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# FY17-18 ANNUAL REPORT USF INNOVATIVE EDUCATION

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Presented May 9, 2018

# A Message from the Associate Vice President

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I am pleased and honored to be reporting to you about the work of Innovative Education (InEd) for our 2018 Annual Review. This year resembles the past four years that I have had the privilege of leading this division; it was filled with exciting new projects, new faces and new collaborations. I am once again in awe of this team that provides inspiration to me on a daily basis, who challenges me to be a better leader and who continues to be a source of pride for the University.

InEd's passion, agility, expertise and creativity enables us to accept the challenges and opportunities that are presented to our division. Our work is fueled by technology and innovation, partnerships and a desire to contribute to the university's success. Our reach is wide and diverse, and we embody the essence of lifelong learning, with programs for pre-college to OLLI students. InEd is now a part of the student's journey from exploration to graduation and beyond. Every day, we are inspired not only by faculty, administrators and staff who share USF's mission, but more importantly by our students' accomplishments.

This annual report is a summary of our activities and a glimpse into our division's work. Within this document, we have featured testimonials that support the outcomes of our journey. Now more than ever, Innovative Education is expanding its impact by supporting new endeavors critical to institutional advancement.

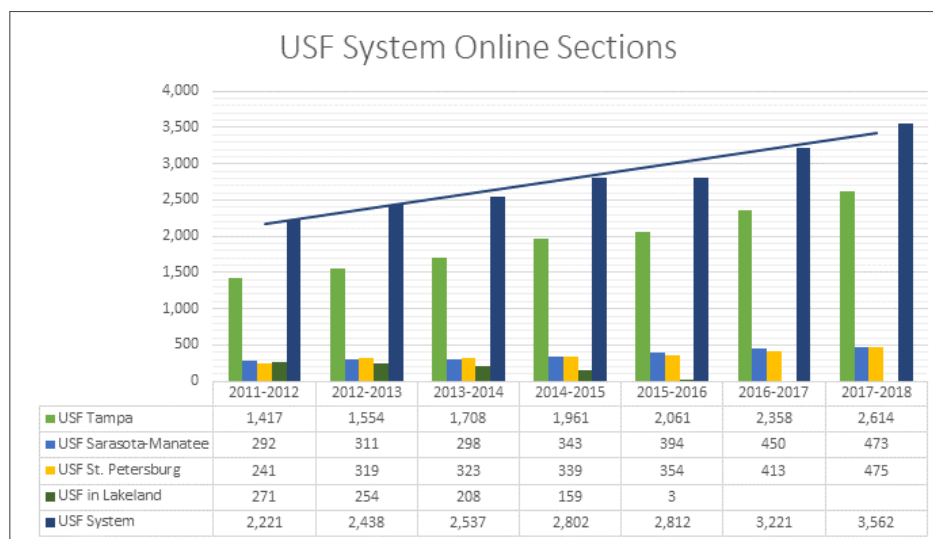
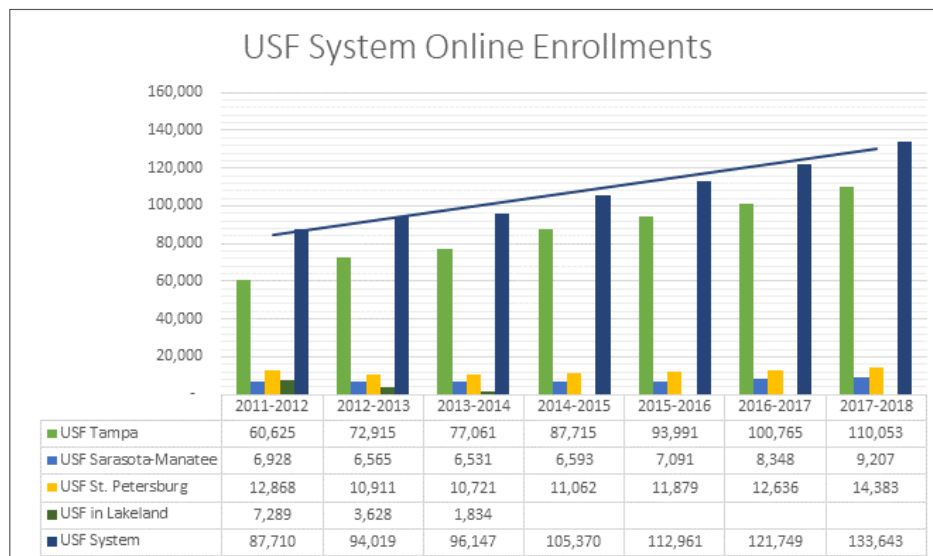
We have experienced a successful year because of the dedication of our staff and the support of the leadership we serve. I look forward to continuing and growing our collaborations with our partners throughout the USF community as we celebrate preeminence and aspire to even higher levels of excellence in the year ahead.

Respectfully,

Cynthia A. DeLuca

# USF System Online Enrollment – AY2017-18\*

- The percentage of SCH generated by online courses across the USF System equaled 31 percent.
- The USF System generated 379,595 fundable SCH for online courses, and 14,588 non-fundable SCH totaled for online courses.
- The USF System offered 1,474 online courses and 3,562 online course sections.
- The USF System generated 133,643 distance learning enrollments.
- Approximately 17 percent of all USF System degrees are now online.
- 100 percent of USF general education requirements can be completed online.
- The USF System offers 72 online degree programs and concentrations, including 17 undergraduate and 55 graduate programs. *Note: Degree programs report a duplicated count of programs and upper level undergraduate concentrations.*



\*Preliminary Benchmark, For Internal Use

# 2017-18 Year at a Glance

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## Accelerated Summer Academic Programs

- Increased in both Intersession terms.
- Included Ecuador as a new location for Summer ACE.
- Offered its first for-credit Pre-College program enrolling 48 students.
- Created new sustainable model of tracking summer enrollment across terms with the Office of Decision Support.
- Hired two new full-time coordinators, one for ACE and one for Pre-College.

## Corporate Training and Professional Education

- Re-branded with a new name—USF Office of Corporate Training and Professional Education, a division of Innovative Education, known as CTPE.
- In January 2018, launched the USF Paralegal Program, in both online and on-campus formats.
- Solidified training partnerships with Publix, CAE, Citibank, TECO, SWTMD, Microlumen, and others in the Tampa Bay Area.
- Kicked off a project in partnership with the College Of Engineering to develop a non-credit program in Cybersecurity Essentials in order to help meet growing workforce demand.
- Partnered with USF Pre-College to create an on-campus SAT prep course.
- Partnered with CAS to develop a drone videography workshop in order to fulfill the education component for obtaining commercial licensure for use of drones.

## Digital Learning

- Developed 88 E&G online courses and eight Cost Recovery online courses.
- Evaluated 113 online courses using the Quality Rubric and provided personalized assistance to faculty to improve the quality of courses.
- In collaboration with university partners, rolled out a university-wide Quality Matters initiative adopting a new online course rubric system-wide.
- Produced and delivered two interactive 360 VR experiences for online courses.
  - » EME6209 Digital Video and THE4574 Sport for Performance.
- Produced and delivered 192 content videos for online courses.
- Participated in Goal 5&6 of the USF Strategic Plan Committee.
- Traveled to Barranquilla Colombia @ Uni Norte to forge partnerships for the Global Classroom Initiative.
- Created Virtual Reality/Mixed Reality/Augmented Reality USF developers group which includes Digital Learning staff, IT staff, and faculty.
- Coordinated and presented “USF Tech Talk” session during SuperFam event.
- Concepted and developed Augmented Reality Banners for SuperFam and Student Success.
- Concepted and developed extensive multimedia projects for the Times Higher Ed conference including video and Augmented Reality.
- Collaborated with InEd Marketing and USF Admissions to develop and produce a 30-minute live show via Facebook Live.
- Produced and delivered 64 marketing, promotional, and informational videos.

- Participated in Admissions Content Workgroup.
- Produced Orientation welcome video featuring President Genshaft and orientation team leaders.
- Created the USF Virtual Tour in five languages. Six months post launch the Tour has had 22,610 visitors from over 100 countries and produced over 4500 new Admission leads.
- Conducted 13 presentations at national conferences
- Certified 68 new instructors through the OIC (Online Instructor Certification).
- To date, the OIC has collectively certified a total of 774 USF instructors.

- Lead an Implementation Team tasked with building a short-term action plan in support of student talent acquisition.
- Formed a series of workgroups lead by InEd marketers and tasked them with building owned digital platforms, to include a new Admissions website, an Admissions blog, a new USF Virtual Tour and a Counselors Tool Kit, as well as a new social media presence and new email campaigns.
- Collaborated with the Office of Admissions to promote recruitment and yield events.
- Collaborated with Academic Affairs to support a college counselor initiative.

## Marketing and Recruitment

- Partnered with the colleges to recruit hundreds of students into professional master's programs, to include the M.S. in Cybersecurity, the M.S. in Cybercrime, the M.S. in Social Work, the M.S. in Applied Behavioral Analysis, the M.Ed. in Instructional Technology, M.Ed. in Career and Technical Education, M.Ed. in Reading Education and many others. See the addendum for complete details.
- Grew the Summer Academic and Cultural Engagement Program to 115 students, generating 690 SCH while expanding trips to Costa Rica, Quebec City, Washington DC, and the Florida Keys.
- Enrolled 1,448 unique students in Winter Session, with a headcount of 1,587, which is an Increase of 50percent from the previous year, while generating 4,761 SCH.
- Enrolled 1,362 unique students in Maymester, with headcount of 1,451 across 15 courses, which is an increase of 49.9percent from previous year, while generating 4,353 SCH.
- Provided a full suite of marketing services to the Office of Admissions in support of student recruitment and yield.

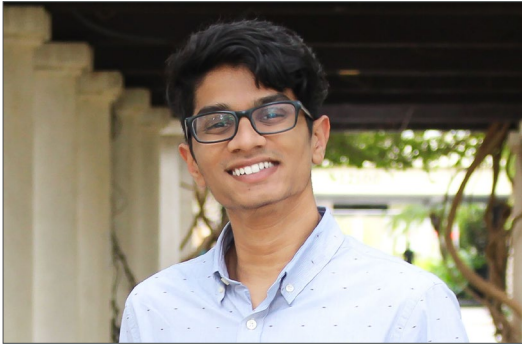
## OLLI

- Offered 350 sessions in FY17-18, a 16 percent increase in programmatic offerings.

## Testing Services

- Administered 6,524 Pearson Vue exams between July 1, 2017 and March 23, 2018.
- Administers the largest number of Pearson Vue exams per year in the state and is the only center in Florida that administers the Pearson Vue GMAT.
- College Board ranked USF Testing Services as one of the top 100 test centers in the nation for the number of CLEP exams administered per year, administering 335 CLEP exams between July 1, 2017 and March 23, 2018.

# Academic Support



*I like the way the technology is implemented in my courses. When done effectively, it removes the barrier between the professor and the student, and provides opportunities for the student to collaborate with their peers.”*

**— Hemanth Lolla, Junior, IT**



*I thought the process worked really well. It was definitely a ton of work — more than I expected. But I feel like we accomplished something really worthwhile for our students.”*

**— Jamie Goldenberg (CAS),  
Professor, Psychology**

## Digital Learning

As innovative leaders in online education, Digital Learning partners with USF faculty to develop high-quality online courses that meet the needs and expectations of today's learners. Focusing on learning outcomes, student experience, and the development of media rich interactive content to engage students, Learning Designers, Videographers, Multimedia Developers and Faculty Support professionals work collaboratively to reimagine and optimize learning in a digital space.

## Faculty Training and Support

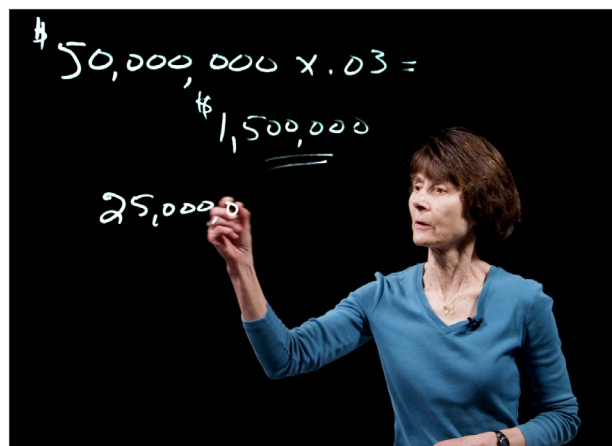
Online Faculty Support is a team of experts dedicated to providing online instructors with an array of services including course consultation, technical skills development and quality online reviews.

- Created 5 new workshops added to the InEd Workshop Catalog, 3 fully online workshops and 2 live (lab-based) workshops.
- Conducted 10 live (lab-based) workshop sessions including 2 “onsite sessions” (at college).
- Certified 68 new instructors through OIC (Online Instructor Certification), to date 774 USF instructors have been certified.
- Provided direct support (one-to-one consultation) to 302 instructors.
- Logged a total of 1019 “on demand” support cases in the form of online and in-person support questions, scheduled trainings, and consultations.
- Provided ongoing support, training, and consultation for the USF online proctoring solution. Over 164,000 online proctored exams were facilitated this academic year. To date, over 289,000 have been facilitated.
- Collaborated with the Office of Decision Support to provide assistance in the training of the new Tenure & Promotion platform through Archivum.
- Conducted an extensive evaluation of new plagiarism detection systems and compared each to the USF plagiarism system (TurnItIn).
- Served on Ethics & Integrity Council.

## Learning Design

Using Quality Matters standards as a roadmap, Learning Designers collaborate with faculty to design and build high-quality online courses. Experts in Universal Design for Learning (UDL), learning technologies, theory & practice, and leveraging the most from faculty partnerships, the Learning Design team plays a crucial role in creating engaging student-centered learning experiences.

- Developed 96 courses in AY17-18, including courses for fully online cost recovery programs such as the M.S. in Social Work, Cybercrime, and ABA.
- Adopted Quality Matters Higher Education rubric to conduct quality reviews of online courses.
- Entire staff QM APPQMR (Applying the QM Rubric) certified.
- Collaborated with the faculty training and support team on several online workshops: Enhance Your Online Course with Kaltura, Online Groups & Collaboration, Enhancing Online Academic Integrity, Mobile Learning, and Online Accessibility.
- Evaluated 113 online courses for quality in AY17-18.
  - » Conducted two pilot projects to determine the process and workflow of evaluating all online courses at USF Tampa, partnering with the College of Engineering and the College of Arts and Sciences then rolled out the plan to other colleges:
    - » Conducted an initial pilot with 16 BSIT courses in Summer 17.
    - » Conducted a second pilot with 73 CAS courses in Fall 17.
- Participated in USF's Council for Technology in Instruction and Research (CTIR).
- Participated in various professional conferences, workshops and symposiums including the 3rd Annual Bay-to-Bay Symposium, UPCEA Annual Conference, and CanvasCon FIU.
- Partnered with ATLE to present at several of their First Friday faculty events.



*Innovative Education introduces faculty to new tools and technologies that allows the instructor to present materials in a very visual and easy-to-follow manner, creating an almost classroom-type of experience for the student.”*

**— Jacqueline Reck,  
Associate Dean and Professor,  
Muma College of Business**

- Participated in the system-wide Canvas User's Group to stay abreast of new information and provide input on LMS initiatives.
- Consulted with the Office of Orientation to build a canvas course and instructional modules for student onboarding and retention.
- Hired and onboarded four student assistants who support our Learning Designers in the development of online courses.
- Continued to leverage new technology designed to meet the needs of faculty, students and courses, to include integrating new eLearning production tools designed to increase efficiency and interactivity.



## Media Innovation

As an integral part of the development of high-quality online courses, the Media Innovation Team brings the power of video, interactive media and visual design to revolutionize learning. The team specializes in developing innovative assets that engage and stimulate the student learning experience through visual design and digital media.

### Production for Online Courses

- Produced and delivered 192 content videos for online courses.
- Produced dozens of animations, custom avatars, course banners, and interactive components.
- Recorded, edited, and delivered 128 audio presentations used throughout interactive presentations in online courses.
- Produced and delivered two interactive 360 VR experiences for online courses.
  - » (EME6209 Digital Video and THE4574 Sport for Performance).

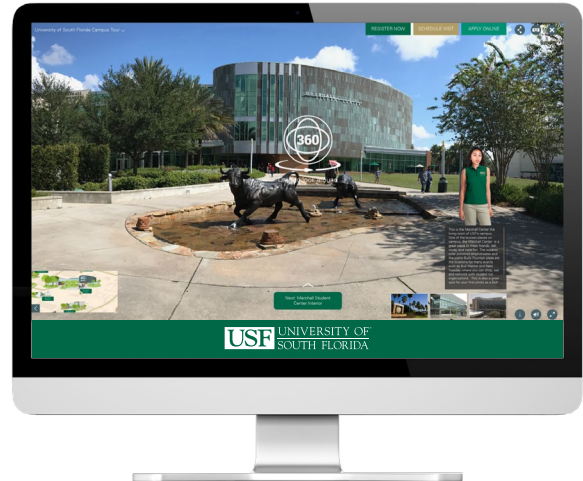
### Production for USF & Provost's Office

- Worked with a variety of faculty, staff, and administration throughout the university to produce and deliver 64 marketing, promotional, and informational videos.
- Production of Dr. Kinglsey Reeves eBook additional 7 videos.
- During the week of Hurricane Irma, the team joined President Genshaft, Provost Wilcox, and other members of the USF administration on campus create a video highlighting the dedicated members of USF faculty and staff keeping students and community members safe.
- Designed and created interactive AR banners (concepted idea, researched and integrated technology, produced all assets and final product) for SuperFam and produced assets and trained Student Success team on design implementation for National Student Success conference event.
- Produced four stop motion introductions to be used in all orientation videos for onboarding and retaining students.
- Produced Orientation welcome video featuring President Genshaft and orientation team leaders
- Photographed multiple USF events and new images featured on USF homepage, Student Success annual report, etc.





- Created Virtual Reality/Mixed Reality/Augmented Reality USF developers group which includes Digital Learning staff, IT staff, and faculty.
- Collaborated with InEd Marketing and USF Admissions to develop and produce a 30-minute live show broadcast to guidance counselors around the United States.
- As part of the live show, the Digital Learning designed a custom graphics package, a set for the show, and a full script and show timeline. The team also produced an additional four pre-produced videos to be featured in the live show, highlighting the new “Village” dorms, the Career Center, the Writing Studio, and an overall promotional video for USF.
- Developed a series of short-form documentaries featuring notable USF faculty.
- Collaborated with the ACE program to create a series of promotional videos for the program. Traveled with ACE to Canada and Ecuador to film the students in the program.
- Continued to work with the Muma College of Business to create several videos highlighting school programs, including the Corporate Mentor Program and their annual elevator pitch competition
- In collaboration with the Career Center, created a series of videos for their online tutorials.
- Covered a number of large events throughout the year that required hours of pre-production planning to make sure each event was covered properly as well as collaboration with the respective college or administration to put together a final video when necessary. Events included the weeklong SuperFam event (which also involve the production of three pre-produced videos featured at the event as well as the design and creation of AR banners); winter and spring graduation; new student, transfer, and

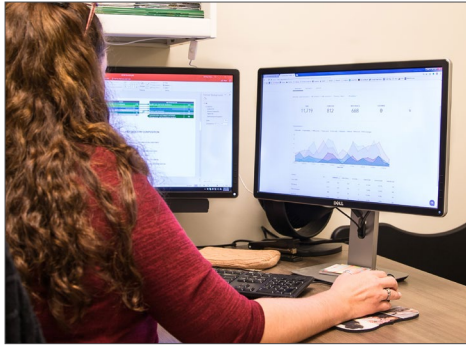


international student orientations; 2017 Week of Welcome; Outstanding Faculty Awards; Provost’s Dinner; National Student Success Conference, Bulls Unite; Stampede of Service; Frost Scholars Dinner; BOT Career Fair; Engineering Expo.

- Produced video eCard for the Office of the Provost
- Created the USF Virtual Tour.
  - » Researched and compared initial vendors and negotiating contract/budget.
  - » Collaborated with Content Committee on preproduction including strategy behind stops and scripting.
  - » Produced 360 imagery and video at each stop and supplemental assets.
  - » Collaborated with staff and students from International Admissions and faculty from World Languages to translate, record and implement 4 additional languages (Spanish, Portuguese, Russian, and Mandarin).
  - » In first 6 months post launch, the Tour has had 22,610 visitors from over 100 countries and produced over 4500 new Admission leads.

# Marketing & Recruitment

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*USF Innovative Education's market research empowers college leadership to evaluate the competitive landscape and identify unique differentiators so that we can attract the right students with the right programs."*

**— Dr. Roger Brindley,  
Interim Dean,  
USF College of Education**

## Graduate Program Marketing

In FY17-18, the InEd Marketing & Recruitment Team continued to provide marketing, recruitment and admissions support to the colleges, to include collaborating with the Deans to develop innovative new program offerings; conducting market research; developing audience personas; developing a custom campaign strategy for each program; building custom marketing assets for each program; building campaign workflows; launching and managing all campaigns; continuously analyzing campaign performance, with an eye toward optimization; reporting on progress toward goals; providing focused recruitment services; collaborating heavily with Undergraduate Admissions, Graduate Admissions and International Admissions to provide admissions support; and related tasks.

One example of how this collaboration positively impacts USF can be viewed in a case study featuring our work in support of the suite of graduate programs in Cybersecurity. Each semester, the team reviews past campaign performance and develops a fresh strategy for the upcoming recruitment cycle. Existing marketing assets, such as landing pages, email campaigns, digital publications and more are updated to reflect the latest program information, and new assets are developed to address fresh messaging based on recruiter feedback.

Once a campaign launches, the data and strategy teams collaborate with the program's recruiter to ensure that both data and feedback from prospective students informs our strategy, as tactics are continuously modified to ensure that we are generating results in a cost-effective manner, while striving to provide an excellent student experience.

This approach has allowed us to reduce the cost per acquisition over time. For example, when InEd first began providing marketing and recruitment support for the Cybersecurity suite of programs in the spring of 2014, the cost of acquisition was approximately \$1,500 per student. Most recently, InEd was able to meet enrollment targets, while lowering the cost of acquisition to \$206.

This success is directly attributable to the modern, customer-focused, data-driven approach we take in marketing programs, and it works for programs with large enrollments targets, as well as smaller programs.

To view a listing of the programs supported by the InEd Marketing & Recruitment Team in FY17-18, with complete campaign results, please see the addendum.

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## Admissions Marketing

In addition to our continuing charge, in early 2017, the InEd Marketing and Recruitment team was asked to expand its scope to include providing recruitment marketing support to Undergraduate Admissions, Graduate Admissions, International Admissions and USF World.

To that end, the Provost formed an Executive Sponsor Group led by Dr. Cynthia DeLuca, Associate Vice President and Assistant Vice Provost for Innovative Education, to lead the initiative. The Executive Sponsor Group in turn formed an Implementation Team made up of leadership from Admissions, Information Technology, University Communications and Marketing, and Innovative Education, and charged them with developing a Strategic Plan for student talent acquisition, to include a detailed, actionable plan complete with strategies, tactics, deliverables, timelines, budgets and more.

The Implementation Team formed a series of workgroups lead by InEd marketers and tasked with building owned digital platforms, to include a new Admissions website, an Admissions blog, a new USF Virtual Tour and a Counselors Tool Kit, as well as a new social media presence; with promoting Admissions events; with supporting a college counselor initiative; and with designed marketing campaigns in support of student recruitment.

## Admissions Workgroups

### Marketing Strategy Workgroup

**Purpose:** To develop and implement a comprehensive communications and marketing strategy in support of USF Admissions for all audiences and all funnel stages, from suspect to enrolled, and to provide leadership for all workgroups.

**Goal:** To ensure that all workgroups are focused on the primary Admissions goals.

**Complete:** Developed over 80 personas for International, Graduate and Undergraduate FTIC students as well as special populations. Documented customer journey and identified pain points. Disseminated these resources to all workgroups to ensure that all team members were focused on creating an excellent customer journey.

**Next Step:** To form new workgroups focused on social media management and event management.

### Email Workgroup

**Purpose:** To develop and implement an email campaign strategy, to include marketing and transactional emails for prospective students, parents, counselors, funnel stages. Manages workflows and secures feedback and approval from all business units.

**Goal:** To build email campaigns designed to generate more campus visits and more completed applications. To create a better customer experience, with fewer leads, applicants and admitted students calling with questions and complaints about lost documents, confusion about next steps, etc.

**Complete:** Developed new fully responsive email templates. Developed a lead/prospect nurturing email campaign strategy designed to drive applications, and an applicant campaign designed to drive yield.

**Next Step:** Perform an audit of communications in all systems (VZ, Talisma and Banner). Further segment existing prospect and yield campaigns.

## Website Workgroup

**Purpose:** To develop and implement a web strategy in support of USF Admissions. Collaborates with UCM and IT to build additional CMS templates, and to add lead generation forms to select owned digital platforms.

**Goal:** To generate leads directly from the website and reduce our dependence on vendors. To increase the usability of the website to provide a better experience to students, prospective students, parents, and counselors so they can find the information they are looking for quickly and easily, allowing them to self-serve and reducing the number of phone inquiries for Admissions staff.

**Complete:** Launched an updated Admissions website based on feedback from recruiters, call center employees and students, with the goal of addressing known pain

points. To date, the site is now generating an average of 30 new leads a day, a significant increase from the previous site, which averaged two leads per week.

**Next Step:** To complete user testing, and to launch a new, media-rich site in Summer 2018.

## Content Workgroup

**Purpose:** To develop multimedia content for digital platforms.

**Goal:** To produce media-rich content that help drive enrollments.

**Complete:** Launched a new virtual tour.

**Next Step:** To provide pre-production consultation for the college mini tours.

## Admissions Digital Platforms

InEd marketers lead the workgroups in building the following owned digital platforms:

### Admissions Blog

**URL:** <https://admissions.usf.edu/blog>

The blog, Admit-A-Bull, launched in mid-September, and features articles from a variety of campus experts about the admissions processes, college life, events on campus, and much more.

**Purpose:** To position the USF as a thought leader in the field of higher education to students, parents and counselors.

**Goals:** To create more organic traffic around relevant university search terms. To answer the audience questions about general admissions topics. To build credibility for USF. To generate leads. To increase the number of high-quality inbound links to USF platforms. To increase the number of social shares.

**Metrics:** Based on the 2017-18 second quarter, overall views increased an average of 28 percent. Florida accounted for 73 percent of domestic visits, followed by Virginia (11 percent), Pennsylvania (2 percent) and New York (2 percent). Tampa accounted for over half (59 percent) of local visits, followed by Orlando (4 percent). Half (50 percent) of visits generated for this blog were from domestic origin, followed by international (50 percent).





## College Counselor Toolkit

**URL:** <https://admissions.usf.edu/guidance-counselor-toolkit>

The College Counselor Toolkit launched in October, and features content designed specifically for high school guidance counselors and independent college counselors. The toolkit is being promoted with Bulls Boxes, counselor newsletters and counselor magnets, as well as social media and blog posts.

**Purpose:** To provide easily-sharable marketing assets and informational resources to guidance counselors with the goal of recruiting more high-ability students, particularly those from out-of-state, and to improve our rankings with US News & World Report by educating out-of-state counselors about USF.

**Goals:** To build and deliver campaigns educating counselors about dates, deadlines, admissions requirements, cost to attend, application processes, recruiter contacts, upcoming events, virtual events and other relevant topics; and to generate leads for a counselor list.

## Social Media Channels

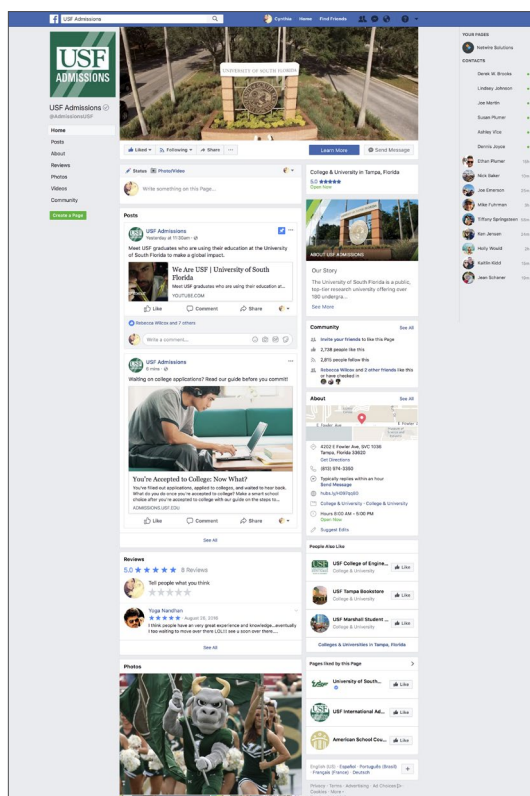
InEd marketers built new or took over existing social media platforms for USF Admissions, to include Facebook, Instagram, YouTube, Snapchat and Twitter.

**Purpose:** To drive prospective student behavior by proactively pushing out relevant, time-sensitive information; responding to inquiries and comments; posting clear calls-to-action; and engaging in other forms of real-time interaction.

**Goals:** To generate more leads, more campus visits, more completed applications, and more deposits, and to create a better customer journey.

**Metrics:** By the end of Q2, the social media audience had grown 17.3percent across the Facebook, Instagram, Twitter, YouTube and Snapchat channels. 607 new users were acquired across these channels.

- The Facebook Page showed an overall organic growth of approximately 5.24percent, with activity from 535 unique users, including 463 new users. By the end of Q2, the page showed an approximate organic growth of 11percent in followers, with 2,330 users, which can be attributed to the Virtual Meet & Greet: College Counselors live event.





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- By the end of Q2, the Twitter Feed acquired 26 followers and received 19 likes.
  - By the end of Q2, the Instagram Feed acquired 79 followers through 39 organic posts by utilizing appropriate hashtags and tagging of individuals and other relevant pages.
  - By the end of Q2, the YouTube Channel acquired 15 subscribers organically, through promotion of the new channel via other social media platforms.
  - In addition, Snapchat was briefly used to share a behind the scenes look at the first USF Admissions Live – Virtual Meet & Greet event. Since the creation of the Snapchat profile, the channel has obtained 24 organic followers, through promotion of the new channel on other social media platforms.

## Vendor Portals

In addition to these owned digital platforms, InEd updated the USF content found in multiple vendor platforms, including Cappex, RaiseMe and Hobsons Naviance.

## Admissions Events

InEd marketers collaborated with Admissions staff to support the following recruitment and yield events:

### NACAC Events

**Purpose:** These are NACAC-sponsored college fairs designed to introduce USF to prospects throughout the country. InEd marketers produced pre-event marketing campaigns.

**Goal:** These are lead generation events designed to generate leads.

**Metrics:** To date, recruiters have used inefficient, old-fashioned paper inquiry forms to generate leads. In order to eliminate the manual data entry created by paper forms, and to improve the customer experience, a new lead generation form has been created. This will allow us to do a better job tracking ROI for NACAC and other lead generation events.

### Stampede to Success

**Purpose:** To provide an opportunity for students and parents to see all that USF has to offer. InEd marketers produced pre-event marketing campaigns for the two events held during Fall 2017, and provided support during the event, to include social media engagement and livestreams, as well as post-event support, to include dissemination of the post-event survey.

**Goal:** These are conversion events designed to drive applications.

**Metrics:** Monitoring live sessions during the event on social media revealed overwhelming interest in question and answer sessions. The first live video, Admissions Process, was viewed 397 times, with 77 percent unique views, with 69.9 percent of viewers located in Florida. The second live video, Scholarships and Financial Aid, was viewed 400 times, with 68.9 percent of viewers located in Florida.



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## Bulls Unite

**Purpose:** To provide an opportunity for students and parents to decide whether USF is their school of choice. InEd marketers produced pre-event marketing campaigns for the three event held during Spring 2018, and provided support during the event, to include social media engagement and livestreams, as well as post-event support, to include dissemination of the post-event survey.

**Goal:** These are conversion events designed to drive deposits.

**Metrics:** A recap report is currently in production.

## Counselor Breakfasts

**Purpose:** To introduce USF to out-of-state college counselors. These are USF-hosted out-of-state breakfasts in six key regions: Pittsburgh, PA; Denver, CO; Atlanta, GA; Chicago, IL; Baltimore, MD; Hartford, CT. InEd marketers developed an RSVP landing page shared through a targeted email campaign and a social media campaign. This included registration confirmation, event reminder and “know before you go” communications.

**Goal:** These Fall 2017 events were designed to improve the university’s ranking and to recruit high ability, out-of-state students.

## Virtual Meet-N-Greet

**Purpose:** To introduce USF to out-of-state college counselors who could not attend counselor breakfasts. The event was livestreamed from the USF Innovation Hub across the Admissions Facebook Live channel. Sean Gilmore acted as the MC, interviewing a group of out-of-state students (and one International student) on a series of topics including why they chose USF, how USF has supported their success, and what life is like at USF.

**Goal:** This October 2017 event was designed to improve the university’s ranking and to recruit high ability, out-of-state students.

**Metrics:** This event generated a total of 374 landing page views and 44 event RSVP form submissions. Over half (66percent) of the form submissions originated from the email campaign, followed by the organic (16percent) and paid (14percent) social media campaigns. The video was viewed 1,788 times. Out of the 1,788 total views, 1,500 were unique video views. Sixty-nine percent of viewers accessed the video from a shared source, followed by original viewers (31percent), indicating that the original viewers have strong social influence.

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## Admissions Campaigns

In addition to general email campaigns designed to recruit all student types, InEd marketers collaborated with the USF Honors College to build specialized campaigns to support recruitment of high-ability students.

### Global Genshaft Presidential Scholarship

**Purpose:** To generate awareness about program benefits and encourage eligible students to apply.

**Goal:** Recruit 20 students.

**Status:** To date, we have generated 28 applications.

### Provost Scholars Program

**Purpose:** To generate awareness about program benefits and encourage eligible students to apply.

**Goal:** Recruit 120 students.

**Status:** To date, the Honors College has admitted 30 students. A new campaign will launch in mid-to-late April.

### Honor's College Application

**Purpose:** To generate awareness about program benefits; to encourage eligible students to apply; to encourage auto-admits to deposit.

### National Merit Scholars

**Purpose:** To generate awareness about program benefits and encourage eligible students to apply, both for the Fall 2018 start and beyond. The campaign includes an email campaign, blog posts, social media posts and an innovative Bulls Box delivered to eligible students, which includes promotional items, virtual reality goggles with a link to the USF Virtual Tour, and a card inviting students to experience an augmented reality video.

**Goal:** Recruit 35 National Merit Scholars.

**Status:** To date, USF has admitted 12 students.



# Online Data and Technology Support

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Online Data and Technology provides the University System with a number of services. The primary support areas are USF System State Authorization, Online Data Requests, BOG and BOT annual reports and Online Technology.



*“The material was just as extensive as if I would have been in the classroom. It was fascinating and I was able to transfer that knowledge to other classes I was taking.”*

**— Mary Seddon, USF student located in Indiana, Criminology**

## State Authorizations

InEd is responsible for ensuring that USF complies with all applicable laws regarding distance or correspondence education where USF establishes a physical or virtual academic presence.

The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their own state borders by seeking and maintaining state approvals via a streamlined process. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Florida joined SARA through the Southern Regional Education Board (SREB) compact in 2017.

In support of the USF System, InEd coordinated membership for all three campuses, in collaboration with General Council, Admissions, and Administration in processing SARA membership applications and fees to federal and state agencies. Compliance with SARA policies required a re-design of the State Authorization webpage to include critical student disclosures regarding programs leading to professional licensure and the student complaint process.

Prepared semester distance learning student demographic reports for USF System and designated Data Stewards for NC-SARA data reporting in 2018.

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## Online Data Support

Through collaboration with USF's Office of Decision Support, InEd is responsible for providing online data which includes data such as Online SCH, FTE, Course Sections and Headcount, DFW rates and more to USF System Campuses and Colleges, and supporting data for BOG/BOT annual reports.

- Participated in BOG Online Inventory Testing pilot. The purpose of this is to provide a central location where information about online programs is displayed such that the Provosts, Distance Learning Leaders, and others can communicate with each other and with the Board of Governors staff about the various online programs across the state University System. As a result, Innovative education became Data Steward and Executive Reviewer for the USF System, reporting three submissions annually.
- Collaborated in data projects in support of internal and external USF initiatives, such as Maymester, Wintersession, Summer Summary, US News Best Online Programs Survey, BOG Online Tuition and Fees Workgroup, IPEDS Online Education, College Reviews and PPA Matrix.
- Updated USF institution profile, online degree programs and semester online courses for the Florida Virtual Campus Catalog (FLVC).
- Identified over 1800 distance learning course sections for appropriate distance learning and cost recovery fees.

## Online Technology Support

InEd is responsible for providing guidance on existing and emerging online technology and its assimilation across the USF System.

- Worked closely with online leaders at USF to ensure they have the tools to support the Florida Quality rubric for Quality and High Quality courses.
- Worked to ensure that all instructional designers at USF have access to the same tools.
- Initiated a Tech Fee, which is now an IT Project to create a Student Course Help Center.
- Lead a USF System Canvas group that works closely with USF IT to implement new tools and best uses for existing tools.
- As an Ex-Officio member of the Council for Technology in Instruction and Research, reported new innovations in online education and updates on online education at the state level.
- Worked directly with all online departments at USF to consolidate technical resources to reduce cost and provide consistency for USF Online Courses.
- Coordinated long term cost saving agreements with key online applications, including Online Proctoring (Proctorio) and Virtual Classroom (Blackboard Collaborate/Ultra).

# Programs

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## Graduate Certificates

Graduate Certificates are linked courses that provide graduate education in a specific field. The Office of Graduate Certificates extends the resources of the University to the community by offering valuable graduate experiences in more accessible, focused formats than those provided by traditional graduate degree programs.

### Current Active Certificates

The Office of Graduate Certificates offers over 130 graduate certificate programs, of which 55 are available completely online.

Recent certificates approved as of April 2018:

- Leadership for Coastal Resiliency
- Toxicology
- Assessing Chemical Toxicity and Public Health Risk
- Pharmacoepidemiology

Number of graduate certificate students accepted for AY17-18:

- Summer 2017 = 242
- Fall 2017 = 548
- Spring 2018 = 348
- Total = 1,138

Certificates Awarded for AY 17-18:

- 2017 = 60
- Fall 2017 = 158
- Spring 2018 = 32\*

*Partnering with universities across the country has given ETC a unique perspective on the leadership, staff, and inner workings of continuing education divisions. The USF office of Corporate Training and Professional Education consistently ranks at the top of our list of partners regarding number of students served and total sales. More importantly, their team of dedicated professionals has allowed us to support outreach initiatives helping, literally, hundreds of first generation college students and other historically underrepresented groups achieve their dream of college or graduate admission. It's not a surprise that the most common phrase heard around our office is, 'Go Bulls!'"*

**— Steven Shotts, Chief Executive Officer, Educational Testing Consultants, Inc.**

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## Accelerated Summer Academic Programs (ASAP)

### Maymester 2017

Collaborated with multiple colleges, including College of the Arts, College of Arts and Sciences, College of Education, College of Behavioral and Community Sciences, MUMA College of Business, the College of Public Health, and Undergraduate Studies to produce courses and create a new fully online, three-week session, to take place during the first three weeks of Summer A.

- Enrolled a duplicated headcount of 1,373 across 22 courses.
- Headcount was flat from the previous year as policies changed for class sizes through Undergraduate Council and an increase in graduate level course offerings with low caps.
- Generated 4,119 student credit hours (SCH).

### Pre-College

In 2017 USF Pre-College ran for its first cycle under ASAP. During the transition USF Pre-College has established itself as a premier pipeline building program for the USF Office of Admissions. Focused on both for and non credit programs, the mission of USF Pre-College is offer high school students an opportunity to pursue academic interests, discover career opportunities, earn college credit and explore university life. During the summer of 2017, we offered four programs: Biomedical Engineering, STEM Academy, STEM for Scholars, and Write Now. Students were offered a choice of residential or non-residential programs at various price points.

In 2017, USF Pre-College offered its first for-credit program in partnership with the STEM Education Center and Honors College. A strengthened partnership with the Student Success will manifest itself in building a stronger high-ability student pipeline into the university. For-credit options will continue to include credit from the Honors College with expedited entry for incoming freshmen that meet contract minimums.

The first Pre-College Coordinator was hired in March of 2017 with the goal of the position to grow both programs and caliber of students participating. The position was added during this cycle in order to positively impact the outcomes in 2019.

- Total enrollment of 115 students.
- For Credit enrollment of 48 students.
- Of 38 participating seniors in 2017, 31 applied to USF.

For FY17-18, the Pre-College forecast is on track to generate \$247.4K in revenue as compared to the budget of \$175.9. The new Director added a for-credit program, STEM for Scholars (level 2), to the non-credit course offerings. This year, a second for credit program, Filmmaking as Philosophy, was added. Additionally, two new non-credit programs are also contributing to the higher projected revenue. As with many summer programs, the revenue and expenses within a fiscal year represent two different summer programs. The cost incurred for summer 2017 is less than the higher revenue expected for summer 2018 with the additional course offerings. Therefore, by fiscal year end, this fund will have a surplus, but once the expenses materialize in the first quarter of FY18-19, there is a \$128K historic loss on this fund carried over from the early stages of developing a pre-college program.



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## Summer@USF 2017

Innovative Education branded summer as an experience, to include marketing efforts towards student success programming and on-campus activities. Bullet points based on Tampa – Academic Affairs.

- Total headcount remained relatively flat with an increase of slightly under 1 percent from the previous year.
- Fundable SCH increased by 0.3 percent over the previous year.
- Worked with the Office of Decision Support to create a sustained process of tracking Summer enrollments.
- Assisted Student Affairs in identifying the best times to offer student programming in reference to class schedules.

## Summer Academic and Cultural Engagement Program (ACE)

In partnership with the Office of Student Success, Education Abroad, and the College of Arts and Sciences, the third iteration of the program was successfully completed.

- With 110 students completing, SCH generation was equal to 660 hours.
- Partnered with New Student Connections to embed CampU into an extended orientation format.
- Coordinated the development of Study Away/Education Abroad experiences in Costa Rica, Quebec City, Ecuador, Washington DC, and the Florida Keys.

In 2017, we instituted our first iteration of yearlong student staff. Comprised of three lead mentors (logistics, marketing, and programming) and three yearlong mentors, the team ushered in a more purposeful transition for students into their first academic year. The six positions focused on helping students define success for themselves and identified campus resources that would align with each student's unique mission. Mentors planned programs for the larger cohort, and provided specialized support where needed. Emphasis in programming includes the Global Citizens Project, and is embedded in fostering student identity with the #ACEfam.

The first ACE Coordinator was hired in March of 2017 with the goal of the position to grow both programs and caliber of students participating. The full-time position was added during this cycle.

The Summer Academic and Cultural Engagement Program (ACE) is gearing up for its third full summer with a projected forecast for FY18 of \$418.5K compared to the budget of \$428K. Last year's revenue was slightly lower at \$375K which is due to the majority of the summer 2016 students registering early in the previous fiscal year.

## Winter Session 2018

Innovative Education collaborated with the College of the Arts, the College of Arts and Sciences, the College of Behavioral and Community Sciences, the College of Public Health, the College of Education, and Undergraduate Studies to provide three week courses, 100percent online, over Winter Break.

- Enrolled a duplicated headcount of 1,602 across 18 courses.
- Slight increase in enrollment over previous year.
- Generated 4,806 student credit hours (SCH).
- Increased continuing student spring semester SCH enrollment by an average of two credit hours over the previous spring, indicating a relationship for increasing student SCH vs. shifting.

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## Office of Corporate Training and Professional Education

Corporate Training and Professional Education (CTPE) offers a variety of programs and courses designed to provide professionals with new, updated, or complementary knowledge and skills for career advancement.

Today, CTPE contributes to USF's community engagement strategy by partnering with the various colleges on campus and many leading Tampa Bay companies to provide continuing education and executive training programs that are designed to build a world-class workforce in the Tampa Bay Area.

By partnering with the newly formed Office of Corporate Relations and the USF Foundation we continue to extend the reach of our corporate training programs throughout the Tampa Bay Area and are part of a multi-pronged approach to community engagement.

In order to address the skills gap that many have perceived as an aging workforce retires and new employees are being brought in to take their place in the workforce, we have developed and launched four new programs to address marketplace needs this year. These programs include the Elite People Manager Certificate, the Supply Chain Management Certificate, the 5G Power Skills Certificate, and the Paralegal Certificate.

In FY17-18, CTPE added the Paralegal Certificate, the Supply Chain Management program, and the 5G Power Skills Certification this year. The addition of these new programs increases CTPE's forecasted revenue \$67K over its budgeted amount of \$1.3M. CTPE's corporate client revenue is expected to reach \$125K this year. This year's corporate clients include Publix Super Markets, Southwest Florida Water Management District, TECO, CAE, and Citi.

## OLLI-USF

The Osher Lifelong Learning Institute at USF (OLLI) is a community-based learning cooperative for adults aged 50 and better. Nearly 300 member-volunteers — many, retired USF faculty and staff — teach courses, serve on committees and project groups, and help run the organization.

- OLLI reached a new membership milestone with 1,600 members in 2016-17 and is on track to exceed that number in 2017-18.
- Developed several new programs in the arts with the Straz Center (around their Broadway series and the Tampa Opera season) and with the Florida Orchestra.
- OLLI members hit a new fundraising record raising nearly \$35,000 for program operations, a 29 percent increase in member giving.
- OLLI released a complete redesign of its course catalog.
- Continues to grow its programmatic offerings with 350 sessions offered in 2017-18.
- Hosted Pulitzer-prize winner author Ian Johnson, author of *The Soul of China* in October 2017.
- Is working with the USF Honors College to promote relationships among OLLI-USF members and Honors College students. These gifted students have assisted in a number of OLLI technology classes and OLLI members are developing an April 2018 seminar focusing on career choices.

FY17-18 revenue will end the year at \$6.7K higher than budget or \$336.7K. Total expenses have been managed to budget.

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## Registration Services

During FY17-18, InEd supported registrations for the DBA weekend workshop, OSHA registration, Certification for Elementary Teachers in Panama, MUMA's Digital Marketing Certificate & Cybersecurity for Executives Certificate Program, CAS's Florida Institute of Forensic Anthropology and Applied Science (IFAAS) & Drone Videography Workshop, and COE's iTeach Professional Learning & Florida Teacher Certification Examinations.

## Testing Services

USF Testing Services is an auxiliary unit within Innovative Education supporting the university's strategic efforts to ensure student success and program innovation by administering entrance/placement, certification/licensure, distance learning and pre-employment exams for agencies, businesses and institutions. The mission of the University of South Florida Testing Services is to provide comprehensive and quality testing, which ascribes to the National College Testing Association (NCTA) Professional Standards and Guidelines and governmental regulations that promote responsible fiscal, legal, ethical, and equitable practices within an environment of continuous quality improvement, business innovation and technological advancement. One of only four state university test centers in Florida to have received the National College Testing Association (NCTA) certification.

In FY17-18, USF Testing Services:

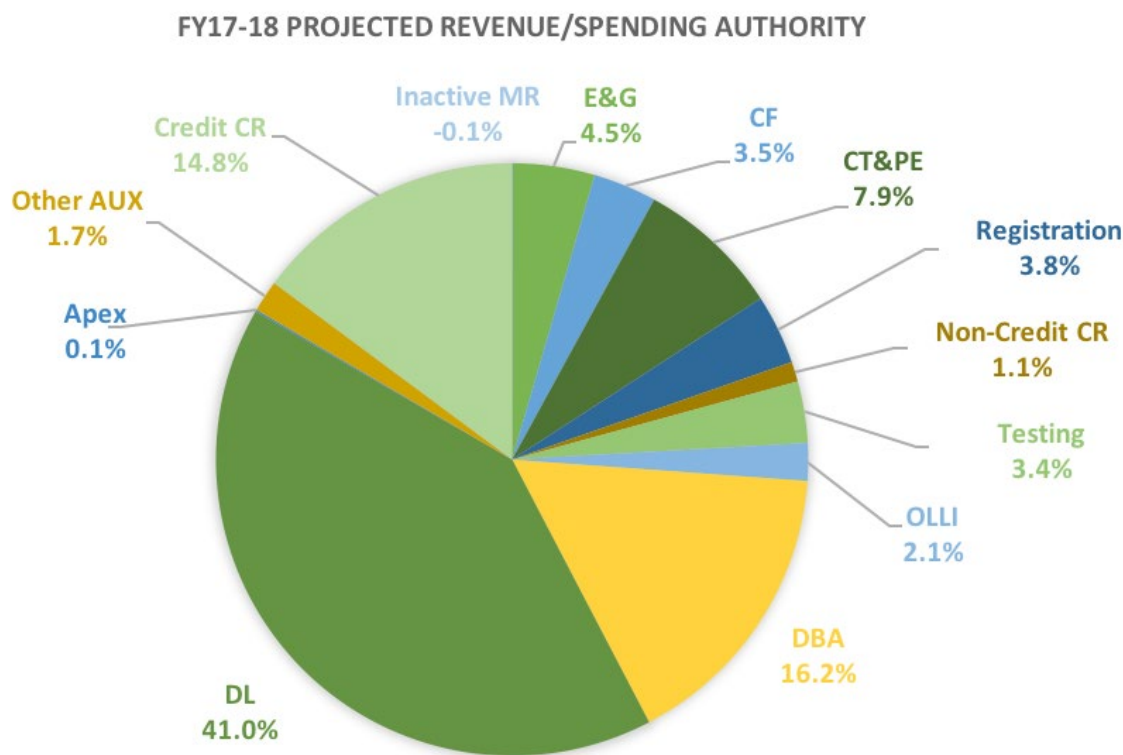
- Delivered more than 1,500 exams per month.
- Generated revenue in excess of \$25,000 per month.
- Presented and/or exhibited at USF First Year/ Transfer Student Orientation Sessions/Bulls Unite events-Admissions Office; Preparedness Panel-National Student Speech Language Hearing Association; Under the Sea-SD- College of Behavioral Sciences & Disorders events; Graduate Professional Fair-Career Services; International Festival-Office of Multicultural Affairs; Title IX Expo Conference-Office of Diversity, Inclusion & Equal Opportunity; and Gear Up Event-Office of Community Engagement & Partnerships.

- Delivered 1,021 more Pearson Vue exams when compared to last year during this time.
- Achieved an overall customer service rating of 9.84 out of 10.0.
- Administered 15,028 exams, for an average of 1,878.50 test administrations per month.
- Maintained partnership with 18 testing companies and four USF Colleges/Departments.
- Partnered with Registered Blast to institute a top-notch registration/scheduling/reporting system.
- Conducted its annual Customer Appreciation events (July and October 2017).
- Is the test center in Florida that administers the largest number of Pearson Vue exams per year. Testing Services administered 6,524 Pearson Vue exams from July 1, 2017, to March 23, 2018.
- Is the only center in Florida that administers the GMAT (Graduate Management Admissions Test) through its partnership with Pearson Vue.
- Ranked as one of the top 100 test centers in the nation for the number of CLEP exams administered per year by College Board. Testing Services administered 335 CLEP exam from July 1, 2017 to March 23, 2018.

Testing Services is projecting revenue of \$549K, which exceeds budget by \$31K and is an increase of \$6K over last year's actuals. Testing Services cash balance at the end of this fiscal year is expected to be \$250K, which includes \$75K that will be used to replace a majority of the testing lab computers next fiscal year.

# Financials

Innovative Education (InEd) is responsible for establishing policies and procedures, and reporting on credit and non-credit Continuing Education programs for USF Tampa Academic Affairs. To facilitate this responsibility and provide audit oversight, the financials for both the college(s)/department(s) as well as InEd are consolidated into one InEd fund per program/activity. The chart below provides the percentage breakdown of the various funding sources managed through an InEd fund.



For FY17-18, the total projected revenue/spending authority is \$16.4M as compared to actual revenue of \$13.0M last year. This increase relates primarily to newly added and/or growth in self-funded programs. In addition, InEd received E&G resources to support expanded marketing efforts related to the Student Talent Acquisition initiative.

The following sections provide more information on the various revenue funding sources managed within InEd.

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## Distance Learning (DL)

The total student credit hours (SCH) for the first two semesters was 16,395, or 10 percent higher than this same timeframe last year. As a result, the revenue forecast will be \$0.5M higher or \$6.7M as compared to the \$6.2M budgeted. This growth in online revenue has been instrumental in closing the gap created by the 40 percent reduction to the DL fee implemented in July 2016.

Further contributions toward meeting this challenge include negotiating multi-year software contracts, utilizing one-time support from the tech fee to support system-wide proctoring services, and utilizing students to provide support for digital learning activities while creating a pipeline of future instructional designers.

One-time cost savings enabled InEd to stay on track with the goal of increasing the college's revenue share from 12 percent to 13 percent in FY17-18. In addition to the college share of \$803K, the colleges also received a one-time investment of \$500K as an incentive to continue converting courses as well as ensuring previously converted courses are keeping pace with quality standards.

Total projected expenses will be \$36K less than budget. This savings along with the increase in revenue will completely offset the \$338.4K loss budgeted and contribute \$232K to the cash balance. Over the next two years, it will be critical to ensure that sufficient reserves are available to cover the renewals of the three-year contracts that will be expiring by the end of FY19-20 as well as new software tools, technology replacements/upgrades. On an annual basis, the estimated reserve is \$565K for a three-year total of \$1.7M.

## E&G Funding

In FY17-18, InEd received \$0.7M to support the Student Acquisition Initiatives including Pre-College programs and Accelerated and Intercession Academic Programs (ACE). An additional \$0.6M in one-time carryover funding supported virtual reality tools, software, equipment, advertising, and other support for media events. Evaluation of the resource needs supporting these initiatives occur during the budget development cycle.

## Market Rate Programs

The Muma College of Business's DBA program is currently the only active market rate program managed within InEd fund. At this time, departmentally, InEd does not receive any financial support from this program. This fund is on track to surpass the \$2.3M budgeted revenue by at least \$0.8M by year-end.

As of April 1, 2018, there are four inactive market rate programs on InEd funds for a total negative cash balance of \$575.3K. Through the end of February 2018, these funds have received \$8.5K in negative interest. Resource Management & Analysis will be working with the respective colleges to clear the negative balances by year-end.

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## Cost Recovery Programs

InEd works closely with the colleges to evaluate self-supporting for credit program opportunities. The extent of InEd's involvement varies in range from only financial start up and support to the full array of services including market research, on-going marketing, course conversions, MOU development, financial modeling & setup and ongoing support (e.g. audit oversight, tuition waivers, student recruitment services).

The College of Behavior Science's (BCS) Master of Arts in Applied Behavior Analysis (ABA) program launched in fall 2016. Although the original forecast expected breakeven to occur within four years (spring 2020), this program generated a \$74K surplus by the end of FY16-17 and is on track to end this year with cash balance of \$482.4K. Since inception, this program is on track to generate \$1.3M through summer 2018. InEd is currently in conversations with ABA to evaluate reinvestment and growth for this program over the next several years.

The Master of Social Work (MSW) launched in summer 2017 with slightly less total enrollments than expected; however, the mix of students (more full-time vs part-time) allowed the program to have slightly higher revenue than forecasted in the financial model. Summer 2018 will be the second term start for this program and will help determine if the program will stay on track to breakeven by year three. InEd is currently in discussions with BCS to evaluate the prospects of including the non-advanced standing courses to this program in response to student feedback.

Although the Online MBA (OMBA) program had a slow start in the spring 2017 (only three students), by spring 2018, there were 25 students enrolled. The year-end forecast expects a small surplus that will help offset some of the start-up expenses. The MBA foundation courses are tracking similarly.

The MS in Business Analytics/Information Systems (MSBAIS Weekend) program launched fall 2017 with an enrollment target of eight for the first cohort and an additional nine expected to start in spring 2018. As of spring 2018, there are 27 students enrolled. Many of the students in this program received employer tuition assistance. This created a lot of confusion between the third-party processor, students, and student accounting. InEd worked with all parties involved to resolve this issue, but it highlights the inflexibility of USF's billing system to handle non-E&G payments and the frustration it causes students.

## Non-Credit Cost Recovery

InEd collaborated with the College of Education and USF Health and Education International Foundation (HEIF) to launch the first Non-Credit Certification for Elementary Teachers in Panama. This program started in April 2017 and 50 students graduated with certificates in September 2017. In total, the program generated \$284K with \$178K or 62.7 percent of the revenue covering the USF Tampa expenses. Based on the success of the program, conversations are underway for the second cohort to start in late spring 2018.



# 2017-18 Goals

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USF will produce well educated, highly skilled, global citizens through its continuing commitment to student success.

## Marketing & Recruitment Goals

- Implement a new marketing automation tool.
- Implement a new CRM.
- Continue to enhance the mobile app.
- Explore options for a new social media management tool.
- Produce new content for all platforms, to include video testimonials, slideshows, infographics, how-to tutorials, etc.
- Build new functionality into existing platforms, to include lead generation forms, surveys, etc.
- Collaborate with partners to generate and nurture leads; drive applications; drive deposits; and improve the customer journey throughout the recruitment funnel.
- Continue to partner with the colleges in support of graduate recruitment efforts.

## Corporate Training and Professional Education Goals

- Implement Canvas Catalog registration and learning management system.
- Launch new online courses and regional offerings to enhance growth.
- Launch and market new Cybersecurity Boot Camp.
- Pilot an open badging system for all of our non-credit certificate programs.
- Develop executive education program that focuses on mid-level and C-suite management.
- Convert all programs to hybrid delivery model by 2020.

## Global Engagement

- Pilot first USF Pre-College abroad programs in the summer of 2019.
- Increase participation in Summer ACE.
- Assess the current level of international students in online courses/programs; use the data to guide us in program development as well as digital recruitment and enrollment with a focus on international students.
- Collaborate with USF World to explore opportunities to build global classrooms.

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## Internships and Experiential Education

- Manage USF's SARA membership which provides access for our students to pursue internships in other states.
- Digital Learning will continue to partner with COEDU's Instructional Technology program, the Arts, and CAS's Zimmerman School to offer internships for multimedia, graphic design, video production and instructional design.
- Increase the number of online courses that contain simulations, interaction and engaging content.
- Assess the experiential learning opportunities in the current ACE programs and work with the faculty to enhance programs by integrating more hands-on learning opportunities for students to connect theoretical concepts to real world practice.
- InEd will identify ways to work with colleges to quickly respond to industry needs through the development of online courses/ certificates/programs.

## Student Success

- Ensure that we continue to evaluate our process for student success technology and practices.
- Track faculty and course online certifications.
- Improve online student support.
- Increase retention of incoming OOS ACE admitted freshmen.
- Provide courses in alternative calendar sessions to help students expedite their path to degree along a schedule that works for them.
- Establish a strong, vibrant, and diverse pipeline of high achieving and motivated students through USF Pre-College programming.
- Innovative Education's focus on high enrollment courses allows access to online courses that may have been previously at capacity, resulting in opportunity for students to progress through their major, and graduate with fewer scheduling setbacks. Digital Learning will continue to develop online courses, and grow enrollments.
- Continue to create and implement intensive, alternate calendars of fully online courses to improve student access to courses, increase student retention, and enhance pathways to graduation.

*The online degree gave me the skills and infrastructure needed to obtain a competitive internship and job placement in a high-demand field like cybersecurity.”*

**— Ben Weber, USFSM '15, Information Security Analyst, Raymond James**

- Continue to work with Library to continue to enhance textbook affordability. Complete Reeves ebook.
- Roll-out a comprehensive online course strategic plan.
- Increase staff to expand Digital Learning services, offering significantly more opportunities to increase quality improvement of existing courses.
- Ensure that we continue to evaluate our process for student success technology and practices.
- Collaborate with University partners to improve the student experience.
- Lead the new Digital Learning initiative to partner with faculty, departments and staff to implement new strategies and support for digital learning across campus, no matter the platform or delivery method.

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## Faculty Research, Innovation and Creative Activity

- Continue to collaborate with faculty on e-textbooks.
- Collaborate with faculty on proposals based on best practices in online education.
- Continue to offer the faculty online certification.
- Continue to evaluate our faculty development offerings and our utilization of collaborative space both in the Library and the Innovative Hub.
- Continue to develop the Innovative Education Faculty Workshop series.
- Increase support for flipped classroom and hybrid courses.
- Bridge the gap between pedagogy and technology, broadening Digital Learning's reach to support faculty and students with innovative learning technologies that engage students and improve learning outcomes.

## Research and Innovation

- Participate in Innovative approaches in online education by working closely with Unizin members, FLVC and other opportunities.
- Partner with faculty to enhance research relating to online pedagogy.
- Participate in Innovative approaches in online education by working closely with Unizin members, FLVC and other opportunities.
- Produce truly innovative virtual experiences for digital learners and viewers by leveraging 360 VR production.
- Continue to push the boundaries of online education at USF.
- Research and implement trends and best practices for learning design and technology.
- Partner with faculty to enhance research relating to online pedagogy.

## Graduate Certificates

- Increase focus and awareness regarding the benefits of certificates academically and professionally in and around the Tampa metropolitan area.
- Market certificate programs as a legitimate step towards earning a master's degree in a related discipline.
- Continue to work with our certificate departments to improve and streamline communication with our enrolled students.

# Professional Development & Achievement

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## Affiliations, Committees, Organizations and Memberships

- University Professional & Continuing Education Association: Member.
- Council of College and Military Educators (CCME): Member.
- Florida Advisory Councils on Military Education: Member.
- Greater Tampa Bay Chamber of Commerce Education Connection Committee: Member.
- Tampa Bay Higher Education Alliance (TBHEA): Member.
- Goizueta Business School Alumni: Member.
- Emory Alumni Network: Member.
- USF Instructional Technology Association: Member.
- 2018 Pearson IT Educator Advisory Board: Member.
- Council on Technologies for Instruction and Research: Exofficio Member.
- USF Graduate Counsel: Member.
- USF Graduate Curriculum Committee: Member.
- USF Talisma Workgroup: Member.
- WCET SAN: Member.
- APICS: Member.
- Association for Talent Development (ATD), Florida Suncoast Chapter: Member.
- Project Management Institute (PMI): Member.
- Society for Human Resource Management (SHRM): Members.
- Florida Education Research Association: Paper Proposal Reviewer.
- Wharton Research: USF Data Service Representative.
- State University System Florida Board of Governors: Taskforce for Strategic Planning for Online Education Workgroup on Quality.
- State University System Florida Board of Governors: OER/eText Coordinating Committee Co-Chair.
- Florida Virtual Campus (FLVC): Florida Shines Data USF System Administrator.
- Florida Virtual Campus (FLVC): Alternate USF Representative on the Members Council on Distance Learning and Student Services (DLSS).
- TOPkit: USF Ambassador.
- Florida Virtual Campus (FLVC): Members Council on DLSS Proctoring Workgroup Member.
- USF System LMS Group Chair.
- SUS Distance Learning Leaders: USF System Contact.
- Southern Regional Education Board: USF System Data Administrator.
- Florida Board of Governors: Data Steward for BOG Online Program Inventory.
- Organized and conducted a successful FLVC Professional Development Seminar on Online Course Accessibility attended by 30+ SUS and FCS schools.
- FL Executive Briefing with Instructure.
- Instructor, Muma College of Business, CGS 2100 "Computers in Business."
- FACTA-Florida Association of College Test Administrators: Council Member and Secretary.
- NCTA-National College Testing Association.

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## Awards

- Ara Rogers was awarded the “Spirit of Partnership Alumni Award,” one of three 2017 Distinguished Alumni awards presented by the USF College of Education.

## Conferences and Webinars Attended

- Osher National Resource Center Symposium.
- InstructureCon 2017.
- Pearson’s Digital Learning Summit 2018.
- 2017 Unizin Innovation Summit.
- FLVC OER Summit 2018.
- TOPkit Annual Workshop 2018.
- Florida Canvas Executive Briefing 2017.
- Inknowledge Webinar – *Institution’s Responsibilities for State Authorization and Professional Licensure*.
- FLVC Meeting – St. Petersburg Campus – SARA workshop.
- CampusInsight Pre-Conference Training and Users Conference in Orlando.
- WICHE Webinar – *Best Practices & Research Methods for Compliance with Professional Licensure*.
- Office of Decision Support – Florida Clearinghouse Academy.
- PaperClip Communications Webinar – *SARA/Distance Learning*.
- WICHE Webinar – The Unveiling – New & Updated State Authorization White Papers.
- MHEC Webinar – *The difference between State Authorization & SARA*.
- WICHE Webinar – Key Stakeholders Part 2 – *Insights from the Key Stakeholders*.
- WICHE Webinar – Key Stakeholders Part 3 – *How to Reach Out & Inform Key Stakeholders*.
- FL-SARA Agency Webinar – *Navigating State Authorization* (National Speakers).
- FL-SARA Agency Webinar – *Implementing SARA at your Institution* (Institutional Speakers).
- 2017 SANSational Award Winners Presentation – *State Authorization Best Practices*.
- National Student Success Conference: *Innovators and Innovations*.
- North American Association of Summer Sessions Regional Conference.
- National Association for College Admission Counseling Fairs:
  - » Chicago
  - » Milwaukee
  - » Philadelphia
  - » Portland
  - » Seattle
- USF Leadership Professional Development group.
- SUS OER taskforce.
- SUS STEM Lab taskforce.
- National Association of Broadcasters conference.
- Learning Designers and Faculty Support staff participated in several regional and national conferences including OLC, TOPkit, AECT and more.
- FACTA – Florida Association of College Test Administrators Conference.
- NCTA – National College Testing Association Conference.

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## Presentations

- TOPkit Workshop.
  - » *Making Meaning of the State Quality Initiative*, Amanda Major, Aimee deNoyelles, Dennis Walpole.
- OLLI.
  - » *Controlled Chaos: The Flight Deck of an Aircraft Carrier*, Dennis Walpole.
- North American Association of Summer Sessions National Conference.
  - » *Pre-College: Different Models; Different Initiatives; All Successes*, Owen Hooper and Danielle Hayward.
  - » *The Power of Peers: Modeling a Successful Peer Administrative and Mentoring Structure Across Summer Initiatives*, Danielle Hayward and Owen Hooper.
- AECT Leading Learning for Change.
  - » *Gamification in Online Course Design: Does it Really Lead to Better Learning Experiences?*, Dr. Sang Park and Christie Nicholas.
- OLC Accelerate.
  - » *Dude! Where Do I Start? – Creating a Starting Point within Your LMS*, Alana Elkins.
  - » *Enhancing the Student Online Experience*, Syleste Hoskins and Melissa Tipton.
  - » *From Blahs to Ahhs: Creating Awesome Visual Content through the Universal Principles of Design*, Jing Wan and Menglu Shao.
  - » *Get Connected: Aligning Learner to Content, Learner to Learner, and Learner to Instructor Activities*, Brittany Anthony and Syleste Hoskins.
  - » *Bragging Rights: Overcoming Ego to Curate Excellence*, Colleen Cook.
  - » *Creating a Workshop Catalog for Online Instructors*, Lindsey Mercer.
- 2nd Annual TOPkit Workshop.
  - » *Are Your Faculty Members Fully Supported? An Inside look at USF's Online Course Development/Deployment Process*, Brittany Anthony and Victor Vantor.
  - » *Making Online Courses Welcoming to Culturally Diverse Students*, Jing Wan.
- 9th Annual Transforming the Teaching & Learning Environment Virtual Conference.
  - » *Get Connected: Aligning Learner to Content, Learner to Learner, and Learner to Instructor Activities*, Brittany Anthony and Syleste Hoskins.
- QM Regional Conference, Elevating Quality.
  - » *Dude! Where do I Start!? – Creating a Landing Page Within Your LMS*, Alana Elkins.
- Canvas Partner Day Webinar.
  - » *All Online Proctoring is Not Created Equal*, Lindsey Mercer.
- Distance Learning Administration Conference.
  - » *Empowering Faculty in an Increasingly Standardized Online Environment*, Christie Nicholas and Erin Sutliff.



# Addendum

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## Lead Generation & Admissions Support

During FY17-18, InEd provided recruitment support for multiple programs. InEd generated leads; proactively reached out to prospective students to answer questions and offer application assistance; assisted hundreds of prospective students through the application process; prepared and routed GAR packets; entered admissions decisions into Banner; and managed the teach-out of market rate programs. These services were offered for the following programs. Numbers below were pulled on April 1, 2018.

### Online M.S. In Cybersecurity

InEd managed three recruitment campaigns for the Online M.S. in Cybersecurity (with four concentrations) and Graduate Certificates during FY16-17.

The first campaign (eleventh overall), designed to recruit students for a spring 2018 start, spanned from August, 1 to October, 15, 2017. The completed campaign generated the following results:

- Landing Page Views (includes Graduate Certificates) = 4,697
- Leads Generated = 413
- Admits = 54

The second campaign (twelfth overall), designed to recruit students for a summer 2018 start, spans from November 2, 2017, to February 15, 2018. The completed campaign has generated the following results:

- Landing Page Views (includes Graduate Certificates) = 5 =10,228
- Leads Generated = 720
- Admits = 32 (expected: 52 pending final decisions)

The third campaign (thirteenth overall), designed to recruit students for a fall 2018 start, spans from February 15 to June 1, 2018. As of April 1, 2018, the campaign has generated the following results:

- Landing Page Views (includes Graduate Certificates) = 3,551
- Leads Generated = 210
- Admits = 3 (to date)

### Online M.S. In Cybercrime

In support of the College of Behavioral and Community Sciences, InEd launched marketing and recruitment support for the new cost recovery M.S. in Cybercrime.

The first campaign, designed to recruit students for a fall 2018 start, spans from January 30 to June 1, 2018. As of April 1, 2018, the campaign has generated the following results:

- Landing Page Views = 5,863
- Leads Generated = 73
- Admits = 6 (to date)

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## Online M.A. In Applied Behavioral Analysis

InEd managed two recruitment cycles for the Online M.A. in Applied Behavioral Analysis during FY17-18.

The first campaign (third overall), designed to recruit students for a spring 2018 start, spanned from September 18 to October 15, 2017. The completed campaign generated the following results:

- Landing Page Views = 4,733
- Leads Generated = 641
- Admits = 18

The second campaign (fourth overall), designed to recruit students for a fall 2018 start, spans from November 1, 2017, to June 1, 2018. As of April 1, 2018, the campaign has generated the following results:

- Landing Page Views = 5,165
- Leads Generated = 702
- Admits = In progress

## Online Pre-Requisite Courses For Speech Pathology

InEd managed two recruitment cycles for the Online Pre-Requisite Courses for Speech Pathology during FY17-18.

The first campaign (fourth overall), designed to recruit students for a spring 2018 start, spanned from September 15 to December 4, 2017. The completed campaign generated the following results:

- Landing Page Views = 4,171
- Leads Generated = 449
- Admits = 22

The second campaign (fifth overall), designed to recruit students for a fall 2018 start, spans from January 26 to Aug. 13, 2018. As of April 1, 2018, the campaign has generated the following results:

- Landing Page Views = 2,166
- Leads Generated = 360
- Admits = In progress

## Online and Face-To-Face M.Ed. In Instructional Technology

InEd managed two recruitment cycles for the Online and face-to-face M.Ed. in Instructional Technology during FY17-18.

The first campaign (third overall), designed to recruit students for a spring 2018 start, spanned from July 2 to November 7, 2017. The completed campaign generated the following results:

- Landing Page Views = 445
- Leads Generated = 34
- Admits = 11

The second campaign (fourth overall), designed to recruit students for a fall 2018 start, spans from November 8, 2017, to June 1, 2018. As of April 1, 2018, the campaign has generated the following results:

- Landing Page Views = 1,936
- Leads Generated = 64
- Admits = 6 (to date)

## Online M.Ed. in Reading Education

InEd is currently managing one recruitment cycle for the Online M.Ed. in Reading Education during FY17-18.

The first campaign, designed to recruit students for a fall 2018 start, spans from March 6 to June 1, 2018. As of April 1, 2018, the campaign generated the following results:

- Landing Page Views = 849
- Leads Generated = 31
- Admits = In Progress

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## Online M.Ed. In Career and Technical Education

InEd is currently managing one recruitment cycle for the Online M.Ed. in Career and Technical Education during FY17-18.

The first campaign, designed to recruit students for a fall 2018 start, spans from February 19 to June 1, 2018. As of April 1, 2018, the campaign generated the following results:

- Landing Page Views = 1,365
- Leads Generated = 40
- Admits = 3 (to date)

## Online M.A. in Social Work

InEd managed a recruitment campaign for the Online Advanced Standing Master's in Social Work during FY17-18.

The campaign, designed to recruit students for a summer 2018 start, spanned from September 18, 2017, to February 15, 2018. The completed campaign generated the following results:

- Landing Page Views = 6,914
- Leads Generated = 583
- Admits = 32 (3 pending decision)

## Summer@USF

InEd will be managing one recruitment campaign for Summer Session during FY17-18. The campaign will be designed to recruit students for the Summer@USF 2018 session.

- Landing Page Views = TBD
- Leads Generated = TBD

## Maymester

InEd is managing one recruitment campaign for the Maymester Intercession during FY17-18. The campaign, designed to recruit students for a spring 2018 session, spans from March 30 to May 9, 2018.

- Landing Page Views = TBD
- Leads Generated = TBD

## Pre-College

InEd is managing a recruitment campaign for the USF Pre-College program during FY17-18. The campaign, designed to recruit students for summer 2018 programs, runs from February 19 to May 9, 2018. As of April 1, the campaign has generated the following results:

- Landing Page Views = 11,462
- Leads Generated = 1,329

## Winter Session

The recruitment campaign for Winter Session spanned from September 28 to December 12, 2017. The campaign has generated the following results:

- Landing Page Views = 14,882
- Leads Generated = 4,738

Although the Winter Session programs are no longer running, the landing page is currently live, informing visitors to check back in the fall for course listings. This page has generated an additional 3,114 views and 198 submissions since the close of the sessions.

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## Paralegal Certificate

InEd is managing semester recruitment campaigns for the Office of Corporate Training and Professional Development's Paralegal program during FY17-18.

The first campaign, designed to recruit students for a January 2018 start, spanned from October 2 to December 31, 2017. The completed campaign generated the following results:

- Landing Page Views = 3,966
- Leads Generated = 667
- Admits = 12 in-person and 5 online

The second campaign, designed to recruit students for a May 2018 start, spans from January 1 to May 15, 2018. As of April 1, the campaign has generated the following results:

- Landing Page Views = 1,449
- Leads Generated = 252
- Admits = In Progress

## Certification in Logistics, Transportation and Distribution (CTLD)

InEd is managing semester recruitment campaigns for the Office of Corporate Training and Professional Development's Certification in Logistics, Transportation and Distribution during FY17-18.

The first campaign, designed to recruit students for a April 2018 start, spans from January 31 to May 31, 2018. As of April 1, the campaign has generated the following results:

- Landing Page Views = 1,066
- Leads Generated = 111
- Admits = In Progress

## Market Research

InEd performed market research for the following programs:

- Bachelor of Science in Public Health.
- Master's in Social Work (Non-Advanced Standing).
- Master's in Reading Education.
- Master's in Public Administration.
- Master's in Career and Technical Education.
- Master's in Autism and Spectrum Disorder.
- Master's in Cybercrime.
- Master's in Applied Behavioral Analysis.
- Master's in Cybersecurity.

## Personas

InEd built marketing and recruitment personas for the following audiences:

### Transfer Undergraduate

- FUSE.
- Military.
- Consortium.
- Nontraditional.
- 4-Year School.
- Out-of-State.

### Graduate

- Master's in Social Work (Non-Advanced Standing).
- Master's in Reading Education.
- Master's in Career and Technical Education.
- Master's in Cybercrime.
- Master's in Applied Behavioral Analysis.
- Master's in Cybersecurity.

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## Honors College

- Provost Scholar's Program (PSP).
- National Merit Scholar.
- National Hispanic Scholar.
- Tier 1: Global Genshaft Presidential Scholar.
- Tier 2: Automatic Admits.
- Tier 3: High-Ability Applicant Pool.
- Tier 4: Hard Working Applicant Pool.
- Tier 5: Overall Honors Student In-State.
- Tier 5: Overall Honors Student Out-of-State.
- International, Immigrant and 1st Generation Pell.

## Summer Undergraduate

- General Population.
- Student Support Services (SSS).
- Academic and Cultural Engagement (ACE).

## International

- |             |                |
|-------------|----------------|
| • Venezuela | • Malaysia     |
| • Brazil    | • Myanmar      |
| • Colombia  | • South Korea  |
| • Cuba      | • Indonesia    |
| • Jamaica   | • Turkey       |
| • Canada    | • Russia       |
| • Vietnam   | • Saudi Arabia |
| • India     | • Kuwait       |
| • Mexico    | • Oman         |
| • China     | • Pakistan     |
| • Japan     | • Bangladesh   |
| • Taiwan    |                |

## Focus Groups

InEd performed focus groups on behalf of the following colleges and academic support units:

### Honors College

- General Honors College Students.
- Engineering Honors College Students.
- Provost Scholar's Program Students.
- Pre-Nursing Honor's College Students.
- Nursing Honor's College Students.

### Muma College of Business

## Other

InEd built special reports on behalf of the following initiatives:

### Events

- Stampede to Success (Survey and Social Report).
- Campus Tour Secret Shopper Report.
- Orientation Interviews (FTIC, Transfer, International).
- College Counselor Virtual Meet-n-Greet.

### Research

- USFSM Regional Job Market Assessment.