.

UF eCampus is committed to its vanguard assignment. We will be an idea generator as well as an idea capture activity and we will research, test, pilot, any and every idea that can contribute to high quality affordable post-secondary education. And the advances we make, and we will make many, we will share with colleagues in the State University System and Florida College System.

Finally, we anticipate that the results from this intensive involvement in online education will be an improvement in pedagogy across all platforms, including the teaching/learning that occurs on our resident campus.

### **BACKGROUND**

The 2012 Legislature provided funds to the Board of Governors to obtain the services of a consulting firm that would study online education in Florida. A contract was awarded to The Parthenon Group and its report, Postsecondary Online Expansion in Florida, was submitted to the Board. The Board's Strategic Planning Committee recommended that the full Board use the Strategic Plan preeminence metrics to designate a university that would create a separate arm to provide online degree programs of the highest quality, and that funds be requested of the Legislature to support such an effort. The preeminence metrics would be those passed by the 2012 Legislature and approved by the Board for use in the 2012-13 university work plans. The Board of Governors approved the Committee's recommendation at its meeting on February 21, 2013, and the 2013 Legislature enacted Senate Bill 1076 (Chapter 2013-27, Laws of Florida) creating an online institute at a preeminent university and providing an appropriation. The law directs the public postsecondary institution that achieves all 12 metrics, the University of Florida, to submit by September 1, 2013, a comprehensive plan to expand the offering of high quality, fully online baccalaureate degrees at an affordable cost. The law requires the university to begin offering fully online, four-year baccalaureate degrees by January, 2014.

## IMPLEMENTATION

The implementation of this alternative campus, eCampus, will call on all aspects of the enterprise to adapt, to change, and to enhance. The plan for the UF eCampus as elaborated in the following pages includes the following components.

- **Markets and marketing**
  - The student population to be served will be those seeking an undergraduate degree, either first time in college or transfer; in-state or out of state.
  - The eligible student will meet the same admissions standards the applicants for the resident campus must meet.
  - Marketing will be both informative and attractive and will use the services of a national agency, 160over90, and a world leader in learning services, Pearson Learning Solutions. Marketing targets will be world-wide with emphasis on Florida and nearby states and countries. The media mix will include print, web, face to face, radio, etc.
- **Organizational Structure**

The eCampus will have an Executive Director who reports to the Provost, and who will have assistance from a number of associate directors and supporting staff. The Executive Director will have first call on distributed assets across the campus as needed to accomplish the assigned mission.
- **Enrollment Management**

The EM team, in partnership with Pearson, will establish a contact center that will be a dedicated hub of online student information. All questions of applicants regarding admissions, registration and financial aid will be answered on a personalized basis using all reasonable modalities with extended hours. A central website will integrate eCampus resources and information and a distance education customer related system (CRM) will be implemented to capture all relevant data for analysis and process improvement.
- **Curriculum and Curricular Plans**
  - Program inclusion in the eCampus curriculum will be focused on workforce needs and student demand. The ramp up process will begin with five programs (majors) and increase to 35 by 2018-19. Program content will be comparable to the resident campus and standards for success and rigor of the major will be the same. The UF faculty will have content responsibility in terms of origin, delivery and oversight.
  - The five programs available January 2014, come out of existing 2+2 programs which will be folded into the eCampus. Additional programs (5 per term) that meet the demand/need criteria will be introduced each term.
  - The lower division (General Education) and major pre-requisite courses) will be sufficient to meet the needs of the initial students and increase continuously in numbers as the number of students and programs increase.
- **Production and Course Development**
  - The University has five production sites, 50 production technicians and ten years of production experience in online learning. The Addie Production Model combined with the Markers of Excellence will result in courses that meet our Programs of Excellence standards.

- Faculty training is a necessary part of producing the desired outcome and we have established a training curriculum informed by “Quality Matters” that prepares faculty to achieve their teaching potential in an online environment. The maxim “that good courses start with good teachers” is a cornerstone of our production process.
  - The course management system (CMS) is an important element in course quality and the eCampus has opened up to the option of one of the newest and best, Canvas. Resident students are served by Sakai, but the online instructors may choose to use Canvas- a choice that is expected to be unanimous within the first year.
  - Quality Assurance will be systematized so that it is an ongoing process that provides “many eyes” review with appropriate standards at inception and throughout delivery. Annual course review and three year refreshment will be standard.
- Student Affairs
- The education experience of the eCampus student will not be bounded by the for credit curriculum. Their co-curriculum will start with an orientation module on success in the online world, a sense of the UF culture, and an introduction to becoming an active part of the institution.
  - This support package expands to include career resources, health and wellness, student engagement and personal support as well as 24/7 access to a mental health counselor.
  - There is a proactive academic advising plan for eCampus that will include personnel dedicated to transition advising in addition to major advising. The latter will be based on an “assigned advisor” model which establishes a consistent proactive academic adviser who initiates and maintains contact with the student throughout his/her academic journey.
- Libraries
- The UF libraries have provided a dedicated Online Librarian to facilitate digital pedagogy efforts of the faculty and to facilitate the effective support of the online student.
- Information Technology
- UFIT will provide the technology orientation needed by the online student and provide the robust backbone necessary for efficient and effective technology assisted learning. The 24/7 helpdesk will provide on demand technology assistance for learning and secure identity access for assessment.
- Academic Integrity
- The resident model for promoting the highest standards of honesty and integrity will be adapted to the eCampus through the use of community, prevention and identification. The eCampus students will be held to the same standards as the resident students.

- Tuition
  - Tuition limits for in-state students of no more than 75% of resident tuition (\$112 per credit hour) will be the initial tuition position of eCampus. We are considering various incentivizations including block and differentiated.
  - Out-of state tuition will look to market rates. The relevant market will have to do with comparable brand values and program similarities. A survey of peer institutions suggests \$450-500 per credit hour rate would be appropriate.
  
- Budget

The ten year forecast based on an enrollment of approximately 25,000 in the tenth year, with a 60/40 mix of in-state/out-of-state students will produce a \$4.5 million net margin. The forecast would indicate negative net margins in four of the first ten years. However, the cumulative fund balance at the end of ten years is expected to exceed \$10 million. Major recurring costs are outsourced marketing, recruitment, and retention and the recurring delivery expenses. The forecast indicates current year self-supporting reached by year 7.
  
- Program Evaluation

Student and program analysis will be used continuously and extensively to evaluate student and program success. Student analysis will lead to intervention where necessary and adaptive personalized learning where useful. Program analytics will align efficiencies with demand and if program/course fail the need/demand test after introduction, sun-setting will be a valid option. A “lean” responsive curriculum is the goal and a necessity for financial viability.
  
- Research

The opportunity to work on the leading edge of educational development demands research commitment. UF eCampus will respond with a Research Center and research programs dedicated both to discovery and application. The current nascent notion of adaptive learning, modular terms, and personalized learning pathways will be placed in the implementation “bucket” for pilot and application even as we push further in the use of technology and the knowledge of neuroscience. Research is never complete without dissemination and application. The resident programs will be the early recipients of well developed research; research advances which will be subsequently shared nationally. However, our online students will not be “guinea pigs”; the advances we incorporate will have passed the tests of experimentation and value added.
  
- The Pearson Connection

The partnership with Pearson Learning Solutions brings to the UF eCampus a global leader in education services. The deliverables include market research and assessment; marketing services, at “risk” tracking and retention support; learning design (on demand); digital content, training and development, and joint research and development. The relationship is built around compensation that is revenue based and relevant key performance indicators (KPI). Several partnership opportunities were presented to us and Pearson was clearly our best choice.

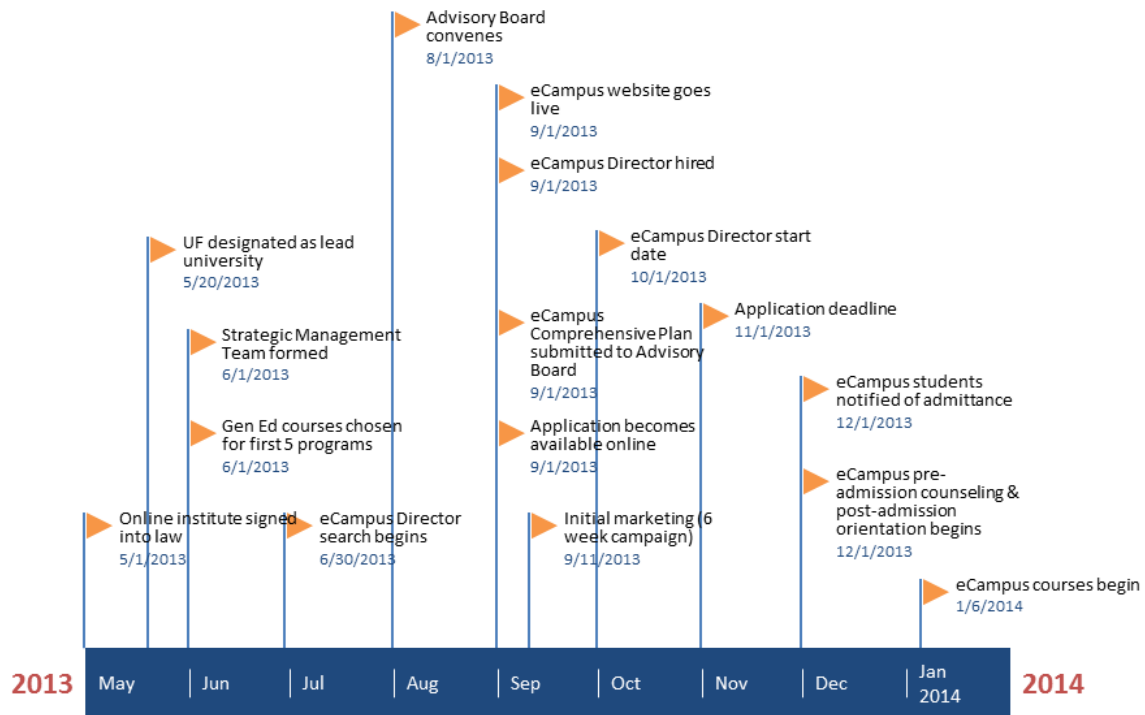
- Ten years from now:
 

Students	24, 100
Enrollments	103,455
Credit hours	310,482
Revenues	\$72,892,954
Net Margin (yearly)	\$4,538,262
Cumulative Fund Balance	\$10,315,044

## TIMELINE – Major Milestones



### eCampus Major Milestones Timeline



## **SECTION TWO DESCRIPTION OF eCAMPUS**

### **LEGISLATIVE LANGUAGE AND PLAN REQUIREMENTS**

Chapter 2013-27, Laws of Florida, requires the establishment of a Preeminent State Research University institute for online learning. The University of Florida, by virtue of its designation as the "preeminent state research university", will host and administer the Institute on Online Learning which is charged with offering "high-quality, fully online baccalaureate degree programs at an affordable cost."

The law requires by August 1, 2013, the Board of Governors convene an advisory board to support the development of high quality, fully online baccalaureate degree programs at the university. By September 1, 2013, the law requires the university to submit a comprehensive plan to the advisory board. The law provides \$10 million in nonrecurring funds and \$5 million in recurring funds to the university for fiscal year 2013-14 contingent upon recommendation of the plan by the advisory board and approval by the Board of Governors.

This "UF eCampus Comprehensive Business Plan" provides the strategy the university will utilize to implement, beginning in January 2014, undergraduate online degree programs that are offered completely online with the exception of those courses that require clinical or laboratory accommodations; accepts full-time, first time in college and transfer students; have the same admissions requirement as the equivalent on-campus programs; offer curriculum of equivalent rigor as on-campus programs; offer rolling enrollment; and accept transfer credits as outlined in existing policy.

#### **Components of Section 46, Chapter 2013-27, Laws of Florida**

##### **The plan shall include:**

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

## **STRATEGIC PLANNING AND MANAGEMENT TEAM**

The responsibility for the strategic planning and implementation design was established by the Provost immediately after the enabling bill was signed by the Governor (May 2, 2013). The Committee is chaired by W. Andrew McCollough, Associate Provost, and includes decision makers from all aspects of the online degree initiative.

Since its inception, the group has met weekly to put into effect the plans and procedures required to deliver four year baccalaureate degrees consistent with the quality standards of the University and with the affordable boundaries established by the legislation. The crucial areas identified by the committee were assigned a manager who led the strategizing and implementation relevant to their area.

These included:

Enrollment Management, Vice President and Associate Provost, Zina Evans

Student Affairs, Vice President, David Kratzer

Tuition and Budgets, Chief Financial Officer, Matthew Fajack

Technology Interface, Chief Information Officer, Elias Eldayrie

Production and Course Development, Associate Director, eCampus, Jennifer Smith and  
Director Distance Learning, Brian Marchman

University Relations, Assistant Vice President, Dan Williams

Library Services, University Librarian, Patrick Reakes

Academic Affairs, Associate Provost, Andy McCollough

This team will continue in its advisory capacity following the selection and installation of the eCampus Executive Director. Its breadth and experience will be an important foundation for the decision processes necessary in the start-up period for eCampus.

See Appendix A for the Strategic Planning and Management Team biographies.

## **MARKET OVERVIEW AND EMERGING TRENDS**

A growing number of public universities have achieved competitive scale and enroll over 10,000 students annually in post-secondary online education. The field includes both inclusive universities that accept most students who apply and a smaller number of selective public universities, e.g., Penn State and UMass that are aggressively expanding online programs and enrollment. While the market is highly competitive for the inclusive institutions, Parthenon estimates that significant growth opportunities exist for the selective and highly selective universities based on a number of factors and trends<sup>1</sup>:

- As a result of competition, students are becoming more sophisticated consumers and factors such as price per credit hour will influence choice.



- Students appear willing to pay a premium price for stronger, more selective brands.
- Program-specific enrollments and brand are becoming major drivers in the market. According to Parthenon, online student applicants consider program first and a specific brand second.
- Students are focused on employment and are attracted to institutions that connect program specific branding to employment opportunities.
- Student success (retention, graduation, job placement) will drive future referrals. Successful institutions will prioritize and maintain quality, above all other factors, while expanding enrollment.

### **Top Trends in Online Learning**

The market continues to grow with products and services geared toward online education. While UF eCampus will stay abreast of current trends for improving services to students, it will follow a methodical process for examining, analyzing, testing and determining value before adopting technologies that may be too expensive, or do not fit the eCampus service model. Trends reported in *Edudemics* include:

- **Gamification** – As an emerging technology, there appears to be an increased role of games in Online Learning. “However, quality gamification requires a good design process, software tools to plan, design, build and implement effective solutions.”<sup>2</sup> The 2013 Horizon Report lists gamification in the second tier timeframe of the next two to three years.
- **Mobile Learning** – There is a more significant transition towards mobile learning. Tablet computing is predicted in the latest Horizon report to enter mainstream use within the next year. A recent article in The Chronicle of Higher Education reports that the creators of new mobile applications are aiming at improving higher educational institutions’ engagement with students, using pop-up messages to survey students and aggregate data in real time. An application, *Student Engauge*, is part of a larger trend toward mobile outreach, as institutions seek ways to engage with students who fail to respond to e-mails or multiple online attempts to reach students. According to Justin Reich, a fellow at Harvard’s Berkman Center for Internet and Society, *Student Engauge* is the first application to reach out to students via their phones to collect data about students’ experiences to improve college offerings through strategies such as online and in-class surveys.
- **Use of more Interactive courseware** - Rather than static PowerPoint presentations for online courses, a growing body of research shows that the static or non-interactive style of PowerPoint may stall student learning (Savoy, Proctor & Salvendy, 2006). Use of interactive courseware such as *VoiceThread* which encourages learners to engage with classmates through a constant thread of commentary allows for all three types of interactivity (student-teacher; student-student; student-content) that maximize students’ learning experience. There are many Web 2.0 tools that promote interaction, and research is needed to determine how interactive courseware impacts student satisfaction, student motivation, and student achievement.

- **MOOCs** – A recent article in The Chronicle of Higher Education reports that “several projects aimed at helping MOOC students navigate existing pathways to college credit have attracted little or no interest.”<sup>3</sup> The article proposes that the big three MOOC providers, Coursera, Udacity, edX, will move away from MOOCs and course certifications and will move toward providing the platforms for credit courses. The author believes they will be competing to be the education platform for the future and the emphasis will be on supporting credit bearing online programs by providing tech support services, such as automated coaching, grading software and preassembled course modules.
- **Increasing Global e-learning market** – The estimated compounded annual growth rate of 7.90 percent over the period 2012-2016, is an opportunity for eCampus to target in its marketing campaign.

### **The Research Opportunity**

The mandate to provide four year online baccalaureate degrees for Higher Education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to the state’s economy that will have a deeper, better prepared talent pool to handle the challenges of the future.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state’s higher education system in the vanguard of disruptive innovation. The “dogs of creativity” have been loosened on education, and we will be among the few “game changers”. The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us well.

The UF eCampus of 2017 will have the same core values but the tools and techniques, the pedagogy and technology will have evolved. We expect to have fully captured the following learning tools in the UF eCampus course ware.

1. Adaptive learning (pilot currently underway)
2. Modular terms (currently testing)
3. Personalized pathways
4. Competency-based learning: provide students with flexibility to progress once mastery has been demonstrated
5. Mobile learning: anytime anywhere availability help students to fit education into busy schedules (currently developing)
6. Social learning<sup>4</sup>: students learning from and with each other

UF eCampus is committed to its vanguard position and to assure it remains a “cutting edge” activity, a Research Center that focuses on all aspects of online teaching and learning will be established during the 2014-15 academic year. There is already expressed interest by a private

donor in the concept, and the presence of such an entity in the eCampus coterie will maintain the quest for continuous improvement. We have already been invited to support a grant proposal (\$4 million) to the Department of Education,

“To develop an interdisciplinary curriculum for translation of BIG educational data to improve online and massive education systems.”

In addition, we have been contacted by the School of Education, the University of Sydney (AUS) to provide input for

“A prospective study of e-learning practices in an Australian University and an American University.”

We are committed to the research opportunity that is a benefit of this mandate and we expect to have this Center come online during 2014.

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## **SECTION THREE**

### **OPERATIONAL STRUCTURE OF eCAMPUS**

#### **OVERVIEW**

The enabling legislation assigned UF a vision that was consistent with the strategic statement outlined in the University's 2013-14 Work plan as approved by the Board of Governors in June, 2013.

#### **ORGANIZATIONAL STRUCTURE AND STAFFING**

eCampus will be a differentiated structure housed within the Academic Affairs office of the University. The Executive Director will report directly to the Provost and have direct report Associate Directors as well as the appropriate support staff. The Associate Directors will have responsibilities for Production/Development, Course Management, and Student Retention. There will be a core group of quality assurance personnel that will report directly to the Executive Director. The Associate Directors will initially work across organizational lines to gain the cooperation and achieve coordination within the distributed model currently in place. Over time (three year timeline) the central cell delivering online distance degrees or courses will have space (renovated Newell Hall) and personnel to deliver efficient, effective, quality content and support services for distance students and the distributed assets will focus on resident space.

In addition, the current Strategic Planning Management Team will continue as an advisory group for the Executive Director. Periodic meetings will provide the Director the opportunity to discuss vision, strategy and implementation plans with a group of academicians who have vested interest in the success of eCampus.

eCampus will have "dotted" line relationships with the major support units of the University, IT, Enrollment Management, Student Services and Undergraduate Affairs. These units will have in-unit expertise dedicated to the online programs and students with a clear responsibility to provide the quality support consistent with online programs of excellence.

eCampus curriculum will be subject to the governance structure of the University including appropriate review by curriculum committees, the Faculty Senate and the policies and practices that are mandated for any program leading to a UF degree.

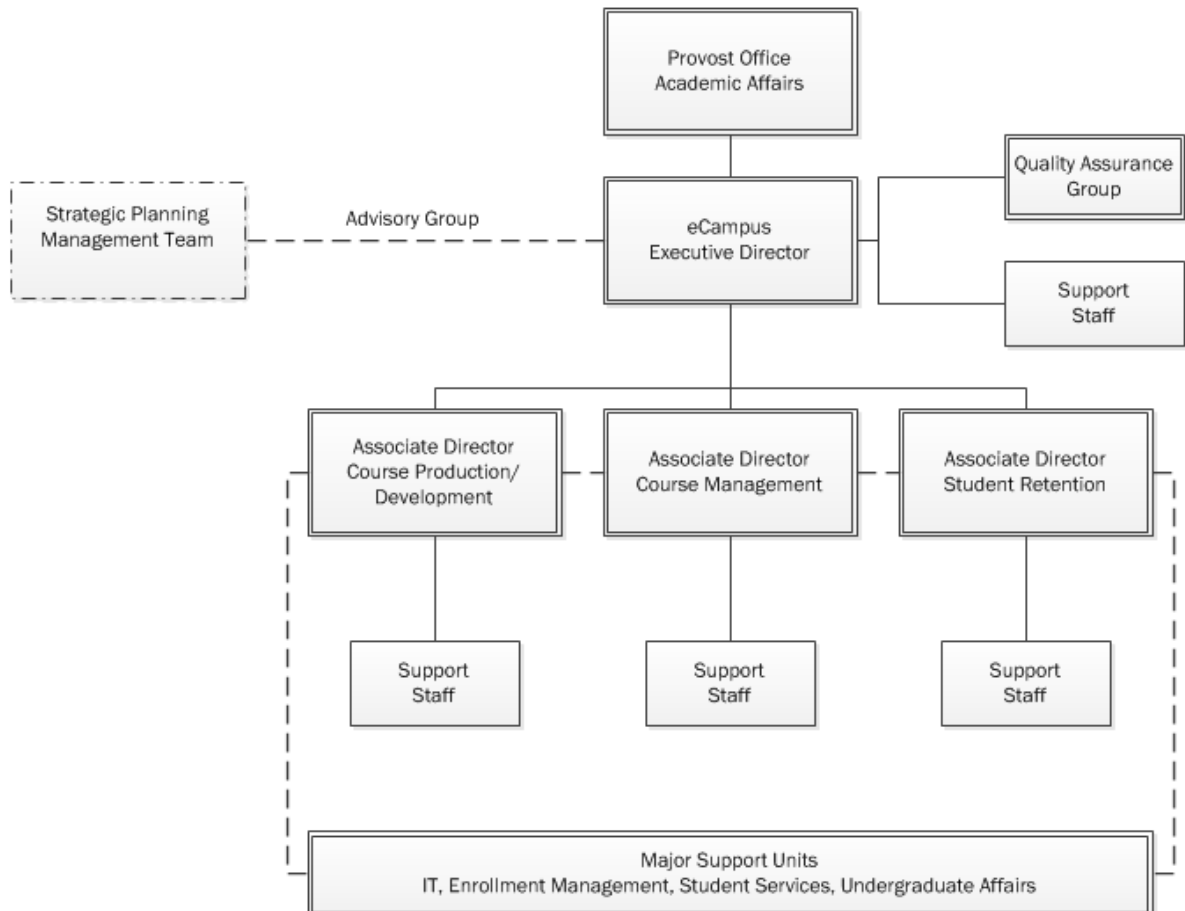
Any changes or variations in the original design of the eCampus will be reviewed by the advisory committee and the Associate Provost for Teaching and Technology and be subject to final approval by the Provost.

## Pearson Learning Solutions

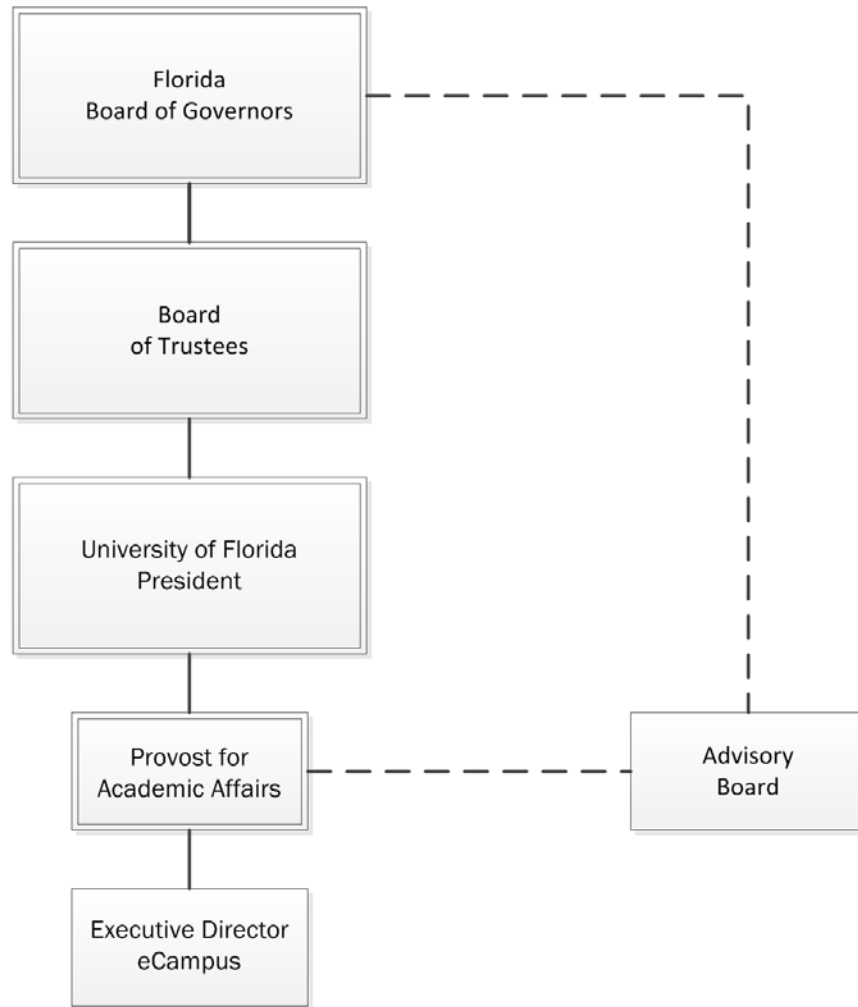
The University has agreed to “partner” with Pearson Learning Solutions, a worldwide leader in education, to bring the UF eCampus into existence and to move it to a place of preeminence in the world of online learning. The commitment of the University to programs of distinction and quality, accessibility and affordability will be reinforced by Pearson expertise and resources which generated over \$9 billion in revenue last year.

The partnership is funded using revenues that result from performance. The deliverables are articulated in Appendix B but needless to say, we are pleased that Pearson wants to be part of this initiative. The partnership fills in gaps in experience and knowledge where there was little. The ultimate beneficiaries of this relationship will be the students of UF eCampus whose learning experience will be enhanced by the Pearson support.

## eCampus Organization Chart



# eCampus Governance Structure



## VALUES, GOALS, AND STRATEGIES

### UF Mission Statement (Work plan)

UF is a public land grant, sea-grant and space-grant research university and encompasses virtually all academic and professional disciplines. It is a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: **teaching** at the undergraduate and graduate level; **research and scholarship** integral to the educational process and the expansion of our understanding of the natural world; and **service** that reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership, and workforce.

### **eCampus Mission Statement**

UF eCampus is committed to bringing access to high quality online undergraduate degrees to Floridians and nonresidents at an affordable cost. UF eCampus will build on the university's already substantial record in distance education programs to accomplish this. UF eCampus will strive for continuous improvement in the quality and innovation of our courses, programs, and support services.

### **eCampus Vision Statement**

UF eCampus is committed to bringing the highest quality, most innovative online baccalaureate degree experience to students in Florida and around the world.

To accomplish this vision and mission, eCampus will implement best practices to:

- Provide for continuous assessment of courses, programs and learning outcomes
- Strike the balance between delivering efficient online courses and services without adversely affecting quality educational outcomes
- Utilize state of the art technology and best-in-class design teams for developing courses
- Develop new degree programs that incorporate labor market feedback and anticipate Florida, national, and global employment data and labor market needs
- Provide access to courses in asynchronous and synchronous modalities
- Provide 24/7 access to support services for engaging students and enhancing the online student experience
- Utilize analytics to track student performance and intervene proactively

### **eCAMPUS COMMUNICATION PLAN**

Several initiatives will be implemented to foster a substantive discussion at UF about online learning and its potential to enhance and advance American higher education. These include:

#### **Luncheon Series**

The Provost has established a schedule for hosting a luncheon series to meet with faculty members to discuss the eCampus, and guide the campus through a dialogue around new and developing technologies and ways that such can be deployed to strengthen the educational process and learning experience of students. The first luncheon is set for August 30, and will continue with a twice monthly luncheon schedule. The dates for the "Faculty Lunch for Online Learning" are as follows:

- August 30, 2013
- September 13 and 25, 2013
- October 9 and 24, 2013
- November 6 and 22, 2013
- December 11 and 18, 2013
- January 8 and 24, 2014
- February 13 and 27, 2014
- March 13, 2014
- April 11 and 25, 2014

## **Forum on “Online Learning and the Future of Higher Education”**

On December 3, 2013, UF will host a major, two day forum that will be national in scope and focus on online learning and the future of higher education. The audience will include UF faculty, provosts from AAU schools, state leaders, leading academics in the field, relevant journalists, and private sector leaders. Streaming will be provided for a larger audience. Keynote addresses will include presentations on challenges posed by on-line education and ways to configure the experience that benefits both in-class and on-line education and be followed by discussion sessions.

A survey will be conducted by the Bureau of Economic and Business Research (BEBR) prior to the forum that assesses faculty and student perspectives regarding online learning and helps establish benchmarks for the future. BEBR will conduct a post-forum assessment that will be used to structure future forums.

## **Enrollment Management, Admissions, and IT Support**

### **Distance Learning Contact Center**

A central contact center dedicated to supporting all enrollment needs will be established in collaboration with our online partner Pearson Learning. The contact center will be open extended hours and staffed with personnel trained to provide assistance with:

- Admissions
- Financial Aid
- Registrar functions
- Course registration

The contact center will have the ability to communicate with prospective and current students 24/7 through virtually every modality to include but not be limited to: web, phone, Skype, Face Time, email and real time chat.

### **Website and Customer Relation Management System**

A central website will integrate eCampus resources. It will provide specific enrollment management services related to UF eCampus student's experience. This will include: information on all Division of Enrollment Management services (Admissions, Financial Aid, Registrar) and direct contact information to contact center staff. Students will have direct access to enrollment professionals. Additionally, a distance education specific customer relation management system (CRM) will be implemented to capture all relevant data needed to support the exchange of information from application to admission to enrollment and registration.

### **Enrollment Support**

The Distance Learning Contact Center will be available to guide students through each step of the admission and enrollment process. Pearson has significant experience providing lead follow-up/qualification, prospect development, enrollment/admissions counseling, and student support throughout the entire enrollment process.



Applicants will not be permitted to apply for both the eCampus and for on campus. They must specify on the application the campus of choice.

The enrollment process is outlined below:

1. Prospective student is identified
2. Prospective student applies using online UF eCampus application
3. Prospective student applies online for Financial Aid
4. Prospective student is admitted
5. Prospective student receives Financial Aid Award
6. Admitted student pays tuition deposit confirming attendance
7. Confirmed admitted student registers
8. Financial aid is disbursed to student
9. Student tuition is paid
10. Progress is monitored through academic term
11. Student receives grades

See Appendix C for detailed Enrollment Management Support Process.

### **Admissions Process**

The UF eCampus admission process is no different than the process for students applying to on-campus programs. The admissions process is designed to consider all aspects of an applicant's academic record and personal experiences, and is not intended to admit applicants solely on the basis of grade point averages and test scores. Short-answer and essay questions, in particular, help admissions officers consider the applicant within the context of each applicant's own experiences with family, in high school, and in his or her local communities. All factors that can distinguish an applicant's achievements and indicate the potential for success at the University of Florida are considered.

Transfer admission to the UF eCampus will follow the same process as the on-campus programs. Staff in the Office of Admissions will review files to determine whether they have met the minimum admissions requirements and staff in the College where the major is located will make the admission decision.

### **The application process is outlined below:**

#### **Freshman Admission**

- Students visit [www.admissions.ufl.edu](http://www.admissions.ufl.edu) to apply no later than November 1.
- Students submit a \$30 application fee
- Students request high school to send a transcript to UF
- Students arrange to have official ACT and/or SAT scores sent to UF from the testing agency
- Student ACT scores must include the writing portion
- The Admissions Office will notify the applicant with a decision by February 14

#### **Transfer Admission**

Applicants who have earned 13 or more college credits after high school graduation are considered transfer students.

- Students apply online at [admissions.ufl.edu](http://admissions.ufl.edu). The application deadline varies by term. Information can be found online at [admissions.ufl.edu](http://admissions.ufl.edu)
- Students submit the \$30 application fee.
- Final decisions are released on a rolling basis.

### **International Admission**

All official credentials including transcripts, examination certificates and diplomas in the native language should be mailed to the Office of Admissions. An official certified literal English translation must be attached to documents not issued in English. All credentials from non-U.S. institutions must also be submitted to a credential evaluation agency for a course-by-course evaluation and grade point average calculation. Credential reports must be sent directly to the Office of Admissions. Refer to <http://www.naces.org/members.htm> or <http://ies.aacrao.org> for credential services. For all other criteria, refer to freshman or transfer admission requirements.

### **Role of Pearson Learning**

Throughout this process, Pearson, in coordination with the Distance Learning Contact Center, will ensure each student:

- understands enrollment process and timelines
- completes admissions process
- is connected to key admissions staff, program directors and faculty
- is supported on questions and preparation
- is prepared to incorporate school into busy schedule

### **Important Dates**

- By November 1st: Submit online application for priority consideration.
- Until March 1: From Nov. 2 until March 1, freshman applications accepted and reviewed on a space-available basis.
- By December 31: 1) Submit high school transcript if applied by Nov. 1. 2) Send your SAT/ACT scores to the Admissions Office
- January: Financial Aid application FAFSA
- February 14: UF admission decision released if applied by Nov. 1. Final decision for applicants after Nov 1 will be available last Friday in March.
- By May 1: \$200 tuition confirmation deposit due from admitted students.

See Appendix C for detailed Admissions Process.

### **Registration and Records Access**

eCampus students will be coded to identify their degree program which would allow registration in online courses only.

See Appendix C for detailed Registration and Records Process.

## Financial Aid Process and Scholarships

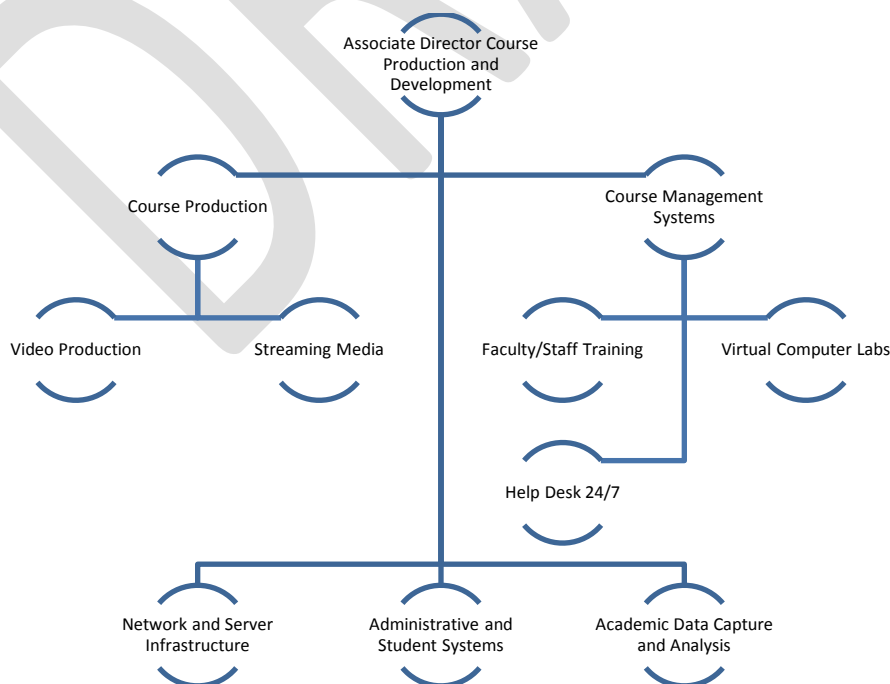
All financial aid managed by Student Financial Affairs (including scholarships and grants) will have the necessary adjustments made to accommodate students in the eCampus. Students enrolled in eCampus will be eligible for federal, state and institutional aid including the Bright Futures scholarship for freshmen graduating from a Florida high school.

See Appendix C for detailed Student Financial Aid Process.

## Information Technology

UFIT provides enterprise academic and administrative services that will integrate with and support the services provided other units. UFIT will provide the course management and administrative information systems to ensure that services required to manage UF eCampus, as well as IT services required by the students are available for operations starting January 2014. The Associate Director for Course Development and Production will oversee coordination with other units. eCampus services will include:

1. Deployment and maintenance of course management systems
2. Help Desk support
3. Faculty and staff training
4. Course production
5. Web design and development
6. Video production
7. Rich media streaming services
8. Virtual computer labs
9. Administrative and student systems
10. Network and server infrastructure
11. Academic data capture and analysis



## **Help Desk**

The UF Computing Help Desk provides front-line support for login, connectivity and e-mail setup. Assistance is available through phone and e-mail. The current help desk hours will be expanded to midnight for January of 2014. Further expansion to 24/7 is scheduled for fall of 2015 to support the eCampus students.

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## **SECTION FOUR**

### **EXISTING COURSES AND BACCALAUREATE DEGREE PROGRAMS**

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 1. Existing on-campus general education, courses, and baccalaureate degree programs that will be offered online.

#### **OVERVIEW**

The University of Florida has an existing portfolio of 2 + 2 programs. In the 2 + 2 curriculum, the first two years are delivered on-campus, often at a state college or community college, while the curriculum for the last two years is delivered online. For the eCampus the entire degree program will be offered online with the exception of courses that require laboratory or clinical activities.

Programs have been chosen to launch in January of 2014 based upon the availability of courses that are ready to deliver online as well as potential student enrollment. While these programs have a significant quantity of material available online, some courses are lecture capture only and will require modifications to meet the requirements of the eCampus. In addition, all programs will require development of lower division courses for online delivery.

- College of Agricultural & Life Sciences:
  - Bachelor of Science in Interdisciplinary Studies – Environmental Management in Agriculture & National Resources
- College of Business Administration:
  - Bachelor of Science in Business Administration
- College of Health & Human Performance:
  - Bachelor of science in Health Education & Behavior
  - Bachelor of Science in Sport Management
- College of Liberal Arts & Sciences:
  - Bachelor of Arts in Criminology & Law

## PROGRAM PRODUCTION SCHEDULE

Courses will be developed one full term or more prior to the course launch. Course production is currently underway for the spring 2014 term. A proposed schedule of the first course offerings of the initial five programs is outlined below:

Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
SPC 2608	ENY 3005 and	Elective TBA	SWS 4116	SWS 4905 or
ALS 3133	ENY 3005L or	FNR 4660	SWS 4223	SWS 4941
ALS 3153	IPM 3022	AOM 4643	Elective TBA	Elective
SWS 3022	SWS 4244	SWS 4730C	Elective TBA	
Elective	Elective	Elective TBA		
	Elective	Elective TBA		

Bachelor of Science in Business Administration

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ECO 2013	ISM 3013	FIN 3403	ENT 3003	MAR 3231
ECO 2023	MAR 3023	GEB 3373	MAN 4504	
ACG 2021	GEB 3219	MAN 4301	GEB 3035	
ACG 2071	ENT 3003	BUL 4310	REE 3043	
MAN 3025	QMB 3250		ECO3713	
ISM3004				

Bachelor of Science in Health Education and Behavior

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
HSC 3102	APK 2105C	HSC 4302	HSC 4876	HEB Elective
HSC 3032	APK 2100 C	HSC 4800	HEB Elective	HEB Elective
MCB 2000	HSC 3201	HEB Elective	HEB Elective	
MCB 2000L	HSC 4713	HEB Elective	Elective	
SPC 2608	HUN 2201	Elective	Elective	

Bachelor of Science in Sport Management

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ACG 2021	EME 2040	LEI 3921	SPM 4941C	SM Elective
SPC 2608	Elective	SPM 3306	SM Elective	SM Elective
SPM 2000	Elective	SPM 4515	SM Elective	
Elective	SPM 3204	SPM 4723		
SPM 3012	SPM 4154	FIN 3403		
SPM 4104				

Bachelor of Arts in Criminology and Law

Spring 2014	Summer 2014	Fall 2014	Spring 2015
CJL 2000	CCJ 4934	CCJ 4014	CCJ 4110
CCJ 3024	BUL 4310	PAD 3003	CCJ 4940
CJL 3038	CLP 3144	Elective (CCJ3701)	CCJ 4970
CCJ 3701	CCJ 3701	Elective	Elective
CJE 3114			Elective
CCJ 4930			

For a complete list of course names, refer to Appendix E.

**GENERAL EDUCATION AND OTHER REQUIREMENTS**

The initial eCampus General Education courses have been chosen based upon popularity, online availability and the needs of the first five programs. Of the 25 courses being prepared for launch in January of 2014, 13 courses have not been taught online before and require full development, 4 are at the redesign stage of their life cycle (courses are redesigned approximately every 3 years) and 7 will require updates only. Lab courses pose additional production challenges as they will need to provide an effective learning experience in a short period of time. The course production team is engaging a variety of solutions to provide students with maximum flexibility.

The University currently has the following requirements which apply to all undergraduate students regardless of platform.

<u>General Education</u>	<u>Credit Hours</u>
Mathematics	6
Composition	3
Humanities	9
Social and Behavioral Sciences	9
Physical and Biological Sciences	9
Total	36

In addition, the student is required to choose from the required General Education curriculum courses which will also meet the Diversity (3 hours) and the International ( 3 hours) requirements.

And, the student must complete courses that involve substantial writing for a total 24,000 words.

The course offerings for UF eCampus will provide adequate options to allow successful completion of the aforementioned requirements. The courses to be delivered in January, 2014 could be used to meet the requirements as follows.

<u>Category</u>	<u>Courses</u>	<u>Hours</u>	<u>Required Hours</u>
Composition	3	9	3
Mathematics	5	15	6
Humanities	5	15	9
Social and Behavioral Sciences	8	24	9
Physical and Biological Sciences	6	18	9
Diversity	1	3	3
International	3	9	3
		<u>Words</u>	<u>Required</u>
Writing Requirement		42,000	24,000

## GENERAL EDUCATION COURSES

SPRING 2014	SUMMER 2014	FALL 2014
AMH 2020 American History since 1877	AEB 2014 Economic Issues, Food and You*	GLY 2030C Environmental and Engineering Geology
AML 2070 Survey of American Literature	BSC 2010 Integrated Principles of Biology	BSC 2011 Integrated Principles of Biology II
ARC 1720 Architectural History	BSC 2010L Integrated Principles of Biology Lab**	BSC 2011L Integrated Principles of Biology II lab
ARH 2000 Art Appreciation	CHM 2045 General Chemistry I	CHM 2046 General Chemistry II
AST 1002 Discovering the Universe	CLA 2100 The Glory that was Greece*	GLY 3163 Geology of National Parks*
BSC 2009 Biological Sciences	ENC 2210 Technical Writing*	CHM 2045L General Chemistry I Lab**
BSC 2009L Biological Sciences Lab	GLY 1102 Age of Dinosaurs	CHM 2046L General Chemistry II Lab**
CHM 1025 Introduction to General Chemistry*	MEM 3300 Castles and Cloisters*	
CHM 1083 Consumer Chemistry*	SYG 2010 Social Problems	
GLY 1880 Earthquakes, Volcanoes and other Hazards*	TBA P or B	
HUM 2305 What is the Good Life?	TBA P or B	
MAC 1105 Basic College Algebra	THE 2000 Theatre Appreciation	
MAC 1147 Precalculus: Algebra and Trigonometry		
MAC 2233 Survey of Calculus I		
MGF 1106 Mathematics for Liberal Arts I*		
MUL 2010 Introduction to Music Literature*		
PHY 2020 Introduction to Principles of Physics		
PSY 2012 General Psychology		
REL 2121 American Religious History*		
STA 2023 Introduction to Statistics I		
SYG 2000 Principles of Sociology*		
ENC 1101 Introduction to College Writing		



ENC 1102 Introduction to Argument and Persuasion		
ESC 1000 Introduction to Earth Science		

\*Require updates only

\*\* One credit labs potentially combined into a single three credit course

DRAFT

## SECTION FIVE DEVELOPING/PRODUCING NEW COURSES AND DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 2. New courses that will be developed and offered online.

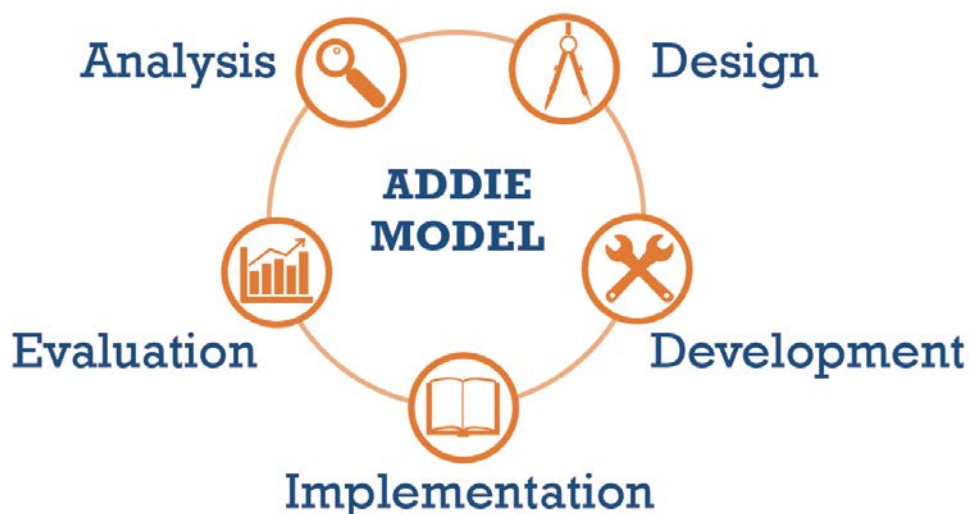
### OVERVIEW

Technology has become a catalyst for change in education. The eCampus initiative will provide opportunities to re-envision teaching and learning to produce quality outcomes. Successful online courses are typically not taught the same way as face to face courses. In keeping with recognized best practices, the eCampus courses will include the following features<sup>5</sup>:

- Scheduling flexibility
- Multiple and varied opportunities for students to interact with the course material
- Information is delivered to students in a variety of formats (video, text, interactions)
- Students interact with each other and the instructor

### COURSE DEVELOPMENT

The eCampus course production team will use the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model of course design. This model begins with an analysis of the students and the strengths and challenges they may face in the course. The learning objectives that students will need to meet to succeed in the course are determined by the instructor in the analysis phase. Assessments, instructional material and activities are aligned with the learning objectives in the design stage. Development includes the creation and integration of appropriate learning materials. The course implementation occurs during the pilot. The course is monitored during the pilot with any necessary updates put into place during the term followed by a complete evaluation after the semester ends.



## COURSE DEVELOPMENT TEAM AND PROCESS – Best Practices

Unlike traditional courses which are often developed by a single faculty member, the most effective online courses are developed by a team of content experts and creative professionals that include faculty, instructional designers (IDs), librarians, videographers, graphic designers, and programmers. Clearly defining and delineating the roles and responsibilities of the faculty and the creative team will ensure the development of an engaging student learning experience that integrates content, pedagogy, and technology, while maintaining rigorous academic integrity of the course.

The tables below outline the process that is used for the eCampus course production as well as the team member responsible for each step.

### Planning

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

### Design

Identify appropriate instructional materials.	Faculty/Librarian
Design appropriate assignments and activities to achieve learning objectives.	Faculty/ID
Identify technology tools to support assignments/activities.	ID
Create course architecture.	ID/Faculty
Determine overall course appearance.	Graphic Designer
Create video/interaction outline.	ID/Faculty
Develop video/interaction budget.	ID

### Pre-Production

Develop video storyboard/interaction flowchart.	ID
Create scripts/PowerPoint files for audio and video.	Faculty/TA
Conduct casting for audio and video.	ID/Videographer

Select/create images and graphics.	Graphic Designer/ID/ Librarian
Identify potential ADA issues.	ID/Web Designer

### Production

Write assignment instructions and rubrics. Create appropriate tutorials.	Faculty/ID
Create quiz/exam questions.	Faculty
Record video/audio.	Faculty/Talent/ Videographer
Create interactive features, animations and simulations.	Programmer/ Graphic Designer/ Ed-Tech
Edit video/audio.	Video/Audio Editor
Closed captioning.	Captioning Coordinator
Course site setup.	Web Designer/ID/Ed-Tech
Course site review/ADA testing.	QA Committee/ID
Course site user testing.	Student Test Group

### Course Pilot and Evaluation

Monitor course during pilot.	Faculty/ID
After pilot, review course analytics, outcomes and surveys.	Faculty/ID/Evaluation Specialist
Revise content as needed.	Faculty/ID/Creative Team

A well-designed course provides a framework for students to interact with each other, the course material and the instructor<sup>6</sup>. The eCampus instructors will receive training in methods that will help them connect with students. The student/instructor relationships are one of the things that make teaching and learning rewarding.

### FACULTY DEVELOPMENT

New technologies provide faculty with an ever changing array of tools for improving learning. Multiple development opportunities are available to help faculty re-think their teaching and make best use of new tools. Core training is available to faculty online through The University of Florida Faculty Institute. The Faculty Institute walks faculty through the course design process. Emphasis is placed upon pedagogy rather than technology. Features of the Faculty Institute include:

- How today's students prefer to learn
- How to create course goals and objectives
- Aligning assessment and course materials with learning objectives
- Assessment variety and academic integrity
- Promoting student engagement
- Developing community
- Determining technology

Additional development opportunities will be available to the eCampus faculty and teaching assistants:

- Teaching Assistant Institute
  - Online workshop prepares TAs for online courses
- UF *Interface* Faculty Seminar
  - <http://interface.at.ufl.edu/>
  - Faculty share teaching innovation
- Teaching Excellence Showcase
  - Faculty present award winning courses
  - Presentation of Quality Matters courses
- Teaching Excellence Workshops
  - Small sessions focused on single topics
  - Student feedback sessions
- Teaching Enhancement Symposium
  - Small sessions focused on single topics

Faculty development sessions that do not include students will be recorded.

## QUALITY ASSURANCE

The eCampus courses will make use of formative assessments throughout the term to identify areas where course materials may need immediate adjustment. Student surveys will be given during the offering to gauge student perceptions as well as to identify potential issues.

Each offering of an eCampus course will be followed by a review to determine how the course may be improved. Course improvements are based on information collected through:

- Student surveys
- Discussion boards
- Assessments and learning outcomes
- Time on task data

The life cycle of a course may vary depending upon the discipline, technology and the needs of the curriculum. Disciplines that are supported by constant research may require more frequent course updates than those with fairly static content. A typical eCampus course will be reviewed and updated yearly with a complete revision every three years.

UF is in the process of establishing the UFIT Student Advisory Board for Digital Pedagogy and Online Learning (UFIT-SAB.) This group is charged with:

- Testing instructional prototypes
- Providing advice and recommendations from the student perspective
- Bringing student awareness to best practices in online learning

Student members of the UFIT-SAB will take part in focus sessions and workshops geared towards innovation in teaching and learning. The group will be comprised of resident and eCampus members.

The University of Florida has established guidelines for online course production. These UF Standards and Markers of Excellence (UFS&ME) form the foundation for the Faculty Institute, the online training for faculty who will be developing courses for the eCampus. The UFS&ME were developed by the university-wide Quality Assurance Committee after careful review of standards from institutions across the nation. General best practices and exemplary markers in eight categories provide the foundation for quality course development. Recommendations cover the following main areas:

- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility
- Course Design and Evaluation

The full UF Standards and Markers of Excellence can be found in Appendix F or at <http://teach.ufl.edu/resources/uf-standards/>

Each eCampus course will be reviewed by the Quality Assurance (QA) Committee to ensure that courses meet the guidelines. Any areas of concern will be discussed with the faculty member and instructional designer and appropriate corrections will be implemented. The course is then reviewed by the department to ensure that the course material supports the curriculum and the course is as rigorous as the resident program. The quality assurance process is outlined below:

- Primary instructional designer (ID) reviews course with the UFS&ME
- Secondary ID reviews course with UFS&ME
  - Any recommendations are documented and sent back to primary ID to discuss with faculty and implement if appropriate
  - If no changes are recommended, the course goes to Quality Assurance committee
- QA faculty reviewer evaluates course with a focus on the student experience
  - Recommendations are documented and sent to primary ID to discuss with faculty and implement if appropriate
- Primary ID and developing faculty member meet with a departmental representative to review course

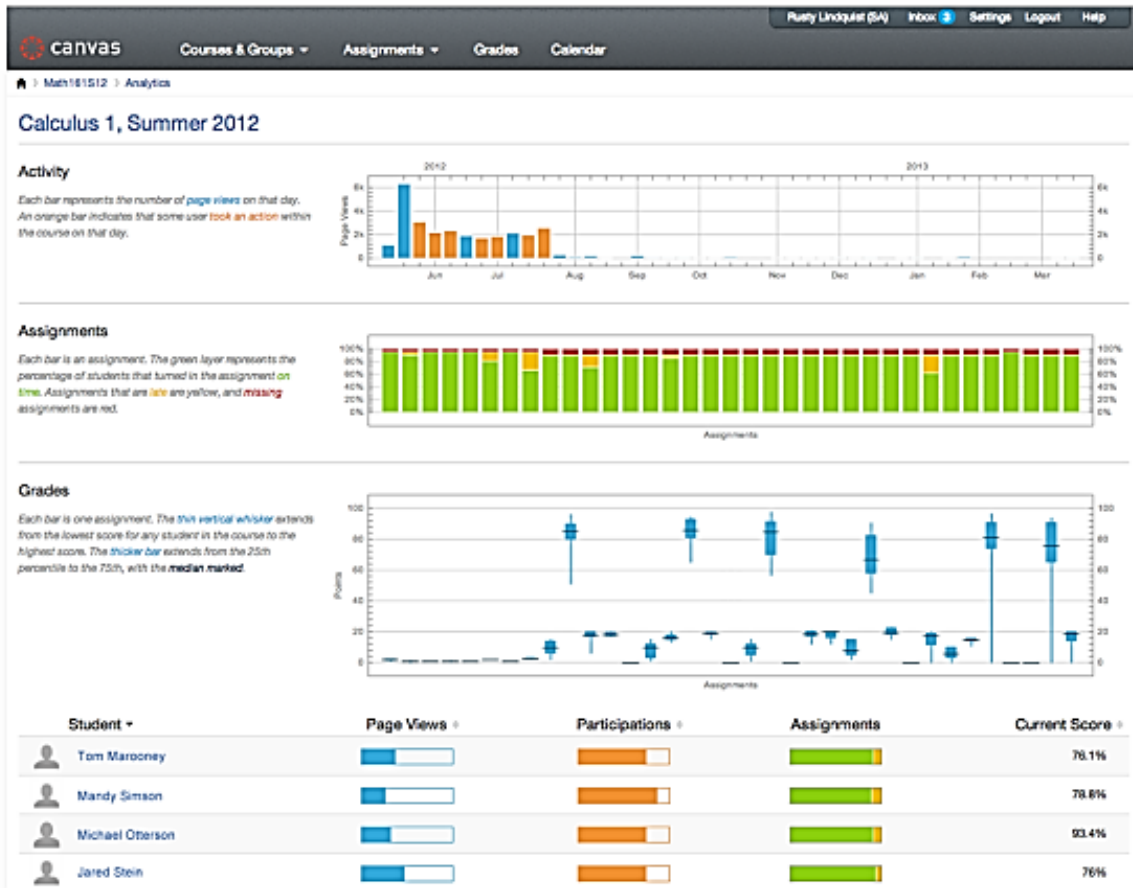
- Departmental representative has access to course for further review if necessary
- Departmental representative signs off to indicate course meets departmental curriculum and rigor requirements

Quality Matters (QM) is a nationally recognized leader in the certification of online and blended course design. The University of Florida is an institutional member. The eCampus course production team is certified to conduct internal QM reviews which will be done for each course. Official QM course evaluations conducted by external reviewers will be available to the eCampus faculty. The online institute will put forth courses for external review starting with 4 – 6 courses during the 2015 – 2016 academic year.

### **Course Management System**

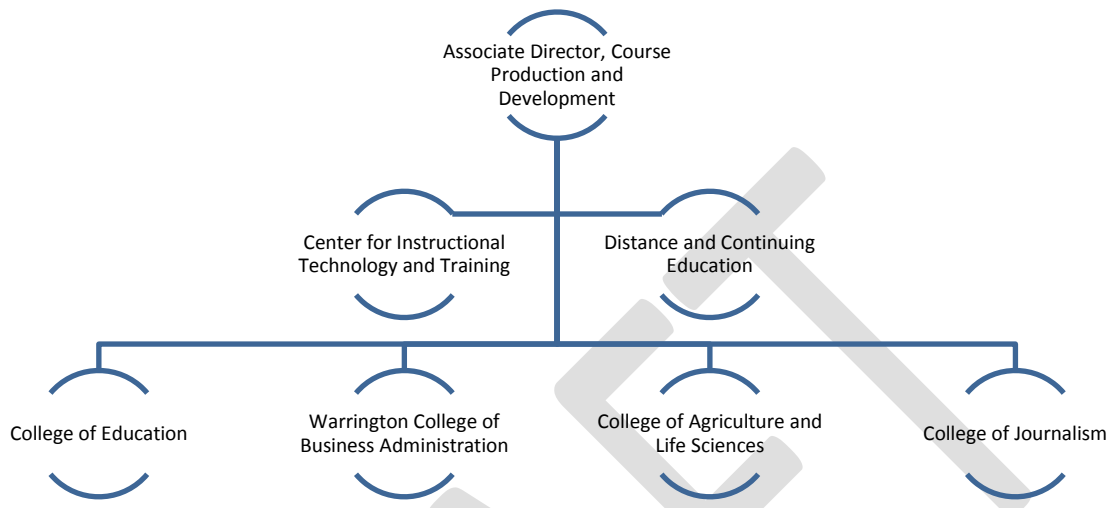
The University of Florida will make the Canvas course management system (CMS) available to eCampus faculty and students. The reporting features of Canvas make it easy for faculty to identify and contact students who are falling behind. Administrators and program coordinators can track learning outcomes in a single course or an entire program. Data pertaining to time on task can be used to improve the student experience in the course. Additional Canvas features include:

- Awarded Gold Level National Federation for the Blind Nonvisual Accessibility Web Certification
- Peer review tools
- Faculty can grade papers within Canvas without downloading
- Assignments and assessments can be mapped to course and program outcomes
- Ability to record video on the fly and attach to any assignment, e-mail or content page



The course production teams will be overseen by the Director of Production and Course Development Services. Video production will be coordinated to ensure that all recordings meet appropriate standards. Campus instructional designers and video production personnel will meet periodically to share best practices, resources and workflow ideas. A course template that can be customized for individual programs will be created to ensure a consistent look and feel for the eCampus courses.





Units across campus have stepped forward to support the eCampus effort with expertise, facilities and personnel. Through campus collaborations, the UF course production teams have the capacity to meet the needs of the eCampus for instructional design, video production and web design and development. Pearson will be tasked to provide programming for simulations and interactions. It will also be necessary to partner with providers of proctored testing, both online and face to face. Additional partnerships may include:

- Peer review and benchmarking (Quality Matters)
- Online proctoring (ProctorU, Kryterion)
- On-Site proctoring (Kryterion, Florida RECs, National Testing Centers)
- Tutoring services (Smarthinking/Pearson, StudyEdge)
- Courseware providers (Pearson, Plato Courseware, OpenTapestry)

## FUTURE DEGREE CRITERIA

eCampus is committed to developing and delivering baccalaureate degrees that are of the highest quality and the greatest relevance to the needs of the state and its citizens. The programs that are scheduled for inclusion over the next five years have passed, at least one of the following tests:

- Forecasted and/or presently among top fifteen employment demand groups in the state.
- Among the top fifteen most demanded majors at the University.

The only exception to these criteria was the initial major choices which met a third and the dominant criteria for the initial offering—feasible within the time line.

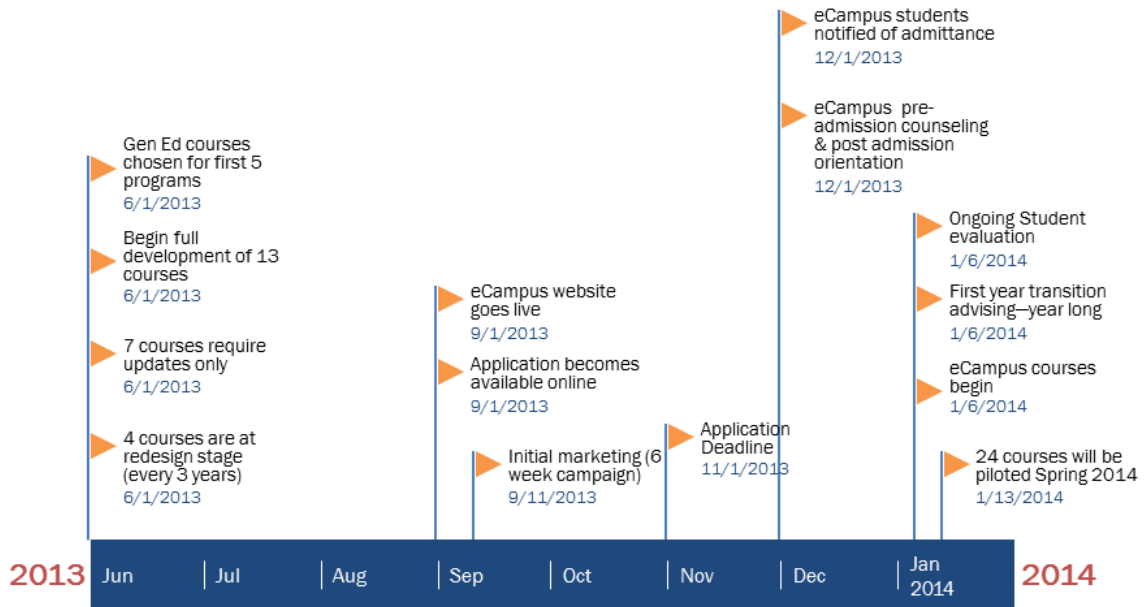
Beginning with the Fall, 2018 term, the UF eCampus will offer 30 fully online degrees, more than ⅓ of which are STEM degrees as shown in the chart below. These degrees will call for some 400 courses per term at that time to provide the necessary courses for progress toward degree. The proper combination of courses to facilitate programs will require careful curriculum planning. Strict demand oversight will be maintained by the curriculum manager and any course that has been admitted to the eCampus catalogue that does not attract an average demand of at least 100 students per term within an academic year will be scheduled for retirement at the end of the next academic year.

### FIVE YEAR DEGREE PLAN

ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2014-15	ACADEMIC YEAR 2015-16	ACADEMIC YEAR 2016-17	ACADEMIC YEAR 2017-18	ACADEMIC YEAR 2018-19
Business Administration	*Biology	*Industrial Engineering	*Chemistry	*Chemical Engineering	Food Science & Human Nutrition
Sports Management	*Mechanical Engineering	Accounting	Health Science	Journalism	Economics
Criminology and Law	Psychology	Sociology	*Civil Engineering	Architecture	*Electrical & Computer Engineering
Health Education	Telecommunications	*Microbiology & Cell Science	Public Relations	*Computer Science	Animal Science
Environmental Management	Nursing	Physiology & Kinesiology	Elementary Education	Political Science	History

\*Denotes STEM degrees.

## Start-up Timeline for Online Baccalaureate Degree Programs



## SECTION SIX SUPPORT SERVICES

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 3. Support services that will be offered to students enrolled in online baccalaureate degree programs. 7. Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

### OVERVIEW

To ensure the success of eCampus students, essential support services will be provided by four key areas: Student Affairs, Academic Advising, UF Libraries, and UF Information Technology. eCampus students will have access to state-of-the-art services that support their learning, engagement, knowledge acquisition, research, and leading edge web and mobile applications.

In partnership with Pearson, eCampus will be student focused and outcomes based to ensure students are engaged and excited about learning, encouraging them at all times to continue in their courses and complete their entire programs. eCampus by leveraging Pearson's various learning technologies, services, and academic analytics, will monitor and analyze retention and persistence from initial marketing throughout the entire student lifecycle.

### STUDENT AFFAIRS

The mission of the Division of Student Affairs is to enrich student learning through leadership, service, engagement, and self-discovery resulting in a well-qualified, healthy, and broadly diverse citizenry and workforce. UF eCampus students will receive quality enhancements to their non-academic experience for the same purpose. Each area has individual goals to continue to evolve student services for distance students to be engaging, educating, and optimizing for the students.

The Division of Student Affairs has organized an eCampus Student Services Committee to lead the efforts on behalf of the Division in student services for distance students. Departments across campus have organized services for distance students and are examining more opportunities for the future. The current list of opportunities, with relevant links, is on the Student Affairs website at [http://www.ufsa.ufl.edu/students/distance\\_students/](http://www.ufsa.ufl.edu/students/distance_students/).

There are several services and programs available as of **September 1, 2013** for the initial eCampus students:

- **Orientation:** The University's online students will log into an online learning module that will provide for them their orientation to UF. The orientation module consists of videos, interactive questionnaires, and information to orient new students. In addition to necessary information for students including learning in an online environment and the University Honor Code, it provides for students a sense of the culture of UF, instills school pride, and helps students feel that they are actively a part of our institution.

- **Preparing for the job market:** The Career Resource Center (CRC) uses Gator Career Link for its online ability to provide job and internship listings, arrange career planning appointments via Skype or phone, and career information and resources. The CRC has other online modules available to students to assist with major selection, career planning, and an online certificate program called Gator Certified Professional to prepare students for an internship and job search. eCampus students will use the CRC materials, staff, and processes to assist in their planning, preparation, and job search.
- **Personal support:** Personal support is crucial to the success of students, and eCampus students have access to a 24/7 mental health counselor by telephone. As appropriate, the student will be referred through the Counseling and Wellness Center’s network of professional mental health providers around the nation. Through the Dean of Students Office and the U Matter We Care initiative, online students will be supported throughout their academic career for personal issues that may affect their success.
- **Independent living resources:** There are also several online videos and resources through Off Campus Life, which produces the Gator Guide of successful independent living tips such as budgeting and personal safety.
- **Health and wellness:** Recreational Sports offer personal fitness training videos called “Trainer Time” on their YouTube channel, led by students. The goal of this video series is to teach students how to perform certain exercises properly in any setting—home, while traveling, or at the gym—so that they have these lifelong skills. Other Student Affairs departments also provide additional personal support for health and well-being, including GatorWell Health Promotion Services for alcohol education, time management, stress reduction, and other health-based issues with online information.
- **Student engagement:** Distance students who wish to start a student organization are able to do so through Student Activities and Involvement. The Center for Leadership and Service has collected ways to connect distance students to community service opportunities in their local areas. The UF Alumni Association (UFAA) is offering student membership to the UFAA and plans to provide community-building opportunities for those students.
- **Support for family members:** Family members are an integral part of student success, and are provided opportunities to connect with bi-monthly online chats with campus representatives, fellow Gator family members and will receive the monthly student affairs family e-newsletter.
- **Mobile app:** Gatorway is a mobile application available to all students and family members that provides them on the go access to program information and university resources. Online students will access their own unique cohort guide providing quick access to campus resources, contacts, videos, and presentations.

There are several services and programs being developed for the first cohort of first time in college (FTIC) students:

- **First Year Florida course:** The University of Florida offers a one credit hour transition success course, First Year Florida, co-taught by faculty/staff and undergraduate peer leaders. An online version of First Year Florida is in development and will launch in time for the first cohort of FTIC students.
- **Personal counseling:** The Counseling and Wellness Center is currently in development of online modules for counseling assistance, as well as a central online counseling resource hub that will be one of the most forward-thinking in the nation.

- **First time in college student transition and support:** Several programs will be available as part of the Gator First Year experience for FTIC students, including the Common Reading Program, New Student Convocation (streamed live), and the Workshop Success Series.
- **Building community:** Student Affairs is developing additional opportunities for involvement, engagement, and leadership for students for the future, such as the ability to stream certain campus programs via the internet. Housing and Residence Education is considering ways to create community via the internet, similar to their campus-based living-learning communities.
- **Engagement:** As with all students at the University of Florida, student engagement with the institution is crucial to their persistence, development, and success. Decades of national research have shown that college student engagement, or what students do during college, counts more in terms of learning outcomes than who they are or even where they go to college (see Astin, 1993; Kuh, 2004; Pace, 1980; and Pascarella and Terenzini, 2005). To carry that forward to a distance environment, Ehrmann (2004) argues that educators must utilize technology as a lever to promote student engagement in order to maximize the power of computers and information technology as a catalyst for student success in college. Accordingly, Student Affairs seeks to develop connections between students and UF, build community among students, and enhance the student experience with eCampus students.
- Student Affairs continuously reviews best practices from around the nation in student services for distance education, and has enabled its staff to pursue innovative options for students. As the enrollment grows, we will be able to provide the appropriate services needed for eCampus students.

## ACADEMIC ADVISING

The University of Florida has an enviable record in the field of academic advising and has been recognized with the highest honors by the National Association of Academic Advisors (NACADA). The standards and practice for distance advising are somewhat unique, but UF has already developed experience in the field through the efforts of the several 2+2 programs that have been in place for several years.

### **The Academic Advising plan for eCampus will have three components.**

- Transition Advising
- Major Advising
- Group Advising

Advising students in online degree programs encompasses almost every aspect of the student academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree certification. The success of Florida's eCampus, whether measured by student satisfaction, retention, time to degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services.

## **Transition Advising**

Students need help in managing a successful transition to becoming effective online learners. The process of managing that transition will begin very early on, with pre-admissions counseling and post-admissions orientation programs designed to help students evaluate their readiness for online learning, and to ensure that students have a realistic understanding of expectations. Transition advising during the first year will include monitoring of student engagement, one-on-one interactions with a transition advisor, and a series of online workshops that focus on organizational skills, study skills, time management, and other critical issues for success. Campus involvement is critical to retention, and this is true for the eCampus as well. Transition advisors will partner with the Dean of Students Office in developing a college success course for online learners, similar to the on-campus First Year Florida course, and would teach that course as well. The transition program and associated advisors will also be critical in educating eCampus students regarding access to support services (the “whens” and “hows”), such as: financial aid, bursar, registrar, IT support, CRC, DSO, DRC, and Counseling Services, among others. These services will be handled through the College of Liberal Arts and Sciences Academic Advising Center with a dedicated staff of four.

## **Major & College Advising**

Distance learners expect access to advisors when needed, sufficient time available during advising sessions, and reliable and timely information. These needs are most effectively delivered through an “assigned advisor” model, in which admitted students are assigned immediately to an advisor in their college, who then becomes a consistent point of contact throughout their time at UF, and who becomes responsible for initiating regular contact with the student. Students will be most successful when they are immediately and directly attached to a college-level advisor. Each eCampus College will have a designated advisor (s) for online students with the plan of maintaining a 250:1 limit.

## **Efficient and Effective Communication**

Group advising is critical to success with online students. Relevant activities will include active and directed online chats with distance students, as well as online workshops led by advisors (which will be delivered synchronously and asynchronously). These efforts are a critical part of building community among distance learners. They are also an efficient way of delivering quality advising to large numbers of distance students.

## **UF LIBRARIES**

The primary strategies the Libraries are focusing on to ensure the success of eCampus students include:

- Growth of our digital resources (eBooks/eJournals) to support the specific programs identified for inclusion in eCampus.
- Increasing Inter-Library Loan (ILL) Department and Course Reserves Unit functions.

- Expanding library faculty/subject specialist engagement with the instructional designers and teaching faculty during the course development process.
- Development/expansion of online support, including expanded real-time reference services, information literacy instruction (credit courses, online tutorials, etc.) and other alternative approaches to supporting the off campus undergraduate students research needs.
- Providing a dedicated Online Librarian position to facilitate the effective support of all UF courses and programs offered away from the main campus, account for the unique needs of the online students and maximize eCampus retention and graduation rates. This position will facilitate the digital pedagogy efforts of other library faculty members as they develop dynamic and innovative course materials for fully online courses and ensure library service and learning resources provided to eCampus students and faculty are equivalent to those available to the on-campus community.

## **UF INFORMATION TECHNOLOGY**

To guide information technology at the university, UFIT adheres to three principles:

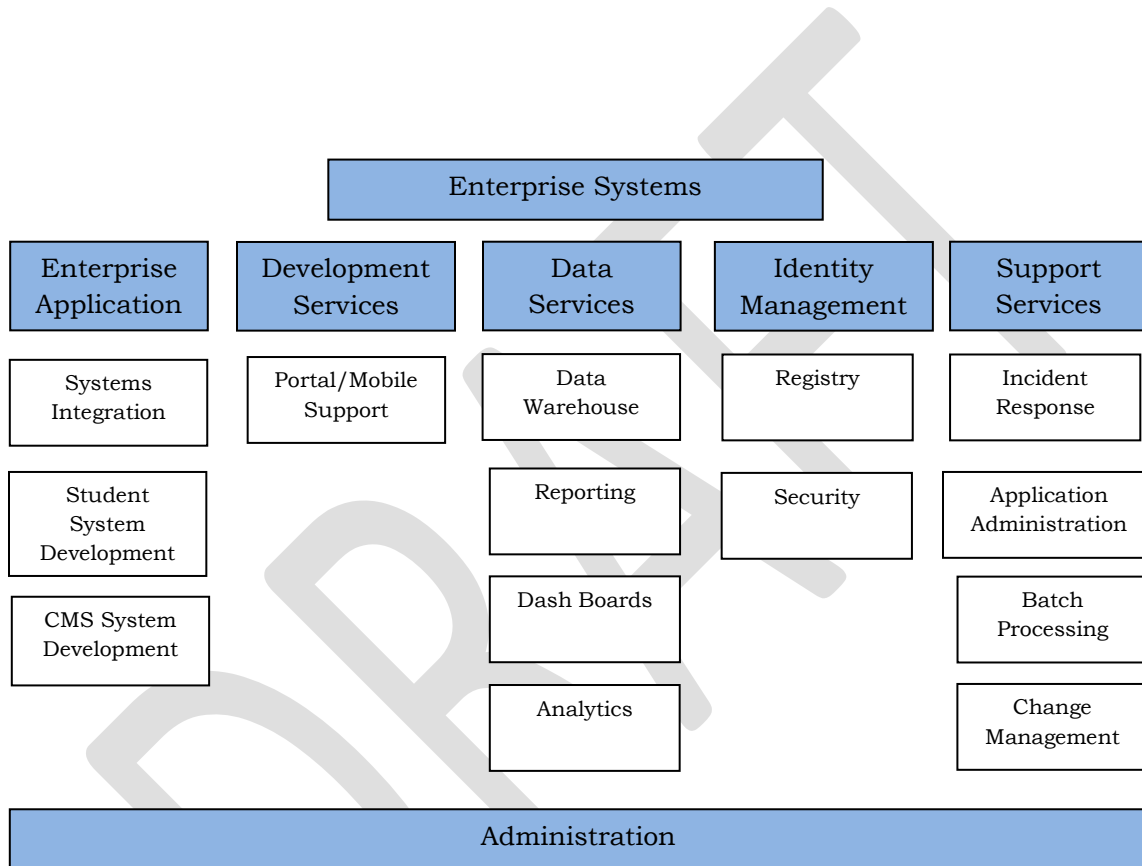
- Efficiency – resources and services must be cost effective and provide good value.
- Responsiveness – must be accountable and provide quality systems and services that address stakeholders’ needs.
- Innovation – must be innovative and support innovation to facilitate positive outcomes, improve quality of services, and competitiveness.

To ensure the success of eCampus students, UFIT will provide effective IT services:

- that improves the knowledge acquisition process.
- establish an innovative continuous improvement model that encourages and enables new and improved modes of instruction.
- increase opportunities for access to knowledge acquisition in both existing and new areas.



Enterprise Systems (UFIT/ES) will be the primary unit providing application support for the Canvas and Sakai course management systems. As such, Enterprise Systems will be responsible for the day-to-day operation of these software systems including: application administration, systems integration, identity management, portal and mobile support, batch processing, incident response and change management. As shown in the figure below, the following areas within Enterprise Systems will be responsible for providing this support.



## SECTION SEVEN MARKETING AND RECRUITMENT PLAN

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 5. A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.

### OVERVIEW

In partnership with 160over90 and Pearson Learning, the university will build the UF eCampus brand as the higher education landscape continues to evolve at an unprecedented pace. Major efforts will be made to maximize exposure, awareness and interest in the university's high quality fully online programs in the state and nationally among FTIC students and degree completers.

#### **Primary communications objectives:**

1. Build timely, targeted top-of-mind awareness for UF eCampus overall
2. Differentiate UF eCampus from both for-and non-profit competitors
3. Promote value of UF eCampus – same credibility as residential degree at lower cost
4. Generate web traffic to acquire information
5. Drive applications
6. Develop relationship-marketing processes that convey individuals from prospect to graduation

#### **Trends potentially influencing marketing:**

- Demand for distance education is expanding due to: 1) inability of current higher education infrastructure to support demand, and 2), "information-age" students are comfortable with online delivery.
- Students want options that suit their circumstances and schedules. Convenience and speed are at the top of the list.
- Economic challenges in recent years have made residential options too expensive for many and required them to take jobs instead of entering college.
- Online learner profiles are somewhat different from residential profiles, skewing more toward older, female and minority. However, it is possible that a program focused on FTIC to bachelor's degrees might shift the profiles more closely to the residential student.
- Retention rates for online tend to be somewhat lower for online.
- Technological advances are making course delivery more effective and putting more emphasis on handheld devices.
- Online competition is increasing exponentially from both for-and-non-profit institutions.
- Expanding future global networks should make access universal and reduce costs.

**Target Audiences:**

- First time in college (FTIC) students in Florida.
- Out-of-state FTIC students
- Completers and transfer students
- Returning military
- Homeschooled students
- Parents of prospective students
- Guidance counselors
- International students

**Instate Target Markets:**

- Miami
- Orlando
- Jacksonville
- Tampa

Out-of-state/international markets to be determined

**Unique advantages/disadvantages:**

- An online degree from UF is a degree from UF - same credibility as residential degree
- Become a Gator
- FTIC to bachelor's from a public research university essentially a new, (untested) concept

**Differentiating factors:**

- UF is a major public research university
- UF/IFAS Research and Education Centers potentially offer wet lab capabilities to online students in Florida

**Buying motives:**

- Obtain a degree from a top public research university, online
- Obtain a degree from UF

**Purchasing influences**

- Become a Gator
- Specific degree tracks offered
- Ancillary benefits, such as UF's Career Resource Center

**Competition:**

- No obvious primary competition currently for a 4-year degree online institute, but more is anticipated in the near future.
- Secondary competition would include for-profits and smaller non-profits offering online degree tracks.

## COMMUNICATIONS STRATEGY

### Media Mix:

#### Digital

- Search (pay per click) – key words including competitive schools; no geographic restriction
- Social (pay per response)
- Targeted display (demographic, contextual, behavioral)
- Retargeting (including lookalike)
- Selected web publishers, e.g., local print outlet web sites
- Consider “music” (e.g., Pandora)

#### Radio

- Targeted stations in key markets

#### Other

- For example, specific military outreach – digital; transition offices

### Media Timing:

- Application deadline is November 1
- Anticipated 6 week campaign
- Build up to peak in the 2 weeks prior to deadline when interest/traffic/applications are highest

### Media imperatives:

- Maximize impact/efficiency of all plans
- Match the message to the medium/environment
- Focus on pay for performance if possible
- Track in a timely way and adjust as indicated

## CREATIVE STRATEGY

- Communicate the equivalent value of the online degree by leveraging the size and power of The Gator Nation, and the appeal of becoming a Gator
- Create overall awareness and target messaging to the appropriate audiences for individual degree offerings
- Provide website that is engaging and easy to navigate. Theme should convey not only the degree information but “merchandise” the concept of becoming a Gator in every sense of the word.

## SECTION EIGHT TUITION AND FEE STRUCTURE

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 4. A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.

(4)(g)6. (k) The university shall establish a tuition structure for its online institute in accordance with this paragraph, notwithstanding any other provisions of law. 1. For students classified as residents for tuition purposes, tuition for an online baccalaureate degree program shall be set at not more than 75 percent of the tuition rate as specified in the GAA and 75 percent of the tuition differential. 2. For students classified as nonresidents for tuition purposes, tuition may be set at market rates in accordance with the business plan.

### **Guiding Principles**

1. UF 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).
2. UF establishes a tuition structure that incorporates innovative approaches that incentivize persistence and completion.

The University of Florida will initially charge a tuition fee per student credit hour ("SCH"). The SCH tuition fee for in-state students is the maximum allowed by law. The maximum is 75% of the university's current tuition or \$112.50 per credit hour. The university is charging market rate tuition for out-of-state students. Initially, the university will charge \$450.00 per SCH for out-of-state students. The out-of-state tuition fee may change as the university conducts research on the rate necessary to maximize revenues and as market environments change.

The university is exploring a block tuition plan for students taking more than 11 SCH and other incentives for students to graduate in a timely manner. As of the date of this report, the university has not implemented any such incentive pricing.

## SECTION NINE BUDGET

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 6. A budget for developing and marketing the online baccalaureate degree programs.

### Guiding Principles

1. The budget includes estimated costs – one time and recurring.
2. The budget includes projected revenue – Tuition and Appropriation.
3. The budget is detailed and activity-based.
4. The budget identifies the use of the annual appropriation.

The University of Florida is forecasting revenues, expenses and fund balance as displayed on Appendix G. This forecast is the university’s initial budget, but the budget may change each year as the university gains experience with the eCampus undergraduate on-line programs.

The model is in real dollars and assumes revenues will increase as expenses increase. Therefore, there is no adjustment for inflation in the model.

The following describes the assumptions used by the university in developing the forecast. The assumptions are the university’s reasonable estimates based on discussions with faculty, staff, other universities and private, third-party companies involved in on-line education.

### Tuition Revenue

Tuition per SCH is discussed above and is \$112.50/SCH for in-state students and \$450.00/SCH for out of state students. The following table summarizes the assumed headcount (number of students taking classes), enrollments (the number of course taken by all students), SCH (the number of student credit hours taken in the courses) and, the average load (the number of credit hours taken by each headcount student per semester or semester equivalent).

	Academic Year 2015	Academic Year 2018	Academic Year 2021	Academic Year 2024
In-State Data:				
Headcount	990	5,685	11,759	14,406
Enrollments	3,370	24,941	51,426	62,999
Credit Hours	10,110	74,823	154,279	188,998
Average Load	5.1	6.6	6.6	6.6

Out-of-State Data:

Headcount	315	3,863	7,956	9,747
Enrollments	1,271	15,939	33,056	40,495
Credit Hours	3,814	47,817	99,167	121,484
Average Load	6.1	6.2	6.2	6.2

Total

Headcount	1,304	9,548	19,716	24,152
Enrollments	4,641	40,880	84,482	103,494
Credit Hours	13,924	122,640	253,446	310,482
Average Load	5.3	6.4	6.4	6.4

**State Subsidy**

The state subsidy is the general revenue appropriated to the University of Florida in Senate Bill 1076.

**Non-Recurring Expenses**

Non-recurring expenses are those costs that are required to produce each course, periodically update each course and certain infrastructure costs necessary to administer the program.

The university expects to start with 5 programs in Academic Year (“AY”) 2014, grow to 15 programs in AY2015 and add 5 programs each year until the university has 35 on-line degrees offered in AY2019. These degree programs will require an initial 20 courses to support the first 5 programs. Eight unique general education and degree specific courses per new degree program will be required until the university offers 26 degree programs. At that point, only 5 general education and degree specific courses will be added per new degree offered. Therefore, the university must develop 250 courses between now and AY2019.

The forecast assumes the university pays faculty \$19,500 including fringe benefits to develop a course, production personnel or third-party \$12,000 per course, and \$5,000 of technology cost for each course. In total, each course will cost \$36,500 to develop. This is reasonable given industry norms.

Every three years each course will be reevaluated and updated. The cost of the update is expected to be \$7,500 per course including faculty salaries, fringe benefits, production costs and technology costs. Each year every course will be evaluated and minor changes made to the materials. Such costs are included in the recurring section of the forecast.

The university estimates that it needs to buy production equipment at a cost of \$500,000. Replacement costs are included in the recurring section of the forecast. The university believes

that Student Affairs will require an initial investment of \$400,000 to develop student life materials discussed earlier in this report. Enrollment management and marketing believes it will require an initial investment of \$600,000 to produce radio and television commercials and other marketing materials as discussed earlier in this report. All revenue-generating activities at the university are required to pay for their share of general and administrative costs. The university currently charges 11.31% of direct expenditures to each revenue-generating activity to cover general and administrative expenses. This cost is shown in the line called “Overhead” in Non-Recurring Costs section of the forecast on Appendix G.

### **Recurring Costs**

Delivery costs consist of faculty, teaching assistants or adjuncts, and related support personnel costs. The forecast assumes that the department is paid \$50 per SCH in their course(s) during that semester. The department is responsible for paying the faculty. Each course will require one teaching assistant for every 110 students in a course. The teaching assistant is paid \$8,000 per course per semester from central funds. We expect direct support costs and fringe benefits to be \$4,900 per course per semester. Support costs will be paid from the central budget. The forecast may overstate delivery costs because the model assumes all course will be taught every semester or semester equivalent. In practice, this will not be the case. At this time, the university cannot estimate the number of course that will be taught at any given time. We will refine the budget as graduation tracking for the eCampus gains experience.

Enrollment management and marketing are the costs for the services discussed in Section Eight above.

Direct Administration is the cost of those personnel directly related to the undergraduate, on-line program. See the organization chart in Section Three above. These costs are not included in the university’s general and administrative allocation.

Outsourced Recruitment and Retention Services is the cost of services provided through a public/private partnership with Pearson Learning. The services primarily cover recruitment of students and providing retention programs to the eCampus, but may also include, but are not limited to, testing solutions, e-textbooks, tutoring services and other services that Pearson may offer. The full scope of services offered by and made available to the university by Pearson are more fully described in Appendix B. Pearson will be paid 42% of all tuition for the first five years of the contract. In addition, Pearson will be paid \$2 million in the first year and \$1 million in each of the next four years to support its marketing effort. In years six through ten of the contract, Pearson will be paid 60% of out-of-state tuition and 42% of in-state tuition. The increase in the out-of-state tuition is contingent on Pearson achieving projected tuition revenues in the first five years of the agreement. There are many key performance indicators that must be met by Pearson and the university. If these key performance indicators are not achieved by one of the parties, the other party may elect to cancel the agreement with a short notice period.

All activities at the university are required to pay for their share of general and administrative costs. The university currently charges 11.31% of direct expenditures to each revenue-generating activity to cover general and administrative expenses. This cost is shown in the line called “Overhead” in the Recurring Cost portion of the forecast on Appendix G.



Facility costs include rent, utilities, maintenance and janitorial services for the production operations and space for teaching assistants devoted to the eCampus. The cost of facilities is basically an educated guess based on one-third the facility cost necessary to support a traditional course.

Library costs consist of the increased cost of electronic books, journals and newspapers to support the eCampus students, and a share of the existing library services. The library costs approximately \$1.20 per SCH based on the university's current experience.

Student services consist of those services described in Section Seven above. Such student services will cost approximately \$2.11 per SCH based on the university's current experience.

Net margin is basically the profit or loss each year forecasted for the eCampus. The line labeled Cumulative Fund Balance is the summation of current and previous years' net margins (equity in a commercial operation). This amount represents the cash available to eCampus to cover unforeseen costs or revenue shortfalls before the eCampus requires supplemental funds from other parts of the university or funds available to distribute to the traditional campus or reinvested in the eCampus as outline in Senate Bill 1076.

## SECTION TEN

### EVALUATION OF COURSES, DEGREE PROGRAMS, AND LEARNING OUTCOMES

#### EVALUATION METHODOLOGY

The University of Florida (UF) has many existing reporting requirements and practices that will assure close monitoring and evaluation of the eCampus initiative as implementation proceeds. In general, the same evaluation and assessment practices will be followed for eCampus students as for regularly enrolled undergraduate students.

##### **Plans to track admissions, performance and retention of online students**

UF's admissions process will facilitate the identification of students entering an eCampus program by creating a flag for program admittees. From that point forward, the progress of the students can be tracked and monitored. Advisors will watch performance, and under UF's nationally-recognized tracking process, will trigger any interventions needed to assure appropriate academic progress. Retention and degree completion rates can be calculated for eCampus students by cohort year and compared to general UF cohort results. These calculations are governed by national and state methodologies, assuring comparability of results.

UF reports enrollment by deployment methods (i.e. traditional vs. online vs. offsite) in its Annual Work plan which is formally approved by the UF Board of Trustees then presented to the BOG.

##### **Data collection, analysis and reports**

Tracking the success of courses and programs within the eCampus will rely upon the collection and analysis of data at multiple levels. Administrators, advisors, faculty and even the students themselves will need to access and interpret metrics related to teaching and learning. UF Information Technology services will provide data collection services for the eCampus to assist with decision-making at all levels.

Both student information systems (SIS) and course management systems (CMS) will provide information that can inform decisions at each level.

- Students
  - Progress in course (CMS)
  - Standing in class (CMS)
  - Grades (CMS, SIS)
  - Learning outcomes achieved (CMS)
- Faculty
  - Student time on task (CMS)
  - Student standing in class (CMS)
  - Student satisfaction (CMS, Qualtrics Survey)
  - Originality report (CMS, Turnitin)
  - Student achievement of learning outcomes (CMS)

- Departmental Administrators
  - Graduation rates (Registrar)
  - Course learning outcome success rates (CMS)
  - Program learning outcome success rates (CMS)
  - Retention rates (Registrar)

To make most effective use of the information, students, faculty and administrators will receive guidance in how to access and make meaningful use of appropriate data. For faculty, data analysis recommendations will be found in the Faculty Institute online training. Students will view tutorials within their course CMS. Administrators will receive appropriate documentation for data retrieval and reporting.

Data collection and management processes will meet the 1974 Family Educational Rights and Privacy Act (FERPA) federal law (20 U.S.C. 1232g). FERPA protects the privacy of a student's educational record.

### **Student satisfaction surveys**

The satisfaction and experiences of the students can be assessed through the SERU (Student Experience in the Research University) survey which is administered every two years. Specific survey items can be added to address any unique aspects of the E-Campus experience. SERU will be administered next in 2015.

### **BOG and external reporting**

The Board of Governors (BOG) requires UF programs to undergo a rigorous program evaluation every seven years. All of the E-Campus programs will be on this schedule, as part of the general program evaluation for each degree program offered. There are specific requirements for the program review that have been established by BOG to assure consistent high quality review practices. In addition, UF is required to report its progress in assessing student learning outcomes to BOG annually through its Academic Learning Compact report. The Southern Association of Schools and Colleges (SACS) also monitor how UF meets accreditation standards for the assessment of student learning outcomes. Any of these reports can be made available to the E-Campus Advisory Board.

UF employs standard research methodologies defined by the National Center for Educational Statistics for federal graduation rate reporting and also provides graduation rate reporting meeting BOG defined requirements.

### **Service Level agreements**

To best meet the needs of the eCampus faculty and students, UF will outsource appropriate services. Technology and pricing are subject to change based upon business climate, technology development and economic changes. Agreements with external providers will include clauses for renegotiation or termination of services. As contracts come up for renewal, they will be reviewed in terms of:

- Service levels needed by eCampus
- Service levels available in the marketplace
- Service costs

Prior to termination of external services, an exit strategy will be put into place to ensure that eCampus faculty and students receive the appropriate services. It will be important for UF to maintain sufficient knowledge of vendor activities and how the work is done to be ready to identify an alternative vendor or to take over the task internally. Additionally, the timeline to initiate alternative services must be set.

### **Online/Distance State Authorization Process and UF eCampus**

The United States Department of Education regulation 4 C.F.R.§ 600.9(c) requires each state to apply for and receive authorization to provide online/distance education courses in other states.

The authorization requirements, as well the application processes, vary on a state-by-state basis. The Distance & Continuing Education (DCE) department works with faculty and staff members across all colleges and departments within the University of Florida who have or may establish programs regarding existing and future applications in a concerted effort to comply with this regulation.

DCE also works to support the State Authorization Reciprocity Agreement (SARA) in identifying and updating an index of state legislation and application requirements. If adopted, SARA would establish standards for reciprocity agreements that colleges and universities from around the country would have to meet, but provide the advantage of a singular application to provide online/distance education in all 50 states. **The SARA process essentially flips the entire state authorization model. Rather than** requiring institutions to seek approval from all states that require it, institutions would be evaluated solely by an entity in their home states. The home states would rely on standards accepted by all participating states, and the home state approval would be recognized by all member states.

### **eCAMPUS REPORTS TO THE ADVISORY BOARD**

The eCampus will provide status reports to the Provost with copies to the Advisory Board beginning July 2014. The first report will provide updates on meeting target dates and major start-up milestones including budget; metrics for the students enrolled in the 2014 Spring Semester to include but not limited to: enrollment, composition of instate and out of state students, number of courses offered, grade distribution, and average hours enrolled,

Future reports will include metrics on retention and graduation rates as well as status reports on program effectiveness and the full implementation of the eCampus organization.

## SECTION ELEVEN

### ENSURE ACADEMIC INTEGRITY OF eCAMPUS

#### OVERVIEW

Students who enroll in the University of Florida eCampus will join an institution committed to the highest standards of honesty and integrity. While distance education may not necessarily be more susceptible to dishonesty than resident programs, the online environment poses new challenges for educators<sup>7</sup>. The following strategies will be used to ensure that eCampus students are held to the same standards as resident students:

- **Community:** Foster an environment of academic and ethical scholarship
- **Prevention:** Design courses, assessments and assignments in a manner that encourages honesty and accountability
- **Identification:** Use available technologies and procedures to prevent dishonest activities

Faculty, instructors and teaching assistants who develop and teach eCampus courses will receive training and guidance on how to incorporate these strategies into their classes.

#### COMMUNITY EXPECTATIONS

A vital component of community is the institution and instructor's role in encouraging and fostering each student's commitment to learning and academic integrity by supporting them in understanding they are now part of a community of scholars where integrity is valued and rewarded with a high quality educational experience.

Information about the Honor Code and expectations for behavior will be included in the student orientation experience. The **UF honor code** was enacted in 1995 by the student body and provides a foundation of integrity for all university activities including the eCampus.

**Preamble:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**The Honor Pledge:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **On my honor, I have neither given nor received unauthorized aid in doing this assignment.**

At the start of each class, faculty will provide students with information on appropriate sources and what constitutes plagiarism as well as what type of collaboration is appropriate. Course learning objectives will place emphasis upon critical thinking and creativity which requires

students to produce original work. Faculty will include information about the Honor Code in class syllabi.

## **PREVENTION**

eCampus course design will promote original student work. Varied assessments will augment or take the place of high stakes exams. Writing assignments, projects, low stakes quizzes and group work will offer multiple opportunities for students to meet learning objectives. Emphasis will be placed on authentic assessment that relates directly to the field of study and clearly stated learning objectives.

In cases where high stakes exams are necessary, large test banks, timed delivery and randomization will provide each student with customized questions. Higher level questions that require analysis and evaluation will ensure that answers cannot be found in the text or through a web browser.

Exam proctoring is a time honored method for ensuring academic honesty. The eCampus will partner with external vendors to provide proctoring services. Online proctoring will be conducted using one or more technology means:

- Video: a proctor watches 8 – 16 students in real time through students' webcams
  - Identity is established with photo ID or personal questions
- Recorded Video: a video recording of the student taking the exam is reviewed by software/human after the test is completed
  - Identity is established with photo ID or personal questions
- Biometric: student fingerprint and/or typing pattern is used to establish identity

As technology evolves it is likely that new types of online identification will become available. The course production team will periodically review proctoring services to ensure that appropriate new technologies are made available to online institute faculty and students.

Some courses may need face to face proctoring due to requirements in the field of study. An Assessment Manager will coordinate with testing centers to ensure that appropriate requirements for on-site testing are met. Support for face to face proctoring is available from:

- Florida Research and Education Centers
- National College Testing Centers
- Florida State College system
- External vendors

Requirements for face to face proctoring will be made available to students prior to registration.

## **IDENTIFICATION**

The third strategy for ensuring academic honesty is to identify and hold accountable students who misrepresent themselves or their work. Incidents of dishonesty will be reported to the Dean of Students Office. The Dean of Students Office already handles Honor Code cases involving students learning from a distance. The same process will be used for on campus and distance students. This ensures that due process is provided. Creative educational seminars are being duplicated in a virtual platform in order to educate eCampus students who violate

the Honor Code. For example, the Avoiding Plagiarism Seminar is being produced in an online format.

Technology solutions, such as plagiarism detection software, will be used within the course management systems to determine writing originality. Additional technology solutions such as tracing an IP address can be used in combination with other methods to help identify misrepresentation of work.

As the technology that supports education continues to evolve, new methods will be developed to ensure that students gain the maximum benefit from their education by consistently representing themselves and their scholarship with the utmost integrity. The course production team will regularly evaluate new technologies as they are available to support this endeavor.

DRAFT

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## SECTION THIRTEEN APPENDICES

### Appendix A—Strategic Planning and Management Team

**W. Andrew McCollough**  
**Associate Provost**  
**Teaching and Technology**

W. Andrew McCollough received an undergraduate degree in Industrial Management from the University of Florida in 1957. After serving several years as an Army aviator, he returned to the University of Florida and received a Ph.D. in Business and Economics in 1971. He has been a faculty member, Professor of Finance in the Warrington College of Business Administration since that time.

After serving as Interim Associate Provost for Undergraduate Affairs in Spring 2009, he was appointed as the first Associate Provost for Teaching and Technology in July 2009. Prior to this current position, he served as Senior Associate Dean and Associate Dean for 19 years in the Warrington College of Business Administration, and as Chair of the Department of Finance, Insurance, and Real Estate. He continues to teach finance in the MBA program at the College.

His research interests have included financial markets and business ethics and he was formerly the Director of the Center for Business Ethics Education and Research. He has been designated "Teacher of the Year" or "Outstanding Teacher" several times at the College and University level. He continues to serve as Chair of several University Committees and Workgroups including the Education and Outreach IT Advisory Committee, the Workgroup on Distance Education and Self-Funded Programs, and the Intercollegiate Athletic Committee and serves as a member on many others.

**Zina Evans**  
**Vice President**  
**Enrollment Management**  
**Associate Provost**

Dr. Evans received her Ph.D. from the University of Maryland, Master's degree from the University of Rhode Island and Bachelor's degree from the University of California, Irvine. Dr. Evans provides vision, leadership, and strategic direction in the development and attainment of enrollment priorities of the University. As UF's chief enrollment officer she oversees the Office of Admissions, the Office of Student Financial Affairs and the Office of the University Registrar.

Dr. Evans has over 20 years of experience in higher education and has worked at such institutions as UC Berkeley, CA, UC Irvine, UC Santa Barbara, and the University of Maryland. In addition, she held the position of director of research for the National Association for College Admission. Her interests focus on the issues of access, retention, and persistence in higher education.

Additionally, her involvement has included serving on several state and national boards such as the Educational Testing Services TOEFL Advisory Committee; the Council for the Advancement of Standards in Higher Education, the State University System Admission and Registrar Committee, the National Postsecondary Educational Collaborative and chair of the Florida Higher Education Colloquium. Currently Dr. Evans serves as past chair of the SAT Advisory Committee, chair of the Online College Planning Advising Board, Vice-chair of the AP Higher Education Advisory Committee and a member of the Ameson Foundation Cultural and Educational Exchange Advisory Committee for College Admission.

**David Kratzer**  
**Vice President for Student Affairs**

Major General Kratzer's responsibility is to lead the planning concerning student retention and the creation of a sense of community for the eCampus students. This is a critical element of the plan given the high retention percentage and graduation rates for UF students and many online universities' very poor retention rate of distance learning students. The Student Affairs team is working to design an array of services and opportunities for our online cohort.

As Vice President for Student Affairs, with more than 30 years of experience, he leads a talented team that will have specific assignments for components of the student eCampus co-curricular experience.

**Matthew Fajack**  
**Chief Financial Officer**  
**Tuition and Budgets**

Mr. Fajack is the Vice President and Chief Financial Officer of the University and responsible for developing the eCampus business plan for the budget and tuition model. He joined the UF staff in 2008 and previous positions include: Executive Director for Financial Affairs at Kent State University and Chief Financial Officer of The Beta Capital Group, Dallas, Texas. He is a member of the Shands Teaching Hospital and Clinics, Inc. Board of Directors, UFICO Board of Directors, Gainesville Chamber of Commerce Board of Directors and North Central Florida United Way. Mr. Fajack received his bachelor's degree in business administration from the University of Minnesota in 1984.

**Elias Eldayrie**  
**Vice President & CIO**

Mr. Eldayrie is responsible for providing robust and reliable information technology services in support of the UF eCampus, including:

- Develop and execute IT strategy in alignment with the UF eCampus mission
- Provide input to UF eCampus governance to establish priorities and allocate resources
- Develop action plans for successful implementation of services for UF eCampus

- Ensure that the necessary IT workforce is in place that leads to an excellent experience for UF eCampus faculty and students
- Ensure that IT services are secure, efficient and sustainable
- Promotes collaboration of UFIT with other units to ensure the success of UF eCampus

Mr. Eldayrie currently serves as Chairman of the Florida LambdaRail (FLR) Board of Directors, Chairman of the Sunshine State Education Research Computing Alliance (SSERCA), and co-chair of the Higher Education Information Security Council (HEISC). He also serves on several industry advisory groups or committees, such as the Oracle Education & Research Industry Strategy Council.

Mr. Eldayrie has taught courses on the subject of leadership at the Warrington College of Business Administration at the University of Florida, at his previous institution, State University of New York at Buffalo and internationally at Grodno State University in Belarus, Budapest Technical School in Hungary and for the Riga Business School.

**Dan Williams**  
**Vice President**  
**University Relations**

Mr. Williams directs the strategic marketing of UF eCampus. Responsibilities include: conducting primary and secondary research; evaluation of current and anticipated trends in online learning; development of target audience segments for the initial launch as well as the ultimate full array of degree offerings; and the development of the eCampus website. In addition to the overall UF online offerings, he coordinates with the UF advertising agency, 160/90, to develop creative concepts and media selections.

Since 2006, Dan has overseen the marketing and public relations for UF. His background includes serving as CEO and CCO (chief creative officer) for several advertising agencies. In that role, he coordinated and helped develop numerous high level marketing campaigns. He has extensive experience in private sector strategic planning, marketing and public relations.

**Patrick Reakes**  
**University Librarian**  
**Chair, Humanities and Social Sciences Library**

Mr. Reakes provides input and direction on how the UF Libraries can most effectively support the research/learning activities of the online eCampus undergraduates. As Chair of the largest library and department in the UF system, he provides leadership for all aspects of Library West, including collection development; reference, instruction, circulation services and outreach services; organization, maintenance, and preservation of collections; space management, staff management and supervision; and the collaborative development of digital library initiatives. He previously chaired the UF Departmental Libraries. He holds a Master of Science in Library and Information Studies from Florida State University and a Bachelor of Science in Journalism/Public Relations from the University of Florida.

**Jennifer K. Smith**  
**Associate Director**  
**Production and Course Development Services**  
**eCampus**

Ms. Smith will collaborate with campus units to plan, develop and implement the eCampus initiative. She will develop processes that encourage knowledge sharing, collaboration and efficient work flow. In addition, she will ensure quality development and implementation of any necessary corrective actions to meet objectives.

Ms. Smith served as the manager of Instructional Design Services at the University of Florida Center for Instructional Technology and Training. In this position she coordinated and supervised the team of instructional designers and educational technicians to support faculty in the development of pedagogically sound course materials. As the CITT manager, she oversaw an increase in course production from 11 courses (academic year 2010/2011) to 72 courses (academic year 2012/2013.)

Prior to her work at CITT, Ms. Smith was a tenured Associate Professor in the University of Florida Department of Theatre and Dance. During her twelve years of teaching, she served as Design Area Coordinator and Costume Shop Manager. She taught courses in costume construction, pattern making, tailoring, crafts, and painting and dyeing.

Ms. Smith received her Master of Fine Arts degree in Theatre Production from the University of North Carolina, Chapel Hill. She earned her Bachelor of Arts degree in Communication and Theatre Arts from the University of Wisconsin-Eau Claire.

**Brian Marchman**  
**Director**  
**Distance & Continuing Education**

Dr. Marchman is the Director of Distance & Continuing Education. He earned his undergraduate degree in Political Science, M.Ed. in Social Science Education, Ed.S. and Ph.D. in Educational Leadership, each from the University of Florida. Dr. Marchman completed post-doctoral work in a certificate program at Harvard University's Graduate School.

Dr. Marchman's career as an educational leader has included distinguished service as a teacher, principal, district administrator, and adjunct professor, including teaching and leading online. As a leader at the Florida Virtual School, Dr. Marchman founded the first-of-its-kind-anywhere, award-winning virtual teaching internship program in collaboration with Florida universities. Additionally, Dr. Marchman is a certified Corporate Coach and founded and led the Florida Virtual School *Developing Leader Program*. A Graduate Faculty Scholar at the University of Central Florida, he has also taught at the University of Florida and University of South Florida. During a two-decade career as a student advocate and servant-leader, including teaching and administrative roles at the University of Florida's P.K. Yonge Developmental Research School, Dr. Marchman has been named Teacher of the Year and Principal of the Year. Dr. Marchman currently serves on the Board of Directors of Florida ASCD the Florida Sterling Council and is a member of the United States Distance Learning

Association. The author of several professional publications, Dr. Marchman has also presented at numerous state, national, and international conferences.

DRAFT

## EXECUTIVE SUMMARY

Following the Board of Governors online taskforce recommendations, the University of Florida and Pearson have met on numerous occasions to explore the potential for Pearson to help support the University of Florida's goals in expanding access to a world-class portfolio of online undergraduate programs.

This document outlines the University of Florida and Pearson's partnership framework to grow the university's high-quality online education offering, build a globally renowned education portfolio designed to meet current and future economic and workforce needs, and sustainably serve the state, national, and global economies.

Together, the University of Florida and Pearson will implement a comprehensive marketing approach to build and promote the university brand online and add individual new programs. Existing online programs with Pearson and other distance-learning partners, as well as online programs the university currently promotes and delivers on its own, will benefit from this university-wide strategy.

The partnership will expand access to the Pearson portfolio of services and products for all online undergraduate programs. This partnership will also build on the relationship the university has with Pearson EmbanetCompass for distance-learning services for individual graduate programs.

Combining Pearson's global resources, research, infrastructure, distribution, and capital with the university's academic excellence, research, brand, stature, and experience will assist its mission and support the Board of Governors and Florida Legislature's selection of the University of Florida as the preeminent state university in the delivery of a world-class online education.

*Partnering to  
enhance the  
University of  
Florida's position as  
the preeminent  
provider of online  
education nationally  
and globally*

*Key aspects of the  
partnership framework:*

- *Accelerated Growth*
- *Student Success*
- *Joint Research &*

## ■ INTRODUCTION

Pearson ([www.pearson.com](http://www.pearson.com)) is without question the recognized global leader in education content, technology, and support services, serving more than 130 million learners worldwide. Pearson is supported by the resources and stability of a world leader in education, with over \$9 billion in annual revenue. Built upon deep education experience, innovative technologies, and best-in-class data analytics, Pearson's online education solutions enable truly personalized learning experiences that empowers students to learn the way they learn best – when, where, and how they want.

The defined partnership framework is rigorous, agile, and extensible with defined phases that set clear goals and responsibilities while enabling the partnership the necessary flexibility to adjust to the changing market conditions and to take advantage of emerging opportunities.

The partnership framework thoughtfully combines intensive independent market research, unparalleled marketing services, technology, course design, student services, faculty support, operational excellence, and capital investment by Pearson with the institution's academic tradition, academic excellence, research, and innovation.

The University of Florida/Pearson partnership will drive increased access to uniquely differentiated, quality online higher education programs nationally and globally, providing new opportunities every year for thousands of students to benefit from a University of Florida education. Our technology and service expertise will both reflect and protect the university's academic distinction as we extend our partnership, fusing academic excellence, innovation and collaboration to promote partnership efficacy.

We are confident this partnership framework provides a solid foundation upon which we can build a preeminent public-private partnership designed to increase economic and employment opportunities for the region and nation, while increasing the University of Florida's brand exposure globally.

# ■ KEY ASPECTS OF PARTNERSHIP

## Accelerated Access to World Class Online Education at the University of Florida

- Leverage the University of Florida's position as **the** preeminent provider of online higher education in Florida and the Southeast, to become one of a select group nationally and globally.
- From our extensive experience in powering fast-growth online programs, we will help the University of Florida successfully expand access to its high-quality programs, scaling the university's current annual enrollment base to over 90,000 fully online annual enrollments over the next ten years.
- Pearson will provide investment, global resource infrastructure, and expandable service capacity necessary to increase and accelerate access to the highest quality online program offerings at the University of Florida. The combined partnership resources will create and support its strong national and global brand, generating significant additional revenue, and positioning the university and the state as national and global leaders.

## Student Success

- As a core foundation of the partnership framework, Pearson will be mutually invested in the success of the University of Florida's online programs. Every action and decision we make together will be student-focused and outcomes-based to ensure students are engaged and excited about learning, encouraging them at all times to continue in their courses and complete their entire programs.
- We monitor and analyze retention and persistence from initial target marketing throughout the entire student lifecycle. By leveraging Pearson's various learning technologies, services, and academic analytics, we improve college and online readiness, term-to-term persistence, student retention and identification of at-risk students.

## Joint Research and Innovation in Online Education

- Pearson is a company with a strong sense of purpose, focusing on three key issues of social and economic importance: literacy, efficacy, and competitiveness. We enable people to make progress in their lives through learning.
- Pearson and the University of Florida will engage in joint research and development focusing on analytical initiatives and research in online education. This partnership provides the opportunity to combine the complementary resources of the two organizations to effectively develop and demonstrate the capacities of learning analytics and address specific areas of interest for the university.



- Pearson and the University of Florida will also identify and validate new and innovative educational opportunities to support the educational and partnership goals that could be commercialized to provide additional revenue streams for both organizations.

## PARTNERSHIP DELIVERABLES

To support the Universities of Florida's online goals, Pearson will provide with the following technology, content and services:

### **a. Market research and assessment**

Pearson will utilize a blend of proprietary analytics and research and publicly available information to provide course and program portfolio recommendations as well as highly targeted student acquisition services.

Pearson will use its extensive experience and proprietary research to validate market demand for the online programs the University of Florida is proposing to launch, and we will make recommendations for how to best tailor the programs to enhance marketability against competitive online programs already in market.

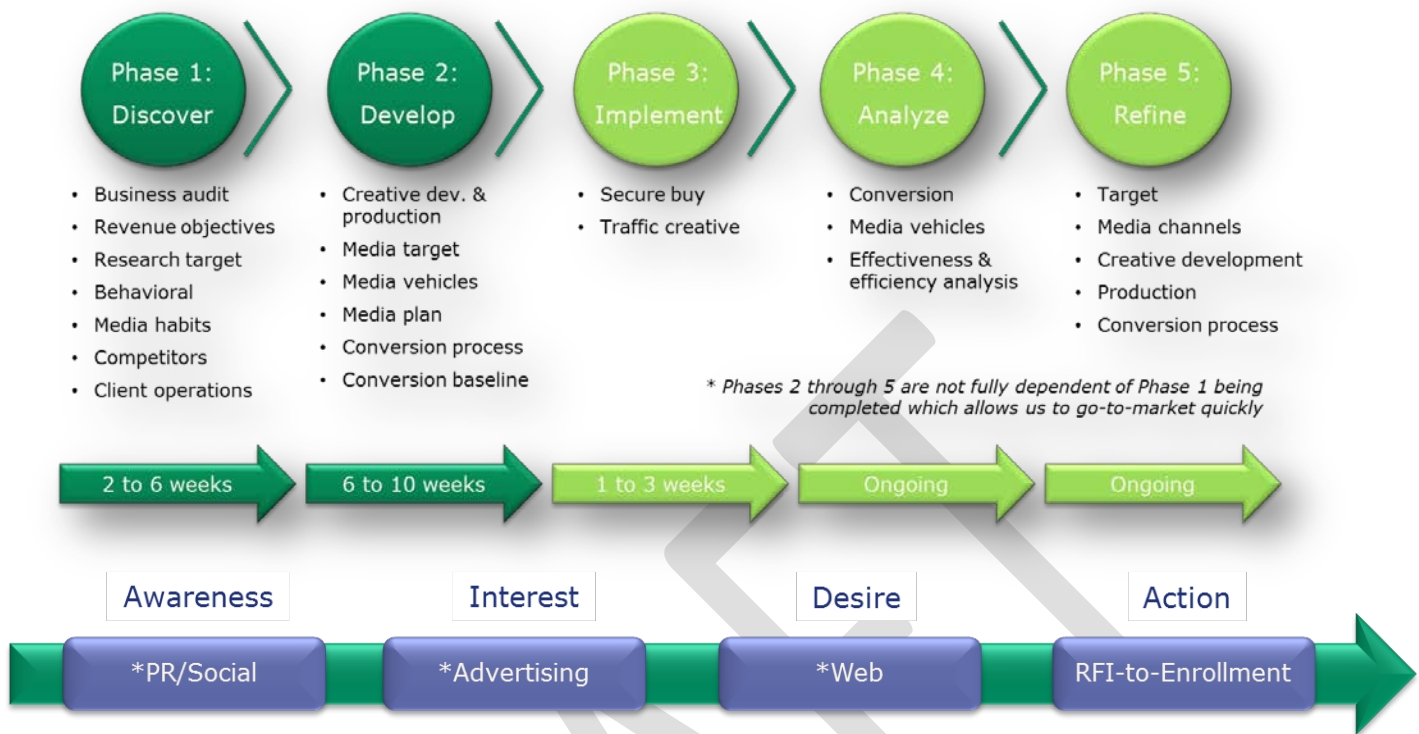
Pearson will help guide the university to provide an optimum program portfolio offering that is distinctive and in demand.

### **b. Marketing services**

Pearson will provide all-inclusive marketing services such as strategic management around Pay per Lead, Direct Mail, Search Engine Optimization, Search Engine Marketing, Social Media, Billboards, Radio, Email Blasts, Pay TV, Print, etc. The University of Florida will receive all of this plus the added benefit of Pearson's knowledge of the online education space. Our partners have been working with over 70 clients in the traditional and for-profit admission space for the past 15 years. We will help fortify the university's existing strategy with its people and partners including 160over90 with the support and experience of our leadership.

In addition, Pearson will collaborate with the university and 160over90 to position and build the University of Florida brand as the higher education landscape continues to evolve at an unprecedented pace. We will consult with the university and its partners on brand strategies, positioning, messaging, growth strategies and higher level Public Relations efforts.

Pearson will invest significant capital to maximize exposure, awareness and interest in the university's high quality fully online programs in the state and nationally among FTIC and degree completers.

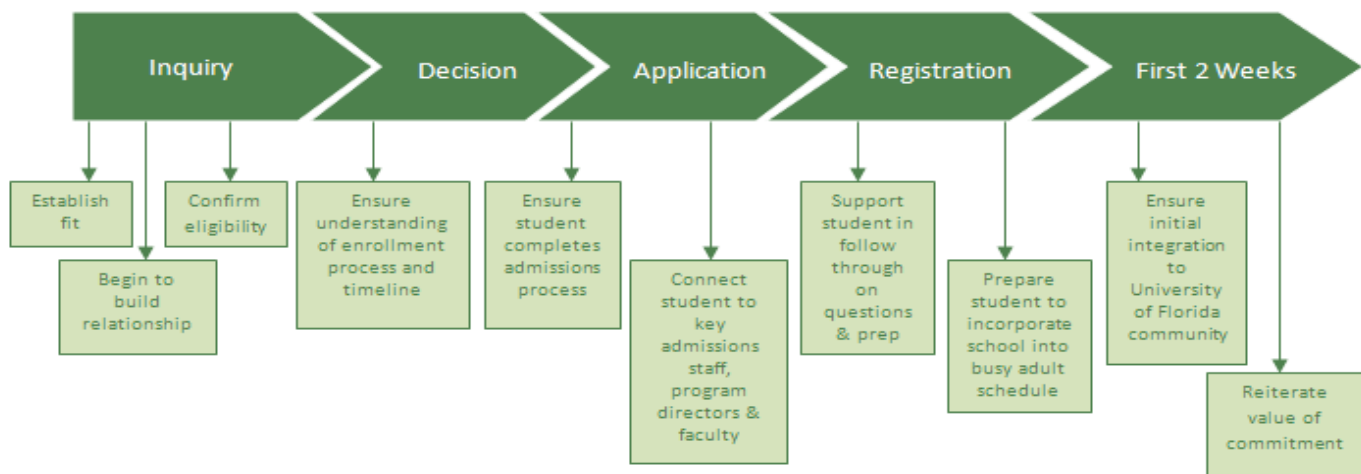


*\*Example outreach mediums that we would evaluate based on target and program*

### c. Enrollment management concierge support services

Pearson has significant experience providing lead follow-up/qualification, prospect development, enrollment/admissions counseling, and student support throughout the entire enrollment process.

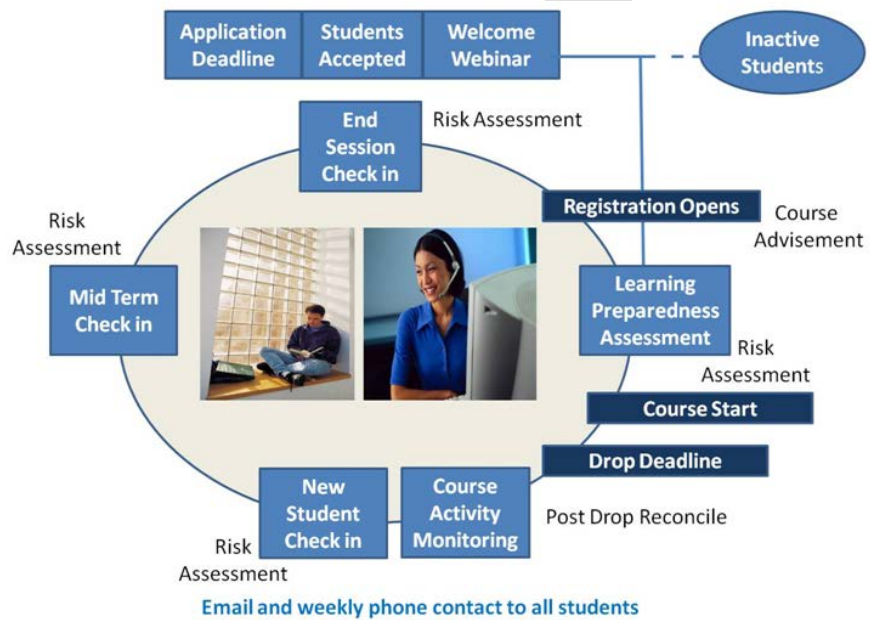
Pearson will help the university achieve its enrollment goals and will invest in a rigorous and engaging process to ensure prospective and enrolled students are provided with the highest quality support services



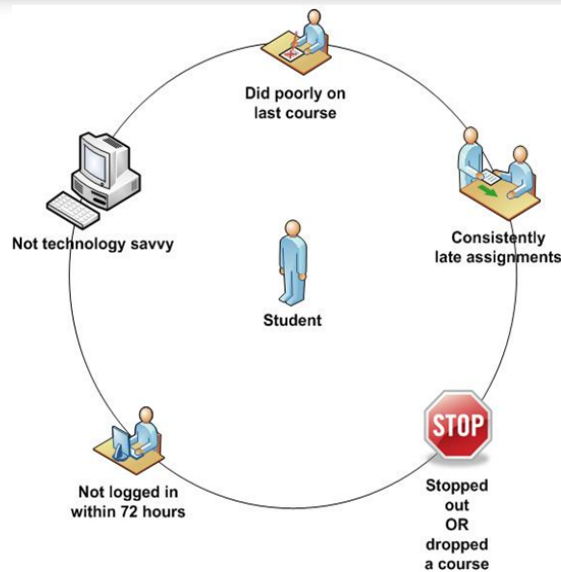
### d. At risk tracking and retention program

Pearson will assign dedicated retention specialists, referred to as Program Coordinators or Student Advisors, to each online program. Following a proactive, prevention-based approach, Program Coordinators deliver personalized retention-focused support to each student from admission through graduation.

Pearson will provide a customized services package for the University of Florida to identify and connect with students appropriately to support greater student success and advance institutional goals and strategies.



### At-Risk Indicators



As historical data for the program and other programs are collected, custom at-risk indicators will be added.

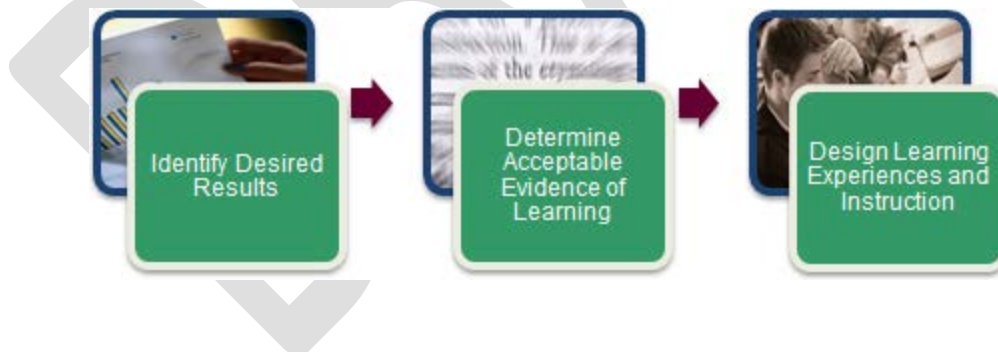
## e. Learning design

Pearson will provide additional on-demand/expandable capacity including but not limited to instructional designers, multimedia experts, tech specialists, and project managers. These professionals can be commissioned at appropriate times throughout the partnership to provide resources necessary to expand the online program offering, and improve access to the University of Florida's undergraduate program offering.

Adaptive and agile approach: Pearson is constantly 're-tooling' its team in order to meet the ever-changing needs to create, maintain, and deliver highly-effective online solutions. A time-consuming, significant investment, this is challenging for any university to implement on its own. Together, our partnership will foster a dynamic and leading-edge learning design approach to ensure the highest-quality offering and continually optimize the learning experience.



### A.D.D.I.E. Model



## f. Pearson digital content

Pearson is the world's largest provider of innovative digital education content and services. Pearson will provide the University of Florida access to its rich digital resources in Pearson CoursePacks, MyCourseTools, CourseConnect courses, MyLabs, and eBooks. This content is available to the University of Florida on an as-needed basis. It is at the sole discretion of the University's faculty and staff to determine if they would like to use any of this content.

The image displays two overlapping screenshots of Pearson's digital content interface. The top screenshot is a 'STUDY GUIDE' for 'Topic 1: Set the Stage'. It features a pie chart with a green slice representing 20.0% and a yellow slice representing 80.0%. The text indicates that the user answered 1 of 2 questions correctly and recommends a 'Medium' study level. Below the pie chart is a table with columns for 'Question', 'Score', and 'Confidence'. The bottom screenshot shows a course page titled 'THE CONGRESS' with a background image of a building and a navigation menu with tabs labeled O0 through O6.

**STUDY GUIDE**

Topic 1: Set the Stage  
Study Level: **Medium**

You answered 1 of 2 questions correctly. Your recommended study level is Medium. That alone is to be commended. You're on your way to better scores next time. Read the topic carefully, examine all charts and graphs, watch the videos, and look for the main points throughout the text and activities. See if you can generate a new study plan indicating "Low" study level.

Review this topic >

	TOPIC 1	TOPIC 2	TOPIC 3
Question	1	2	3
Score	X	✓	✓
Confidence	2	1	2

**PEARSON**

**THE CONGRESS**

O0 O1 O2 O3 O4 O5 O6

## g. Training and professional development

Pearson's will make available its Academic Training & Consulting team including seasoned instructional designers and course developers who offer online training and certification delivered in a variety of options, including online courses, on-site trainings, and on-campus workshops to meet almost every need of online faculty development.

Through collaboration we will ensure faculty and staff have access to the latest professional development opportunities; sharing research, best practice, tips and techniques to provide the highest levels of student engagement and support online.



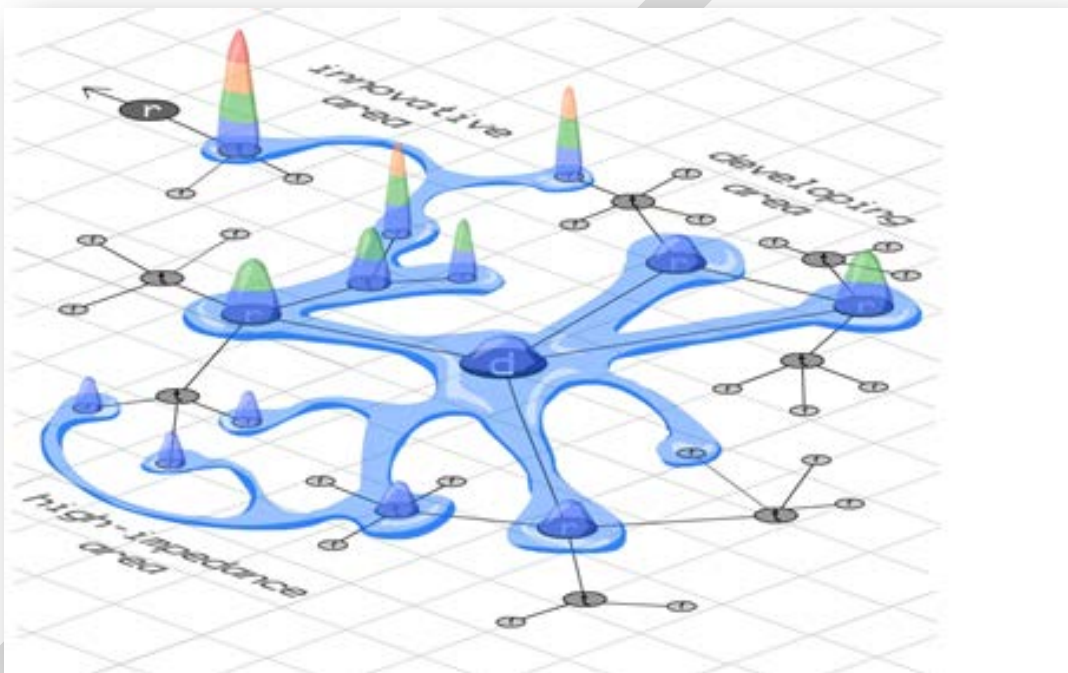
**Professional Online Educator is a suite of six online courses**



## h. Joint research and development

Pearson invests significantly in research and development and welcomes the opportunity to collaborate with the University of Florida on select mutually agreeable projects.

This partnership will support collaborative research and innovation projects in the field of online learning to stay ahead of the curve and establish the university as a preeminent provider of the highest quality online education. Additionally key developments could be leveraged to enhance partnership goals and generate additional revenue opportunities or could be made available across the state or to the broader education community.



## i. Management and support

Our partnership will receive Pearson's Senior Executive Management involvement and oversight, and the University of Florida will be fully engaged in all key planning and decisions.

Pearson will assist the University of Florida with its vision to dramatically expand access for students to the university's high quality academic experience. As the only company in this industry that is truly built upon the partnership model for full-scale, large, and successful online education programs, our partnership with the University of Florida will assure that the university's online programs operate profitably and are sustainable beyond the partnership term.

The online marketplace is highly competitive. Only a partnership model that benefits from the agility and access to capital of a commercial entity and also sustains the

academic rigor and intellectual resources of a leading university will be able to secure significant market share to become an economically viable enterprise.

### j. Additional Pearson and partner services

Over time we may determine additional services could be incorporated to the benefit of the partnership. When appropriate, mutually agreeable available services could be incorporated to support the defined student success and enrollment growth goals of the partnership.

### k. Tutoring Support Services

Pearson will provide on-demand support for students at a time when they need it to help support the learning process, student engagement, retention and success. Smarthinking online services incorporate live, on-demand tutoring, pre-scheduled sessions, asynchronous support, and our Online Writing Lab. Live, on-demand tutoring is available in math, writing, science, business, Spanish, and nursing & allied health.

The screenshot displays a tutoring interface with a chat window on the left and a workspace on the right. The chat window shows a conversation between Barbara and Dave. Barbara asks for help with a process analysis paper. Dave explains the assignment and offers suggestions. Barbara asks for more ideas, and Dave provides a list of topics. Barbara asks for more ideas, and Dave provides a list of topics. Barbara asks for more ideas, and Dave provides a list of topics.

The workspace shows a graph of two linear equations:  $y = x^2 - 4$  and  $y = x - 2$ . The graph shows the intersection points at  $(-1, -3)$  and  $(2, 0)$ . The algebraic approach is shown below the graph:

$$\begin{array}{r} y = x^2 - 4 \\ y = x - 2 \\ \hline \text{subtract?} \\ 0 = x^2 - x \end{array}$$

The chat window shows the following conversation:

I am having trouble thinking of a topic for my process analysis paper. Can you help me generate ideas?

Hi, I'm Barbara. Can you explain the assignment--what a process analysis is?

I have to write on how something is done or how to do something.

Ok--I should have known that. Are there any limits on your topics or forbidden topics?

No, not really. She it's pretty open to i

so, do you think y you can add to th

something that is how to write an e: how a plant grow: Your ideas

How to plan a pa

How to get yours

How to plan a da

Hi Dave. Welcome to SMARTHINKING. Brian here.

Hi Brian. I can figure out that -1, -3, and 2 are the solutions on the graph, but can't remember how to do this without the graph.

Suggestions?

Just to clarify. The solutions are ordered pairs which we write as (x, y)

Ok (-1, -3) and (2, 0) Great

Let's look at the algebraic approach  $y = x^2 - 4$   
 $y = x - 2$

Dave, what can we do to eliminate the y variable?

subtract?

good. Please subtract the 2<sup>nd</sup> equation from the 1<sup>st</sup>.



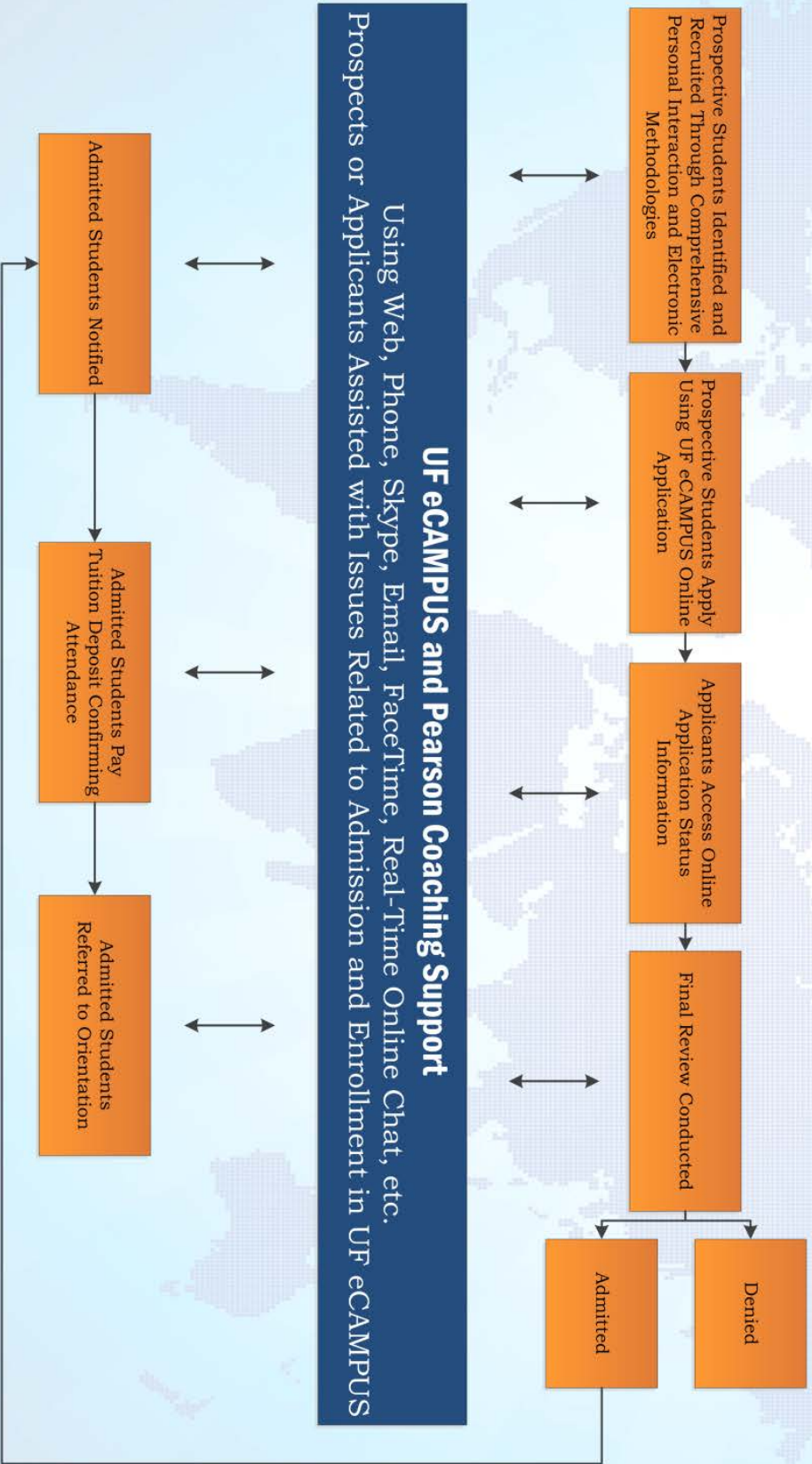
## Summary

Pearson is deeply committed to the partnership with the University of Florida. We bring capital investment, stability, and experience to successfully support high-growth online programs, and will carefully integrate these organizational resources and experience throughout our collaboration. We look forward to supporting the University of Florida mission in delivering the highest-quality online undergraduate education nationally and globally.



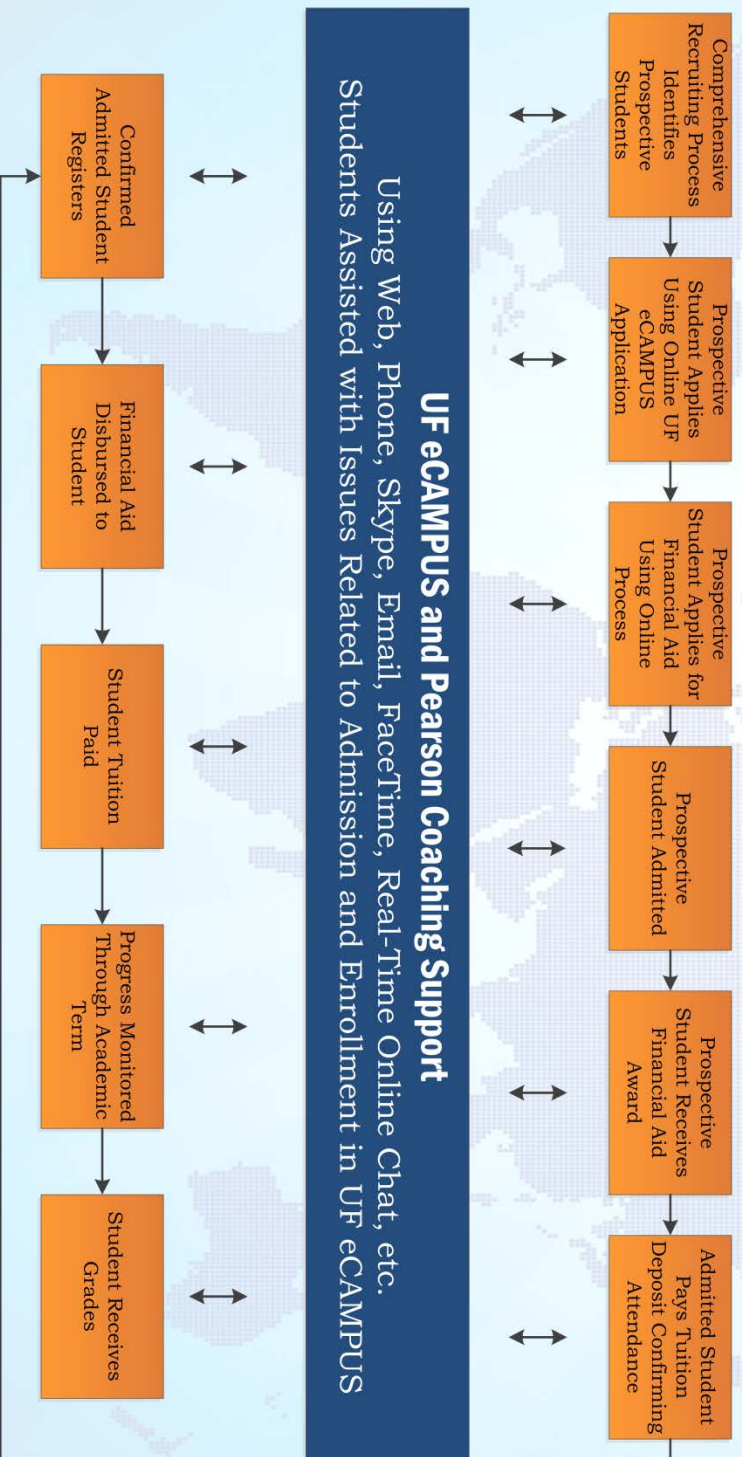
Our partnership with the University of Florida will build on the existing relationship we have on campus today, our earned trust with faculty over many years, and our continued dedication to building many more relationships with the university faculty and staff. We are committed to providing a balanced and sustainable accelerated enrollment growth and student success model that minimizes operational risks, both lowering and controlling costs to ensure a maximum return for the University of Florida while delivering a world-class online education.

# UF eCAMPUS Admissions Process



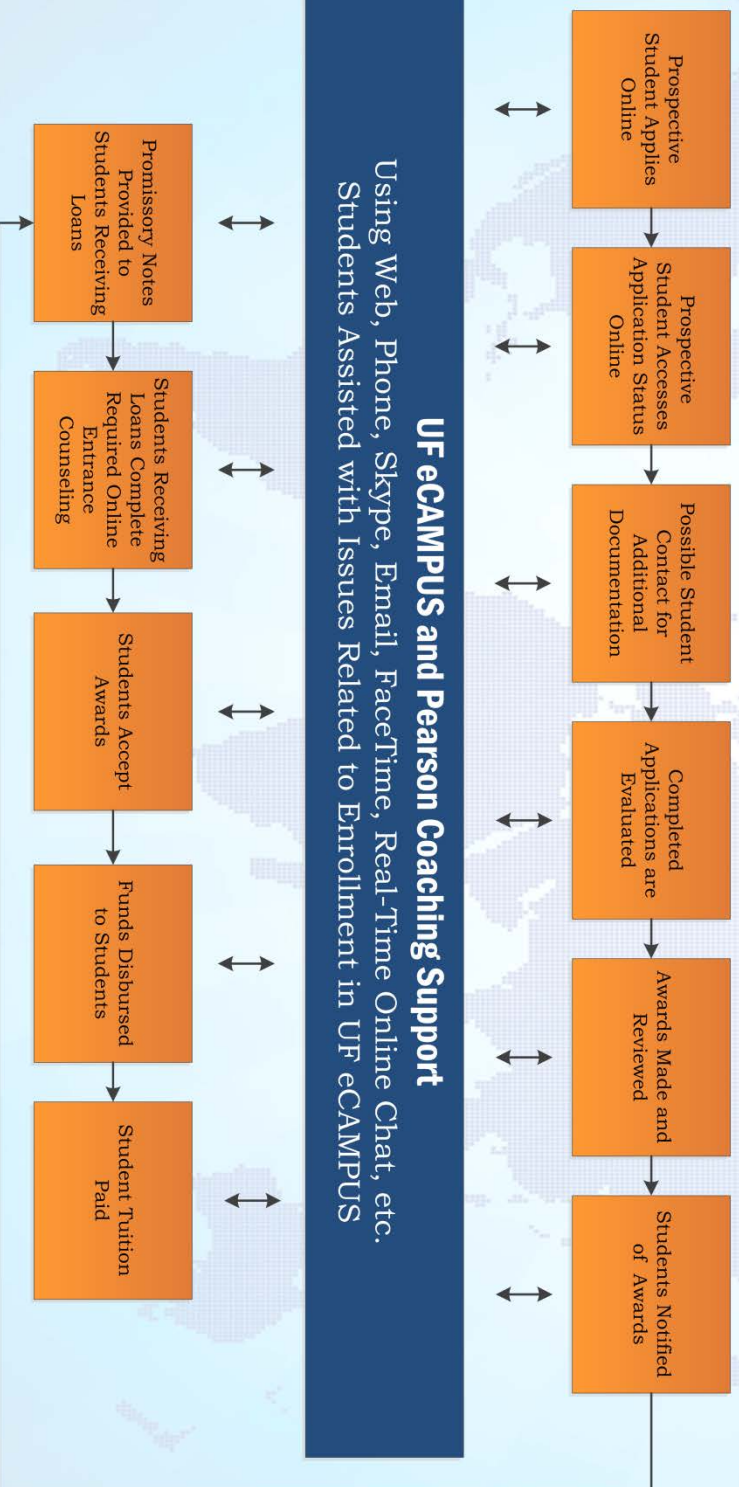
Rev. Date: 8/7/2013  
 Page 1 of 1

# UF eCAMPUS Enrollment Management Support Overview



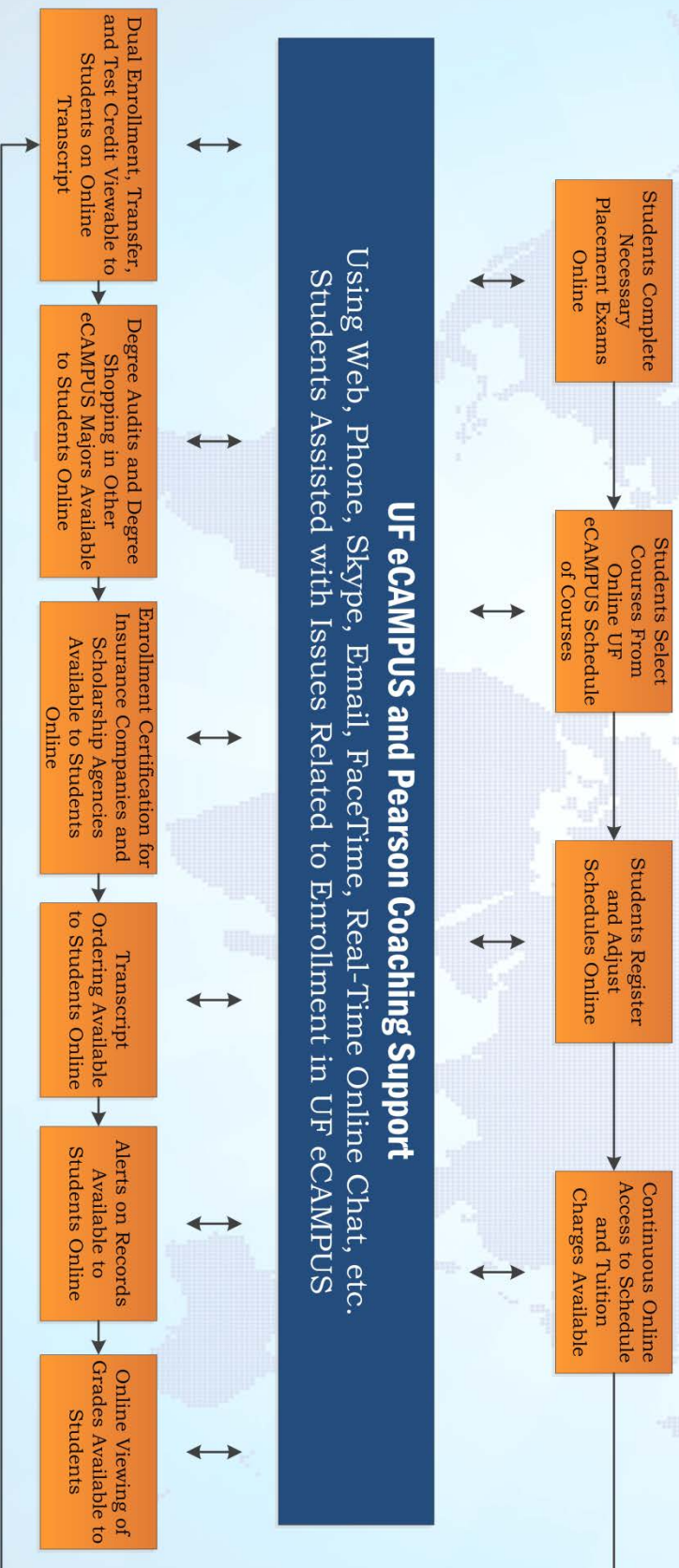


# UF eCAMPUS Student Financial Aid Process



Rev. Date: 8/7/2013  
Page 1 of 1

# UF eCAMPUS Registration and Records Access Process



Rev. Date: 8/7/2013  
 Page 1 of 1

### STRENGTHS

- The existing UF Library faculty and staff have the necessary expertise and experience to support the current online graduate and 2+2 programs.
- UF current staff are experienced, capable and ready to handle course production and management for the eCampus including the centrally supported CMS (Sakai) and Canvas CMS
- Instructional designers are trained in educational technology and best practices for online learning. Multiple units with talented ID staff, including CITT, DCE, IFAS, and the Colleges of Business, Education and Pharmacy
- Cutting edge program to enhance undergraduate retention with resources and ability to effectively provide: course content, academic and career advising, student support services
- Subject matter experts well known in their field.
- Quality of courses is based on the UF Standards and Markers of Excellence.
- Course production specialists have experience with pedagogical agents and interactive learning objects.
- Extensive knowledge of Copyright and ADA compliance.
- UFIT high quality media (streaming), deliver a comprehensive training program, provide faculty support, provide virtual labs, provide excellent connectivity and computing capacity
- Strategic marketing, recruitment and enrollment planning
- Highly regarded advertising and marketing firm, 160over90, to provide creative and media components
- Well established video and multimedia production units—Division of Multimedia Properties in the College of Journalism and Communication and the Digital World Institute, Center for Instructional Technology and Training, College of Business
- Application development for both technical infrastructure and content delivery on mobile and desktop platforms
- Partnership with Pearson Learning Solutions, the world's leading learning company

### CHALLENGES

- Staffing levels for the UF Libraries operations are inadequate to match an increase in eCampus students.
- Additional Inter-Library Loan and Course Reserves staff will be needed based on growth in student enrollment.
- Course production gap areas include the following:
  - Expertise in assessment creation and analysis (critical)
  - Exam/assessment coordinator (critical)
  - Expertise in academic analytics (critical)
  - User testing (critical)
  - Interaction/simulation programmers (important)
  - Additional graphic designers to support interaction/simulation creation (important)
  - Increase in staff to support location video (important)
- Leadership—eCampus Executive Director needed to oversee all areas of the project
- Video Coordinator needed to provide training to new video production staff and manage the resources of the different studio rooms
- Additional eLearning specialists needed to provide technical support to staff and faculty with Sakai and Canvas
- After hours support—need to expand Help Desk hours to 24/7 operation
- Marketing and recruitment of students—particularly incoming freshmen
- Student coaching and retention—hand holding
- Admissions process needs streamlining
- Centralized call center to handle inquiries
- Creative concepts and media selection—limited due to staffing
- Marketing Director—needed to fill out our internal capabilities
- Lack a robust and responsive infrastructure for on-demand, around-the-clock customer support

## OPPORTUNITIES

- To improve access and acquisition of knowledge through advancements in technology and creative-new thinking
- To provide online learning advancements as a spillover effect for traditional campus students
- To develop new partnerships and sharing of best practices with SUS and FCS and global institutions
- To develop cost effective models for course production and services
- To increase revenues for the eCampus and the institution
- To develop and grow a unique set of alumni
- To develop stronger relationship to job market and employment opportunities
- To create flexible, cutting edge courses and degree programs
- To reward faculty

## THREATS

- Uncertainty of state funding
- Faculty buy-in
- Diversion of resources to support initiative
- Expansion overwhelms quality
- Unsustainable business plan, overstated estimates of enrollment
- Failure to fully integrate eCampus into institutional planning and academic structure
- Timeline
- Funding for assessment

DRAFT

## Appendix E—Course Titles of the first five eCampus degree programs

### Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

SPC 2608 – Introduction to Public Speaking  
ALS 3133 - Agriculture & Environmental Quality  
ALS 3153 - Agricultural Ecology  
SWS 3022 – Introduction to Soils in the Environment  
ENY 3005 – Principles of Entomology  
ENY 3005L - Principles of Entomology Laboratory  
IPM 3022 – Fundamentals of Pest Management  
SWS 4244 - Wetlands  
FNR 4660 – Natural Resource Policy and Economics  
AOM 4643 – Environmental Hydrology  
SWS 4720C – GIS in Soil and Water Science  
SWS 4116 - Environmental Nutrient Management  
SWS 4223 – Environmental Biogeochemistry  
SWS 4905 – Individual Work  
SWS 4941 - Full-time Practical Work Experience in Soil and Water Science

### Bachelor of Science in Business Administration

ECO 2013 - Principles of Macroeconomics  
ECO 2023 - Principles of Microeconomics  
ACG 2021 - Introduction to Financial Accounting  
ACG 2071 - Introduction to Managerial Accounting  
MAN 3025 - Principles of Management  
ISM 3004 - Computing in the Business Environment  
ISM 3013 - Introduction to Information Systems  
MAR 3023 - Principles of Marketing  
GEB 3219 - Writing and Speaking in Business  
ENT 3003 - Principles of Entrepreneurship  
QMB 3250 - Statistics for Business Decisions  
FIN 3403 - Business Finance  
GEB 3373 - International Business  
MAN 4301 - Human Resource Management  
BUL 4310 - The Legal Environment of Business  
MAN 4505 -  
GEB 3035 - Effective Career Management in Business  
REE 3043 - Real Estate Analysis  
ECO 3713 - International Macroeconomics  
MAR 3231 - Introduction to Retailing Systems and Management

### Bachelor of Science in Health Education and Behavior

HSC 3102 - Personal & Family Health  
HSC 3032 – Foundations of Health Education  
MCB 2000 - Microbiology  
MCB 2000L - Microbiology Laboratory  
SPC 2608 - Introduction to Public Speaking



APK 2105C - Applied Human Physiology with Laboratory  
APK 2100 C – Applied Human Anatomy with Laboratory  
HSC 3201- Community and Environmental Health  
HSC 4713 – Planning and Evaluating Health Education Programs  
HUN 2201- Fundamental of Human Nutrition  
HSC 4302 – Methods and Materials in Health Education  
HSC 4800 – Health Education Professional Development  
HSC 4876 – Internship in Health Education

#### Bachelor of Science in Sports Management

ACG 2021- Introduction to Financial Accounting  
SPC 2608- Introduction to Public Speaking  
SPM 2000 – Introduction to Sport Management  
SPM 3012 – Sport and Society  
SPM 4104 – Sport Facilities Design and Management  
EME 2040 - Introduction to Educational Technology  
SPM 3204- Ethical Issues in Sport  
SPM 4154 – Administration of Sport & Physical Activity  
LEI 3921- Field Experience in Leisure Services  
SPM 3306 – Sport Marketing  
SPM 4515 – Sport Business and Finance  
SPM 4723 – Legal Issues in Sport and Physical Activity  
FIN 3403 - Business Finance  
SPM 4941C – Internship in Sport Management

#### Bachelor of Arts in Criminology and Laws

CJL 2000 - Law & Legal Practices  
CCJ 3024 – Advanced Principle of Criminal Justice  
CJL 3038 – Law & Society  
CCJ 4905 – Individual Work  
CCJ 3701 – Research Methods in Criminology  
CJE 3114- Introduction to Law Enforcement  
CCJ 3430 – Media and Crime  
CCJ 4934 – Contemporary Issues in Criminal Justice  
BUL 4310 - The Legal Environment of Business -  
CLP 3144 – Abnormal Psychology  
CCJ 4014 – Criminology Theory  
PAD 3003- Introduction to Public Administration  
CCJ 4940 - Practicum  
CCJ 4970 – Senior Thesis

## Appendix F—UF Markers for Excellence

<b>UF Markers of Excellence for Teaching in Online and Blended Courses</b>	
<b>Course Overview and Introduction</b>	
<b>Standard</b>	
	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
	The role that the online environment and technology will play in the course is clearly stated at the start of the course. Students are informed of appropriate resources for technical support.
	In the course site, students are immediately presented with an obvious starting location and explanation on how to navigate the course.
	The syllabus, schedule and other important course documents are easily located.
	The syllabus contains all the relevant elements from the UF syllabus policy.
	All course deadlines are included in the course schedule.
	Synchronous and asynchronous requirements for participating in the course are clearly outlined.
	Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get started and where to find components of the course.
	Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication they should expect from the instructor.
	Students and instructor are provided with space to introduce themselves to each other.
	Students are provided with primary contact information for the instructor. The instructor communicates a willingness to accommodate various accessibility needs.
	Consistent terminology is used for tools referenced in the course management system.
	Online course netiquette is discussed early in the course.
<b>Exemplary</b>	
	An introductory quiz provides students with an opportunity to check their understanding of the syllabus, course requirements, and required tools and technologies.
	Instructor monitors and welcomes students as they start the course.
	Students typically receive responses within 48 hours.
	A student survey during the course evaluates students' ease of navigation.
	Course materials and aesthetic design are visually pleasing and consistent throughout course, and promote clarity and continuity of course structure and information.
	Instructor facilitates student understanding of how to be a successful online learner.
<b>Course Goals and Learning Objectives</b>	
<b>Standard</b>	
	Overall course goals are clearly stated.
	Overall course goals are relevant to the course purpose/level.
	Learning objectives are measurable and can be utilized as a measure of student performance/success in the course.
	Learning objectives align with the learning activities and assessment activities.
<b>Exemplary</b>	
	Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course goals.
	Assignments and assessments specify the learning objectives that are relevant to the task/assignment.
<b>Assessment and Measurement</b>	
<b>Standard</b>	
	Assessments measure the stated learning objectives.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance are clearly provided (guidelines, rubrics, checklists).
	Assessments are given in an appropriate time period after the learning activities have taken place.
	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
<b>Exemplary</b>	
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.
	Assignments or project-based assessments encourage students to utilize critical thinking skills.
	Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.
<b>Instructional Materials</b>	

<b>Standard</b>	
	Course materials are presented to students in manageable segments.
	The instructional materials and learning activities support achievement of the learning objectives and are appropriate to the knowledge, skills, and/or attitudes being learned.
	The instructional materials are current.
	All resources and materials in the course are appropriately cited.
	There is a clear distinction between required and optional materials.
	Detailed instructions for student work are provided and clearly outline expectations and requirements (guidelines, rubrics, checklists)
	Access to a wide range of resources supporting course content is clearly provided.
<b>Exemplary</b>	
	Students engage with course content in a variety of ways.
	Instructional materials and learning activities encourage critical thinking skills when appropriate.
	The instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.
<b>Interaction and Engagement</b>	
<b>Standard</b>	
	Introductory video or text is provided on the course website to establish the instructor presence in the online course.
	Students are divided into appropriate-sized groups to encourage interaction and engagement.
	The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
	The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.
<b>Exemplary</b>	
	Student background and experiences are valued and used as part of the course.
	Students participate in collaboration and evaluation.
	Students typically receive response within 48 hours.
<b>Course Technology</b>	
<b>Standard</b>	
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	Navigation throughout the online components of the course is logical, consistent, and efficient.
	The technology tools and media support the learning objectives of the course.
	The technology used in the course is readily accessible and available to students.
	The tools and media are compatible with prevailing standards and formats.
<b>Exemplary</b>	
	Faculty have opportunities to develop course content using technology.
	Technology use encourages higher level thinking and activity.
	Faculty builds in practice items to teach students technology in course.
<b>Accessibility</b>	
<b>Standard</b>	
	The course employs accessible technologies and provides guidance to students on how to obtain accommodation as defined in the UF syllabus policy (use of the sample course syllabus as a guide provides the necessary information).
	If PDF documents are used, they can be read by a screen reader (text in the document is selectable).
	Text that appears within the course website, PowerPoints, PDFs and other materials is clearly visible against the background.
	Avoid using color to convey meaning
	The course contains equivalent alternatives to auditory and visual content.
	The course uses fonts, formatting, and design elements to facilitate readability by all students and assistive devices.
	All course resources and materials can be accessed using the keyboard.
	The instructor communicates a willingness to accommodate various accessibility needs.
<b>Course Design Evaluation</b>	
<b>Standard</b>	
	The learning design is evaluated on a regular basis for effectiveness from both student and instruction perspectives.
	The results of this evaluation are tied to a plan for continuous review and improvement of the course.
<b>Exemplary</b>	
	The evaluations are part of the documentation of the course.

## Appendix G—Budget

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Tuition:</b>											
In-State	115,425	1,137,375	3,183,300	5,410,125	8,417,588	12,006,900	16,220,925	17,356,390	18,571,337	19,871,331	21,262,324
Out-of-State	159,120	1,621,035	7,223,538	12,520,090	20,322,037	29,221,320	39,386,761	47,145,974	45,096,192	48,252,926	51,630,631
State Subsidy	15,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-	-	-	-	-
<b>Total Revenue</b>	<b>152,724,545</b>	<b>7,758,410</b>	<b>15,406,838</b>	<b>22,730,215</b>	<b>33,739,625</b>	<b>41,228,220</b>	<b>55,609,686</b>	<b>59,507,364</b>	<b>63,667,529</b>	<b>68,124,256</b>	<b>72,892,954</b>
<b>Non-Recurring Expenses:</b>											
Initial Production	730,000	2,190,000	1,460,000	2,920,000	912,500	912,500	-	-	-	-	-
Upgrades	-	-	-	150,000	450,000	300,000	600,000	187,500	187,500	-	-
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Overhead	252,213	247,689	165,126	347,217	154,099	137,134	67,860	21,206	21,206	-	-
<b>Total Non-recurring costs</b>	<b>2,482,213</b>	<b>2,437,689</b>	<b>1,625,126</b>	<b>3,417,217</b>	<b>1,516,599</b>	<b>1,349,634</b>	<b>667,860</b>	<b>208,706</b>	<b>208,706</b>	<b>-</b>	<b>-</b>
<b>Recurring Costs</b>											
Delivery	570,000	4,560,000	5,360,628	9,013,922	11,936,978	20,424,202	23,493,272	24,322,301	25,209,362	26,158,517	27,174,114
Enrollment Management & Marketing	449,169	794,169	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488
Direct Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000
Outsourced Recruitment and Retention	2,115,309	2,158,532	5,370,872	8,446,690	13,070,642	19,477,094	26,275,835	27,941,579	29,697,490	31,990,314	34,229,636
Overhead	75,826	398,350	479,070	750,875	968,351	1,599,800	1,828,139	1,889,819	1,955,816	2,026,433	2,101,994
IT	39,442	207,206	249,194	390,576	503,699	832,154	950,927	983,011	1,017,340	1,054,072	1,093,376
Facilities	31,798	167,050	200,900	314,883	406,033	670,884	766,639	792,505	820,181	849,795	881,481
Library	16,663	87,541	105,290	165,011	212,803	351,569	401,748	415,303	429,806	445,325	461,930
Student Services	29,352	154,200	185,447	290,661	374,845	619,277	707,667	731,543	757,090	784,426	813,675
<b>Total Recurring Costs</b>	<b>3,847,559</b>	<b>9,047,049</b>	<b>13,549,878</b>	<b>20,971,108</b>	<b>29,071,888</b>	<b>45,573,469</b>	<b>56,072,714</b>	<b>58,674,547</b>	<b>61,685,573</b>	<b>64,907,370</b>	<b>68,354,693</b>
<b>Total Cost</b>	<b>6,329,772</b>	<b>11,484,738</b>	<b>15,175,004</b>	<b>24,338,325</b>	<b>30,588,487</b>	<b>46,923,103</b>	<b>56,690,574</b>	<b>58,883,254</b>	<b>61,894,279</b>	<b>64,907,370</b>	<b>68,354,693</b>
<b>Net Margin</b>	<b>8,944,773</b>	<b>-3,726,328</b>	<b>231,834</b>	<b>-1,658,110</b>	<b>3,151,138</b>	<b>-5,694,883</b>	<b>-1,080,888</b>	<b>619,110</b>	<b>1,773,250</b>	<b>3,216,887</b>	<b>4,538,262</b>
<b>Cumulative Fund Balance</b>	<b>8,944,773</b>	<b>5,218,445</b>	<b>5,450,279</b>	<b>3,792,169</b>	<b>6,943,307</b>	<b>1,248,423</b>	<b>167,535</b>	<b>786,645</b>	<b>2,559,895</b>	<b>5,776,782</b>	<b>10,315,044</b>