

**UCF Faculty Senate  
Budget and Administrative Procedures Committee  
Meeting Minutes - November 2, 2016, Room CSB 221**

**ATTENDEES**

Linan An, Pradeep Bhardwaj (chair) Melissa Dodd, Romain Gaume, Glenda Gunter, Florencio Hernandez, Nan Hua, Anthony Kong, Jacqueline LaManna, Laszlo Marosi, Nina Orlovskaya, Kimi Sugaya, Anna Valdez, Keri Watson.

**REMOTE ATTENDEES**

Nan Hua, Xin Yan and Tracy Clark (Ex Officio, Finance & Accounting)

**RECOGNITION OF GUESTS**

Kelvin Thompson (Director, Online Design & Development Strategy Center for Distributed Learning)

**AGENDA**

1. Call to order
2. Roll call
3. Approval of minutes of October 5, 2016
4. Announcement and Recognition of Guest
5. CDL Training for Faculty presentation
6. Adjournment

**CALL TO ORDER**

Meeting was called to order at 3:05 PM. The roll was circulated for signatures.

**MINUTES**

Motion to approve the minutes of October 5, 2016 was made and seconded. The minutes were approved as recorded.

**PRESENTATION BY KELVIN THOMPSON ON THE CENTER FOR DISTRIBUTED LEARNING (CDL).**

Kelvin Thompson talked about the mission, purpose and achievements of CDL at UCF. CDL provides a service to the university that brings satisfaction to approximately 14,000 students. The comparative data on face-to-face; blended; and online courses showed evidence of the success and benefits of online courses. There are three different courses (IDL6543, ADL5000 and TCL), at different intensities, to help faculty develop online courses at UCF. A more advanced course, IDL7000, for faculty development has recently been designed for instructors with extensive experience in the design of online courses. Currently, for IDL 6543 there are a total of 100 training seats (40 in Fall, 40 in Spring and 20 in Summer semester). CDL works with Colleges to prioritize the allocation of these seats. Differences between the mission of CDL and FCTL were addressed during the presentation. A few examples of adaptive learning were presented, with data indicating that students' perceived that their learning and engagement was higher with adaptive learning course content.

There were questions about the purpose of online teaching from an institutional business model and the academic mission of the university. There were concerns raised that such an approach would have a lower

impact in the success of our student population compared to the more traditional and interactive face-to-face approach. It was suggested that the successful applicability of online teaching depends on disciplines and on the online modality employed in each particular case. There was discussion about whether we could create a database of courses that have effectively used adaptive learning. This could be done by reaching out to other institutions too. The presenter courteously addressed all the questions and informed that CDL was very willing to assist faculty with training. The committee is satisfied with the information provided.

**ADJOURNED:** 4:05 pm.

Submitted by Florencio Hernandez (November 2, 2016)

# Center for Distributed Learning



UNIVERSITY OF CENTRAL FLORIDA



# AY 2015-2016

- 39.58% of total university SCH
- 78.67% of all students took at least one online course (Web, Blended, Lecture-Capture)
  - 81.33% of all undergraduates (52,020)
  - 60.65% of all graduate students (6,075)



# AY 2015-2016

## ■ Colleges over 50% online SCH

- Nursing (65.2%)
- Hospitality (62.7%)
- Health & Public Aff. (58.3%)
- Business (57%)
- Undergrad Studies (53.6%)

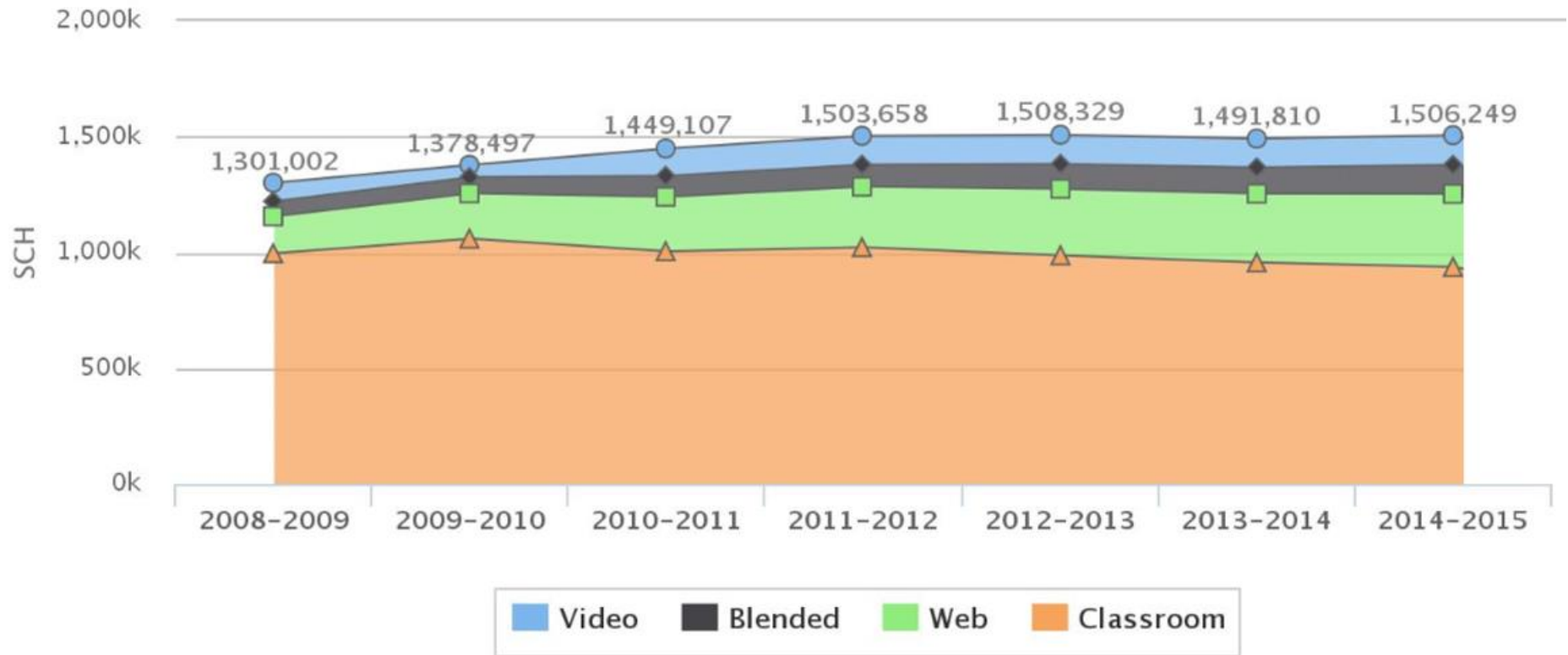
## ■ Colleges over 25% online SCH

- Graduate Studies (48.2%)
- Arts and Humanities (40%)
- Sciences (32.7%)
- Education (29.2%)



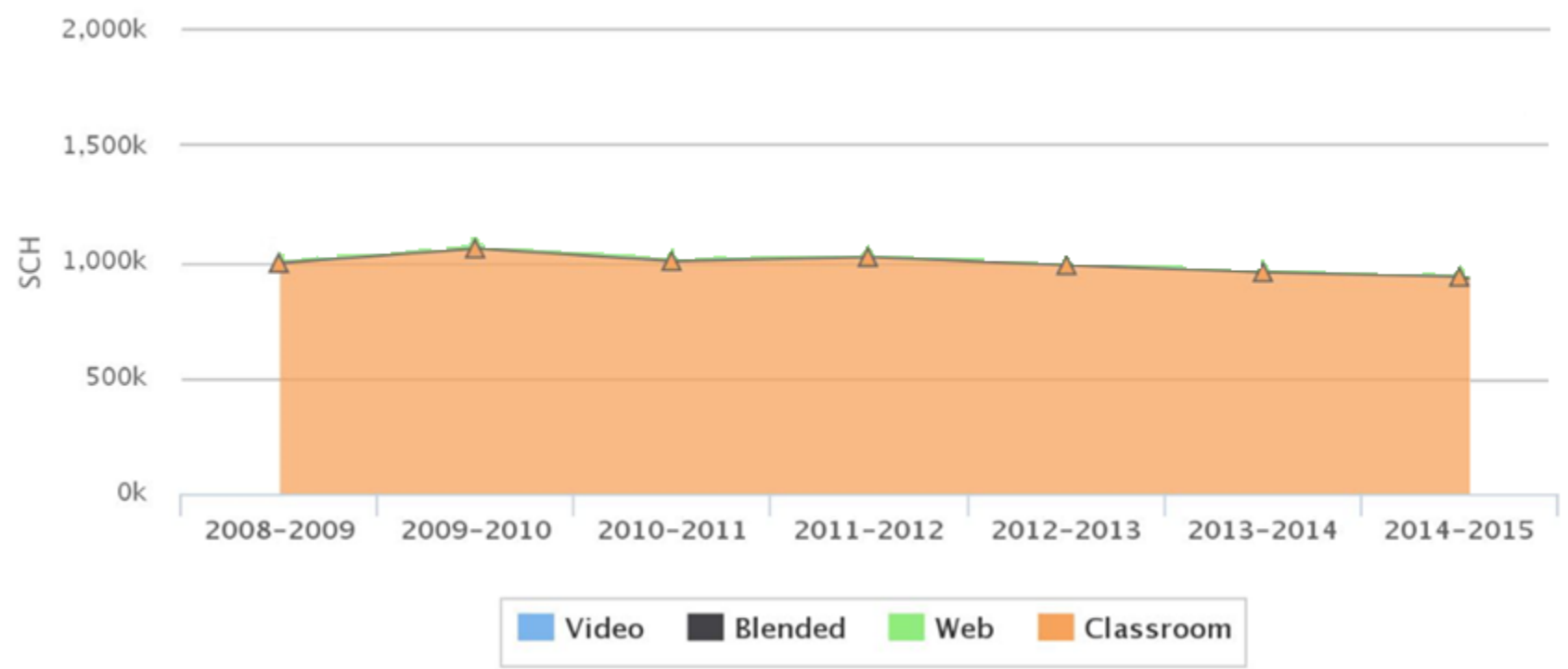
# UCF Today: 64,000+ Students

## Modality SCH Growth





# Without Online Learning: ~40,000 Students





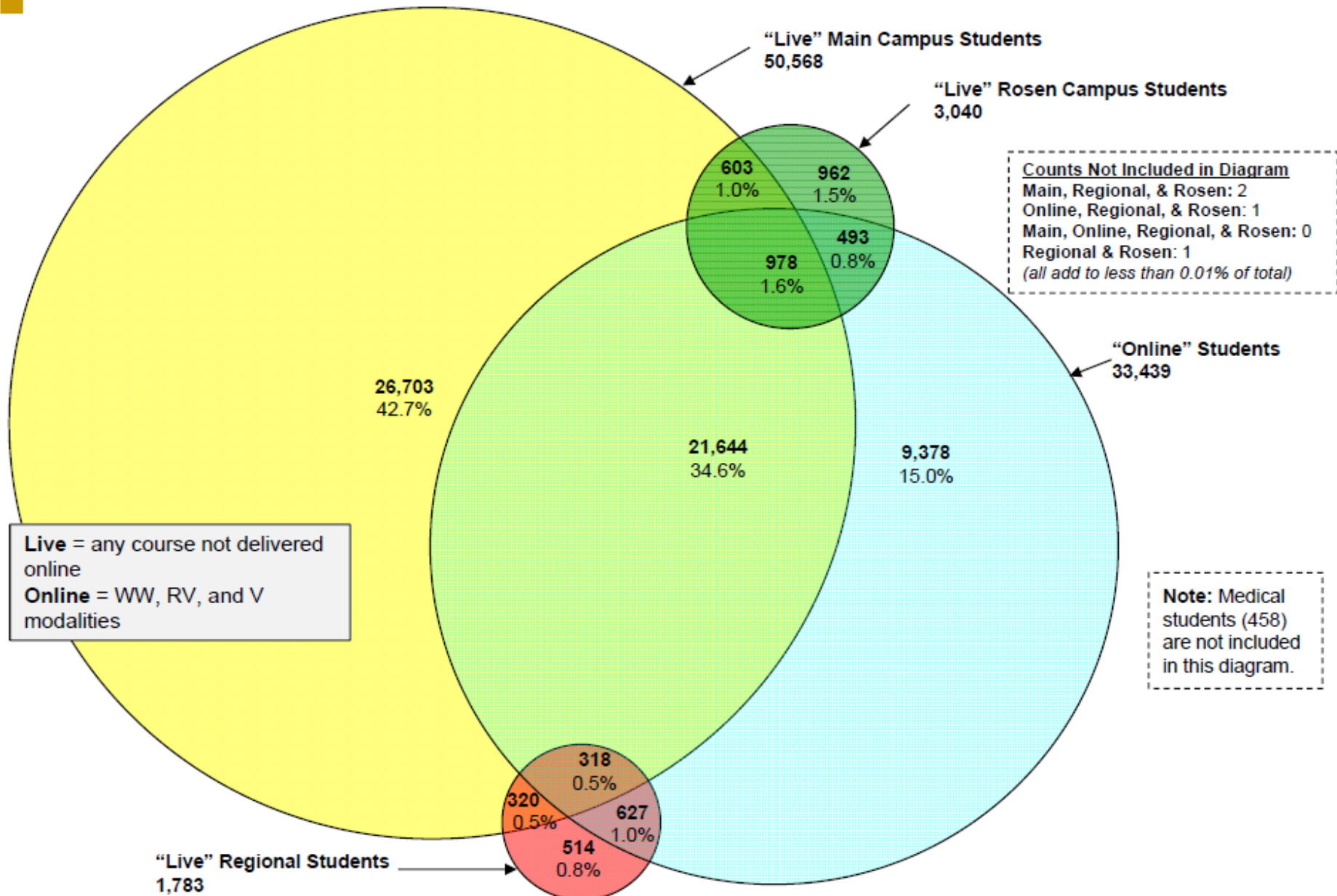




\$329.1M

\$15.4M

# Fall 2015 Preliminary Student Headcount

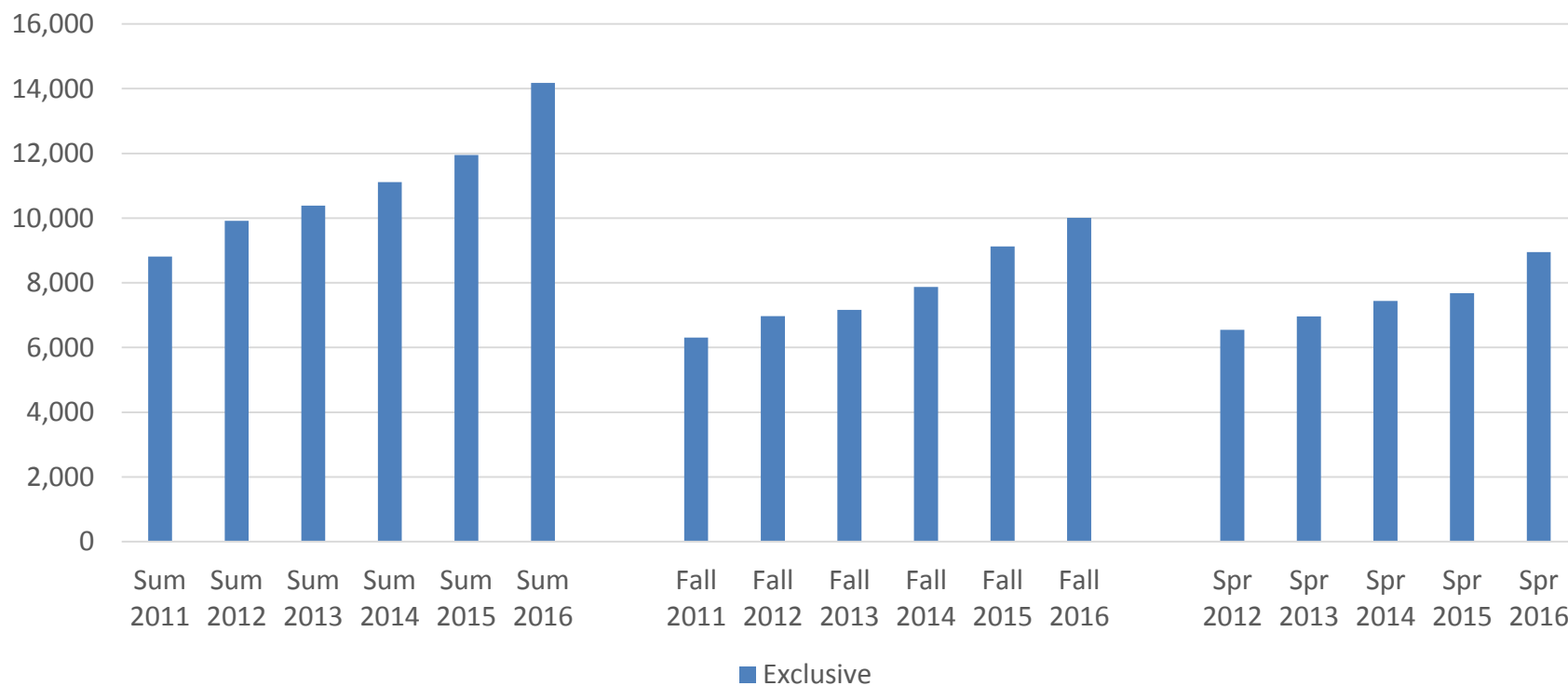


Total Student Headcount is 63,002 (including medical)

Note: Circle size is proportional but the overlapping regions are not and are for demonstration purposes only. Totals may differ slightly due to rounding.



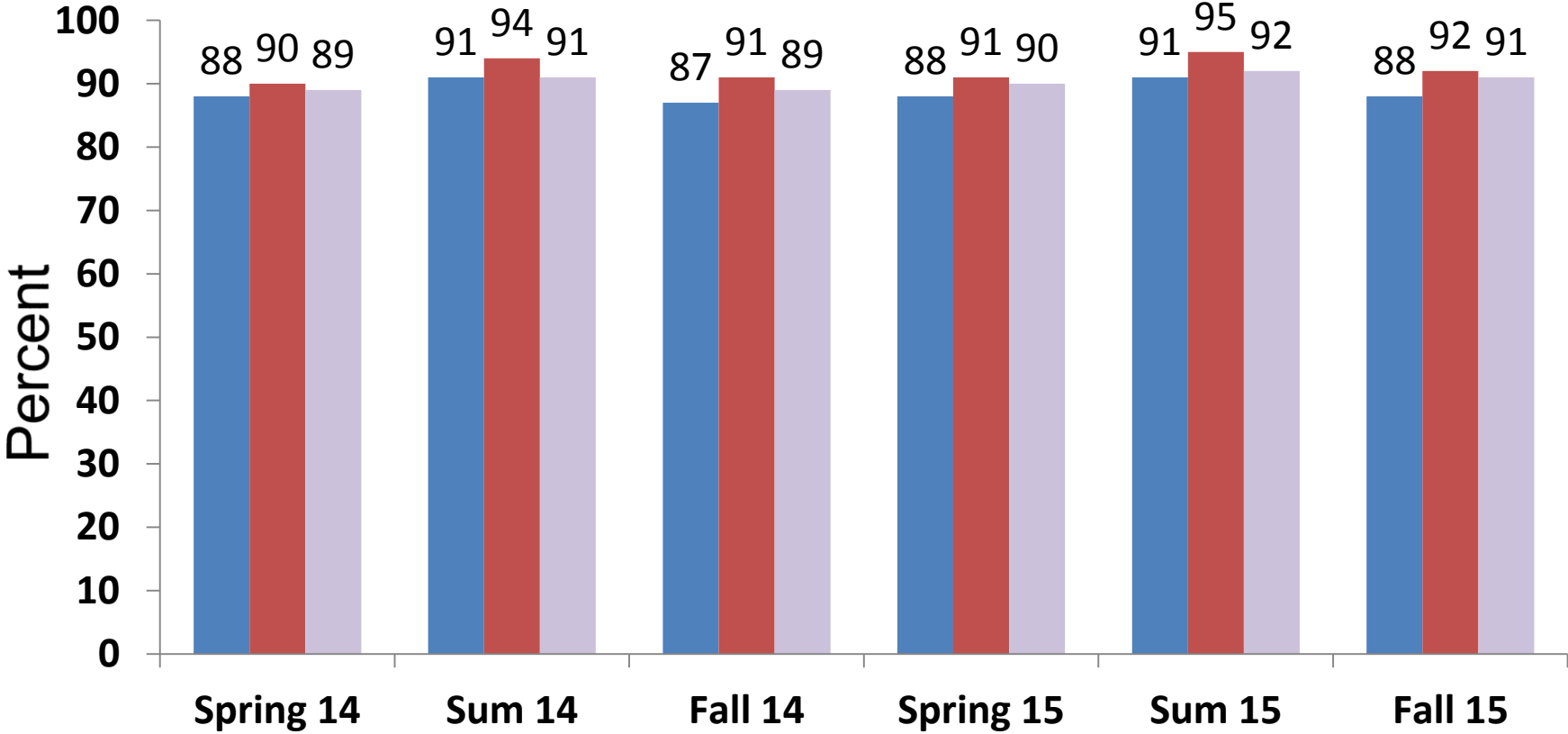
# Online Exclusive Headcount by Semester (2011-2016)





# Student success (A, B, or C grade)

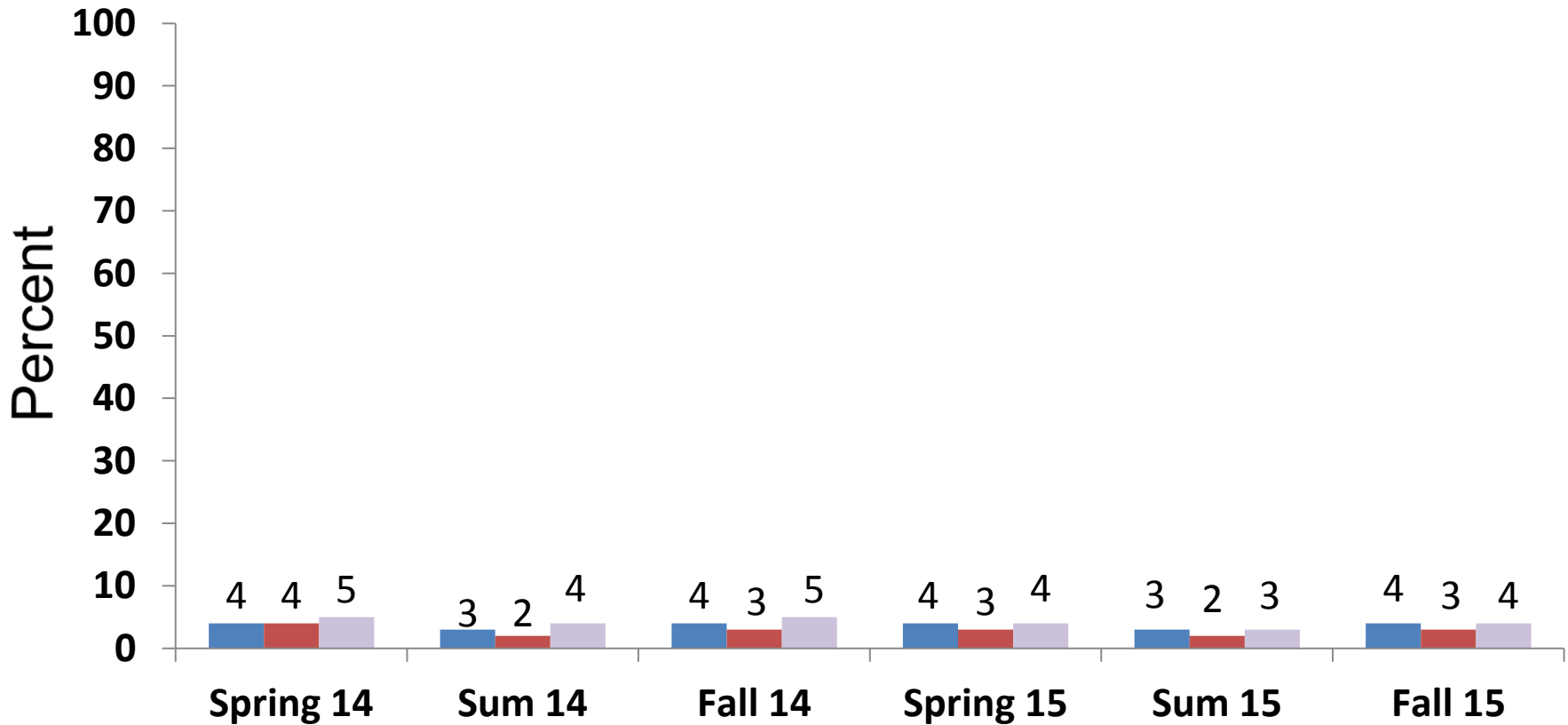
F2F (n=581,010)    Blended (n=75,684)    Fully Online (n=199,787)





# Student withdrawal

■ F2F (n=655,631)   ■ Blended (n=81,091)   ■ Fully Online (n=200,095)



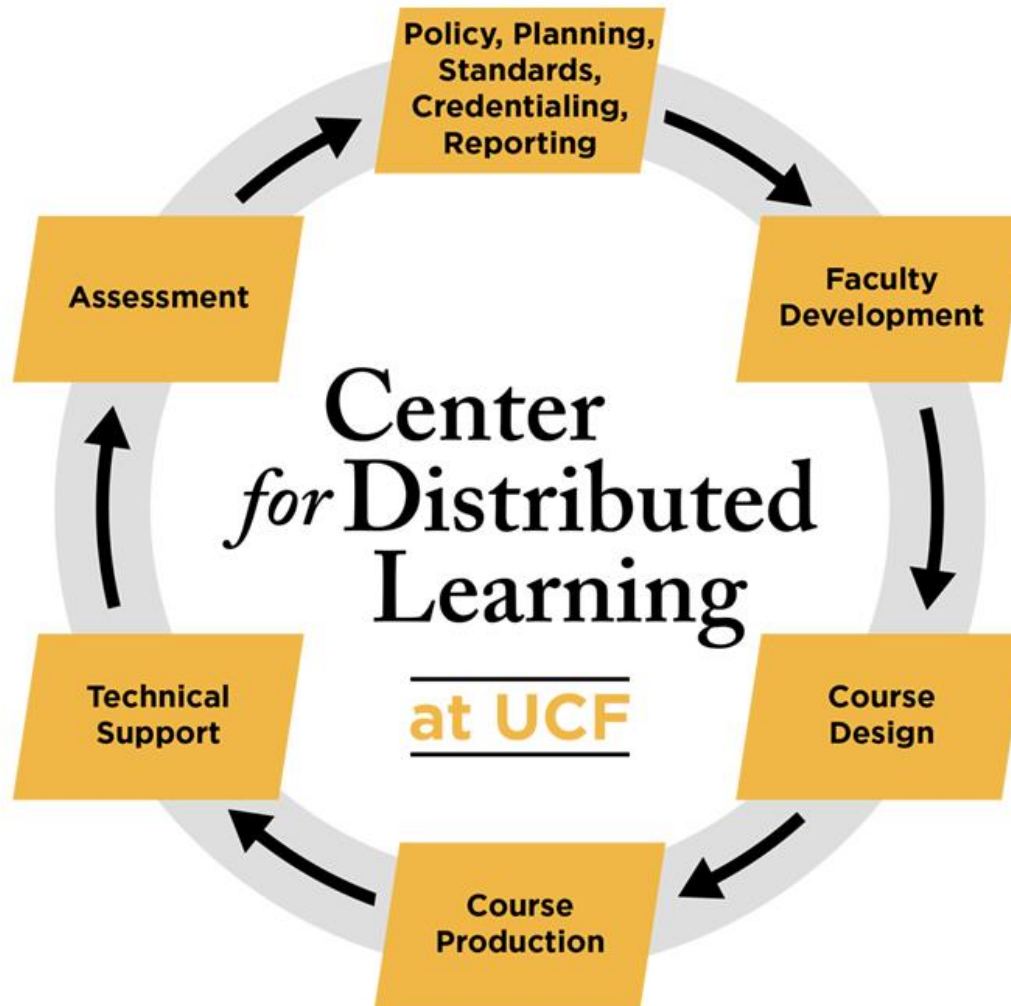


# Overall Student “Excellent” Ratings

N = 756,445

Blended Learning	56%
Fully Online	55%
Face-to-Face	53%
Video (fully online)	47%
Video (blended)	45%

– *Dziuban & Moskal, 2016*







# IDL6543 Overview



**on** Online Content

**id** ID Consultation

**f2f** Face to Face Meetings

# Course Design & Delivery

**Dr. Linda Futch**  
Department Head

## Instructional Design

Dr. Denise Twyford, Lead Faculty Dev  
Dr. Bill Phillips, Lead Personnel Support  
Dr. Tommi Barrett-Greenly, ID  
Sue Bauer, ID

Dr. Luke Bennett, ID  
Tina Calandrino, ID  
Dr. Baiyun Chen, ID  
Dr. Aimee deNoyelles, ID  
Dr. Wendy Howard, ID  
Dr. Rohan Jowallah, ID  
John Raible, ID

Ryan Seilhamer, ID  
Nancy Swenson, ID  
Aida Santana, OPS Admin Support

## Personalized Learning Team

Kathleen Bastedo, Lead ID  
Munawar Bijani, Asst  
Debbie Kirkley, ID  
Corrinne Stull, ID  
Jessica Tojo, Faculty Adjunct

## LMS Admin

Kerlene King, Lead  
Susan Hicks, LMS Admin  
Brent Shaw, LMS Admin

## Webcourses@UCF Support

Elisabeth Greenwood, Lead  
Ginan Acosta, Tech Support Specialist  
Raj Singh, End User Computing Specialist

## Student Tech Support

Carla Bertoli  
Sean Castanon  
Jared Decosta  
Jaiden Evans  
Corrine McCreery  
Taylor Puentes  
Nicole Stahl  
Tyler Wallace

# Center for Distributed Learning

**Dr. Thomas Cavanagh**  
Associate Vice President

**Dr. Kelvin Thompson**  
Director, Online Design & Dev Strat

## Learning Systems & Technology

**Dr. Francisca Yonekura**  
Associate Department Head

Database Analyst/Programmer

Web Applications & Technology  
Ian Turgeon, Lead  
Zachary Berry, Senior Developer  
Corey Peterson, Developer

Systems Integrations  
Shea Silverman, Lead  
Elizabeth Williams, Web App Dev Asst  
Matthew Emond, Web App Dev Asst

Operations & Reporting Web Apps  
Brandon Stull, Developer

Course & Web Development  
Jacob Bates, Techranger Lead  
Philip Carter, Techranger Lead Developer

## Techrangers

Sam Belcastro	Shauna Mason
Daniel Brinkman	Jesse McBride
Ryan Eppers	Alex Nagel
William Funk	David Perlaza
Adrian Goetz	Emily Sachs
Elise Heron	Devin Singh
Andrew Hopper	Kylee Woodland

Alli Henderson  
Executive Admin Assistant

Courtney Borton  
Assoc Dir / Comm & Marketing

## Instructional Resources

Instructional Development  
Dr. Beth Nettles, Lead  
Karen Tinsley-Kim, iDev Specialist  
Ed Lojko, iDev Specialist  
Jon Pizzo, iDev Specialist  
Jaclyn Compton, Program Assistant  
Bren Bedford, Project Manager Assistant

CDL Graphics  
Dr. Beth Nettles, Lead  
Joe Fauvel, Web Designer  
Marlenys Reid, Graphic Specialist  
Betsy Walton, Sr Web Designer  
Kyler Wilson, Web Designer

Video@CDL  
Aaron Hose, Lead  
George Lopez, Video Producer  
Tim Reid, Video Producer

# CDL Operations

**Anita Gabbard**  
Coordinator, CDL Operations

Marge Garay, Admin Assistant  
Joe Raditch, Coord, Pub & Info Serv  
Charlise Winn, Office Assistant, LIB

P2 Room Scheduler  
Betty Laster, Senior Secretary

## Research Initiative for Teaching Effectiveness

- RITE -

**Dr. Chuck Dziuban**  
Director

Dr. Patsy Moskal, Assoc Dir of Research  
Duncan Evans  
Alexis Fawcett

## Strategy, Compliance & Infrastructure

- UCF Online Operations -

**Bob Reed**  
Associate Director

Information Technology - LIB  
Thomas Christensen, Interim IT Manager  
Michael Brown, Computer Specialist  
Alex deCurnou, IT Support

Saada Mached  
Data Warehouse Analyst / IKM



# Online Learning at UCF

- 19 undergraduate degrees
- 27 graduate degrees
- 27 graduate certificates
- Various undergraduate certificates & minors

# UCFOnline



# UCF Online



**Online Undergraduate Programs**  
(State colleges and select out-of-state partners)



**Non Market-Rate Graduate Degrees and Certificates**  
(Promote **2+2+2** online pathways)



**National Market-Rate Graduate Programs**  
(Pilot program: Master of Social Work)



**Mastery-based Online Programs**  
(BAS degree)



## Endocrine

Actions ▾

Knowledge state 83%

Steps	Progress	Advanced
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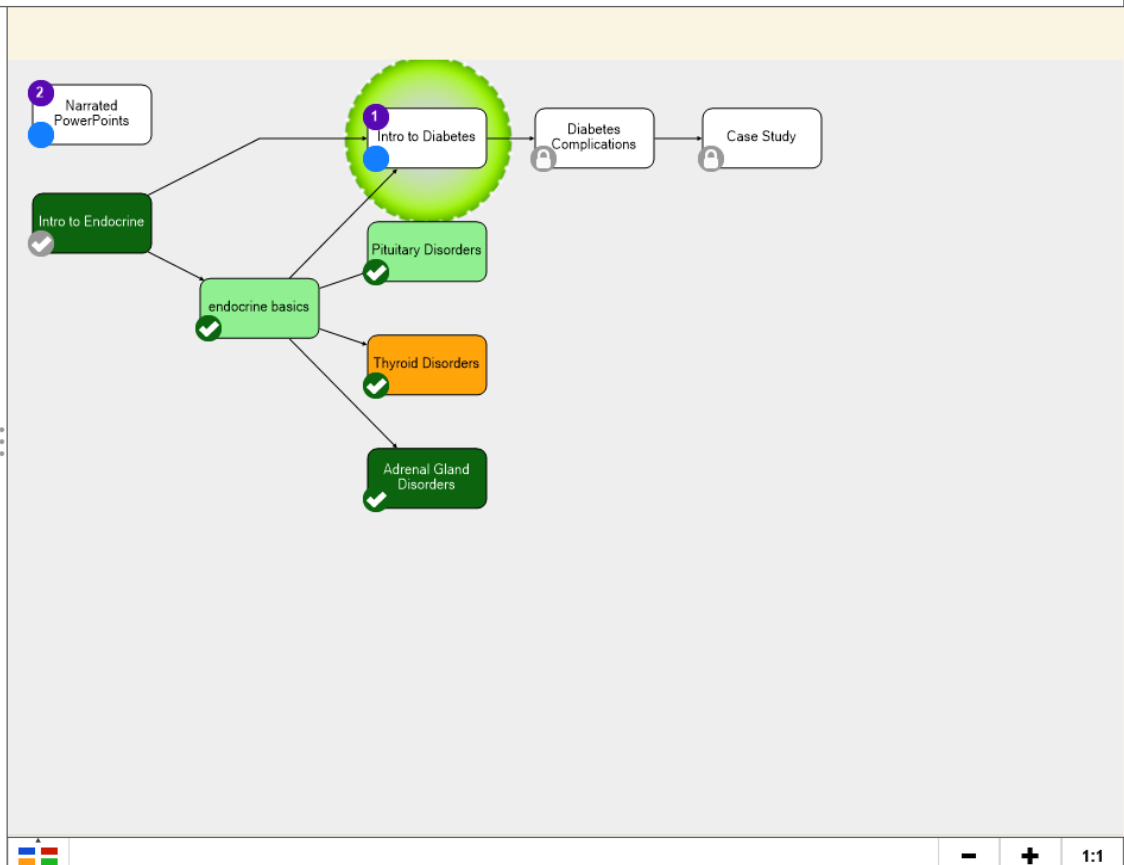
Progress  **56%** done | **8 mins** Time spent so far | **1 hr, 20 mins** Estimated work to be done

✔ You've completed a lesson on Pituitary Disorders. Your score for the lesson was 87%. Your score is above your overall average so you are doing well. My measure of your ability for this item has increased (a lot) as a result of the lesson.

**Next steps ▾**

The following steps are available for you:

Step	Item	⌚	Action
1	Learn <a href="#">Intro to Diabetes</a>	20 mins	<a href="#">Learn</a>
2	Learn <a href="#">Narrated PowerPoints</a>	20 mins	<a href="#">Learn</a>





NUR3125-15Spring 0W58 » Endocrine

Knowledge state 93% | 0/9 items | 37/39 finished

Status	Details	Analysis
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Question answer queries

There are some queries on answers that were judged incorrect from people in this section. Press [Questions](#) to examine the queries that have not been responded to.

Specific problems

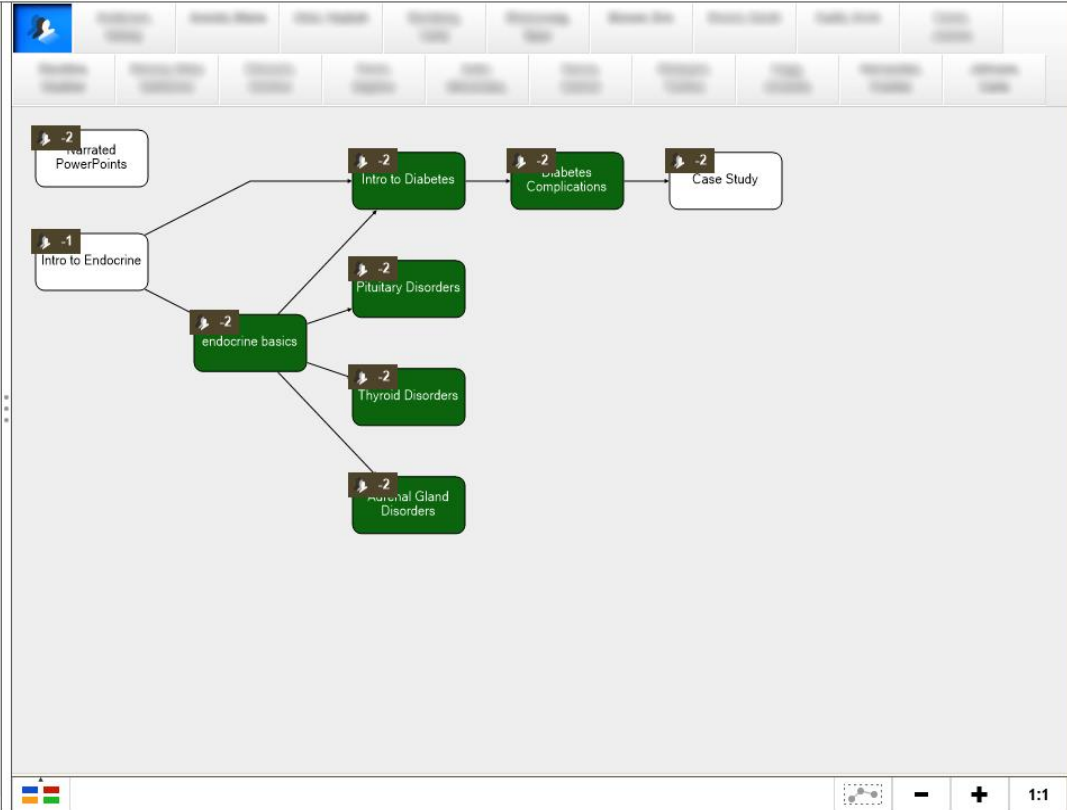
Name	Item	Knowledge state	Errors
	<a href="#">endocrine basics</a>	1%	

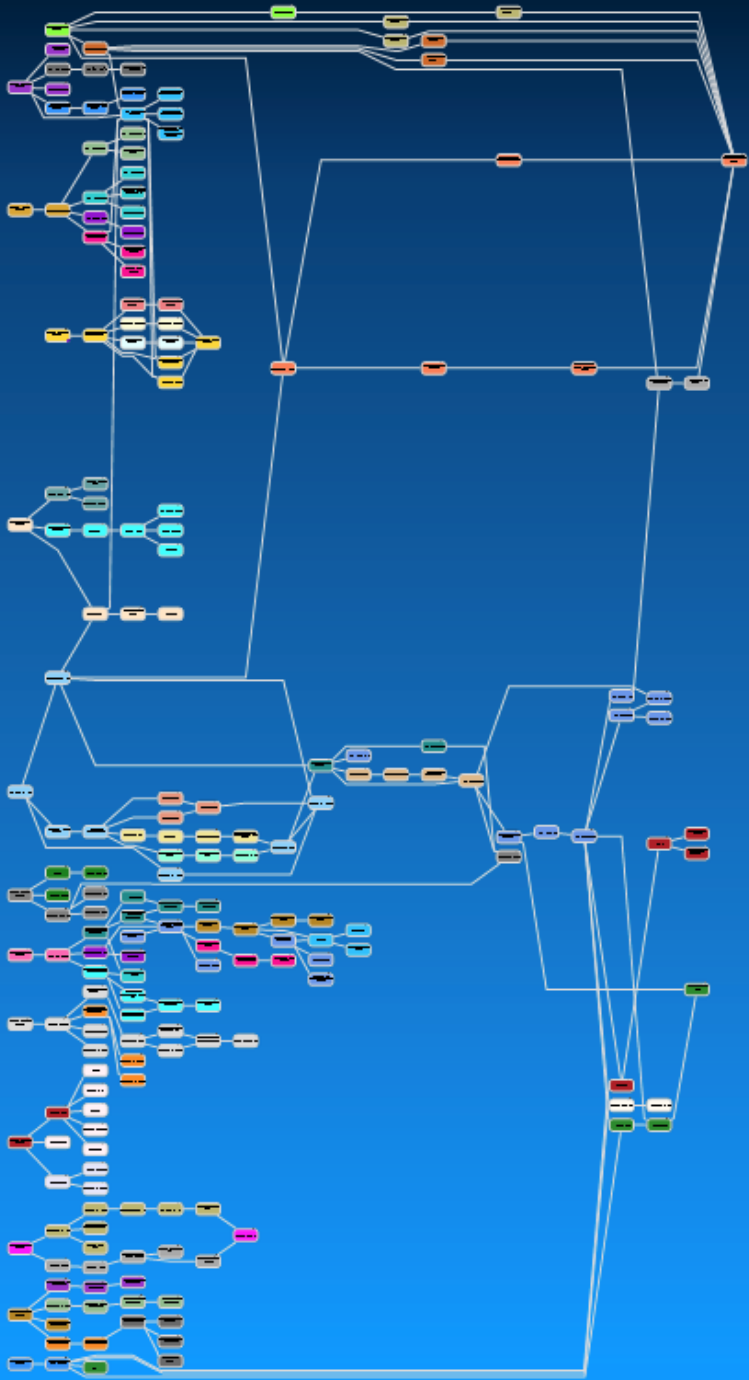
Knowledge covered

- One person has not started.
- One person is working behind the rest of the section.
- 37 people are finished.
- 2 people have not yet done determine knowledge for this module.

People

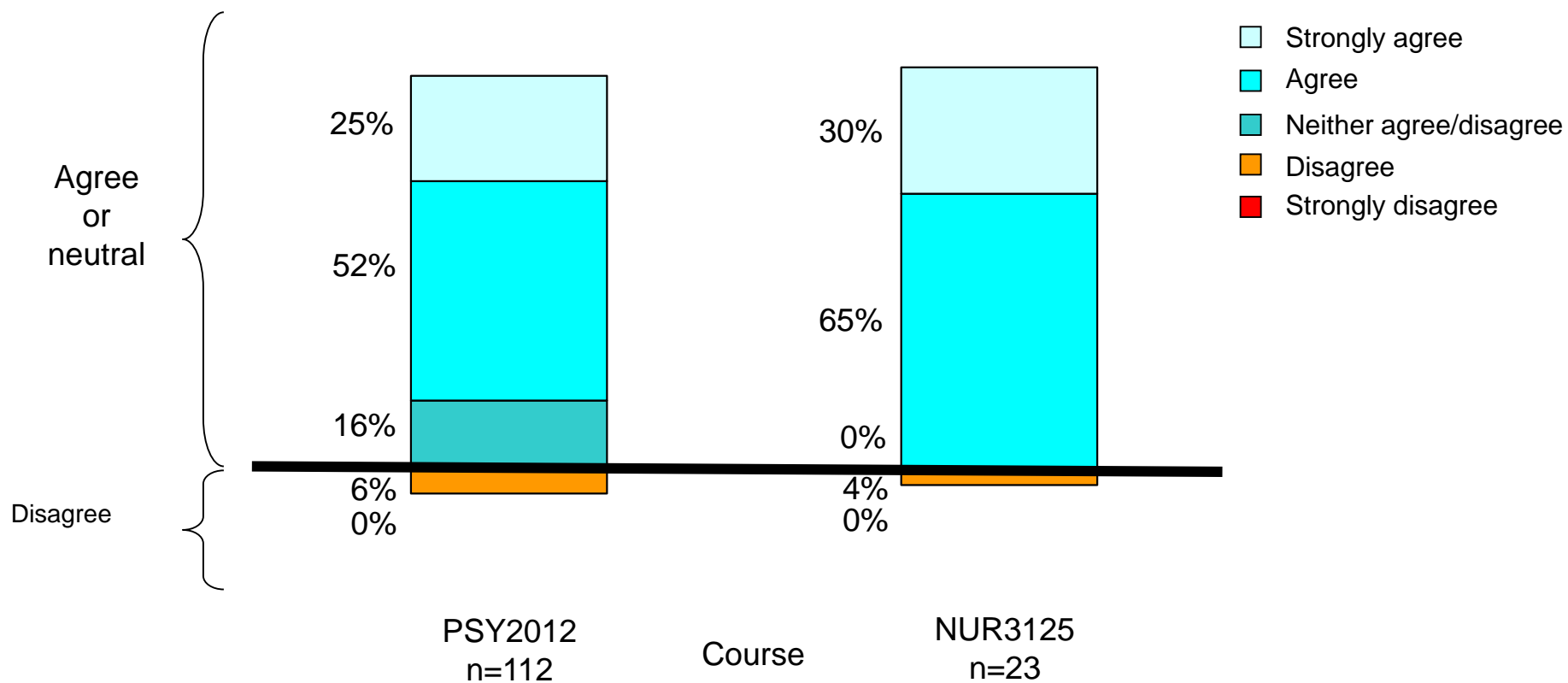
Name	Knowledge state	Knowledge covered	Objective time	Estimated work to be done	Last access	Paired	Due
	90%	9 / 9	100%	2 hrs, 24 mins			3/25/2015
	96%	9 / 9	100%	2 hrs, 38 mins	3/25/2015 5:52:41 PM		3/25/2015







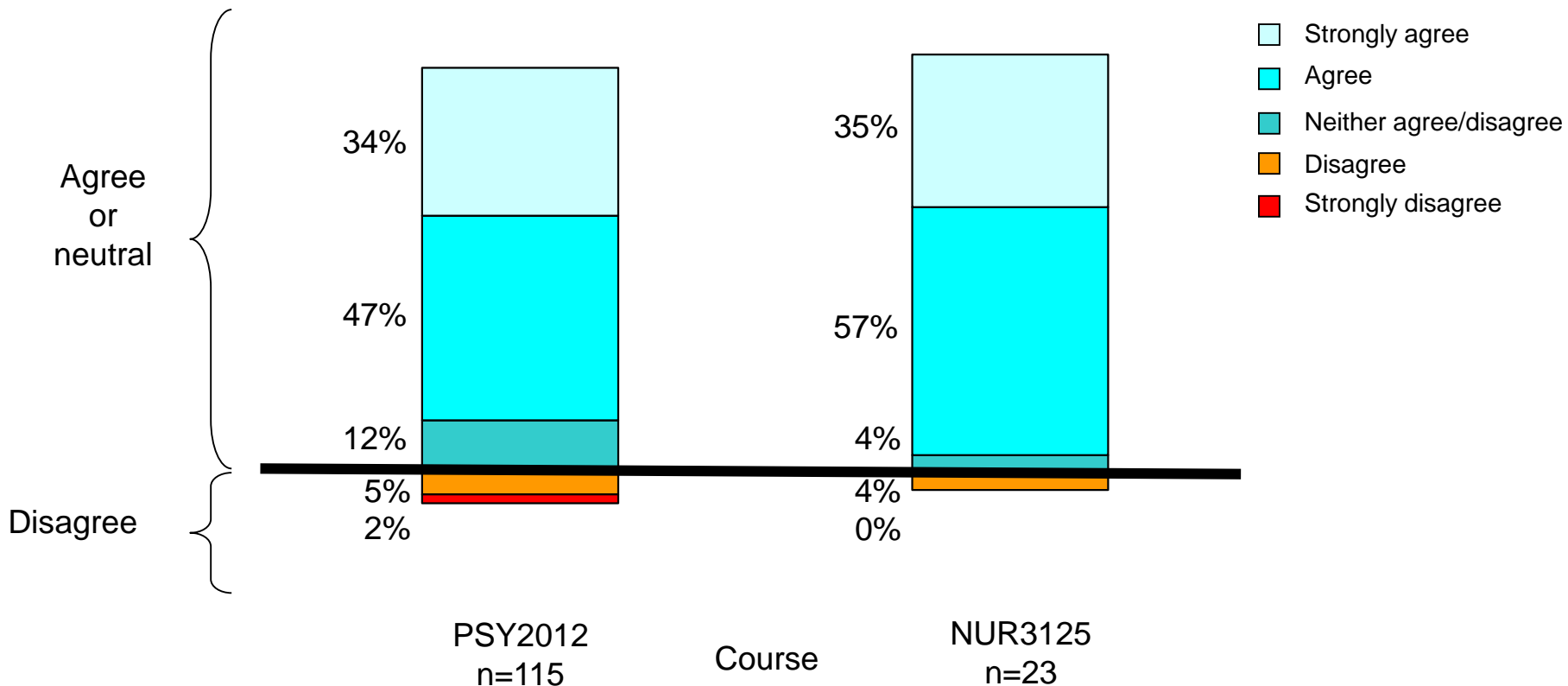
# Students perceive that RealizeIT increased their engagement with the course content





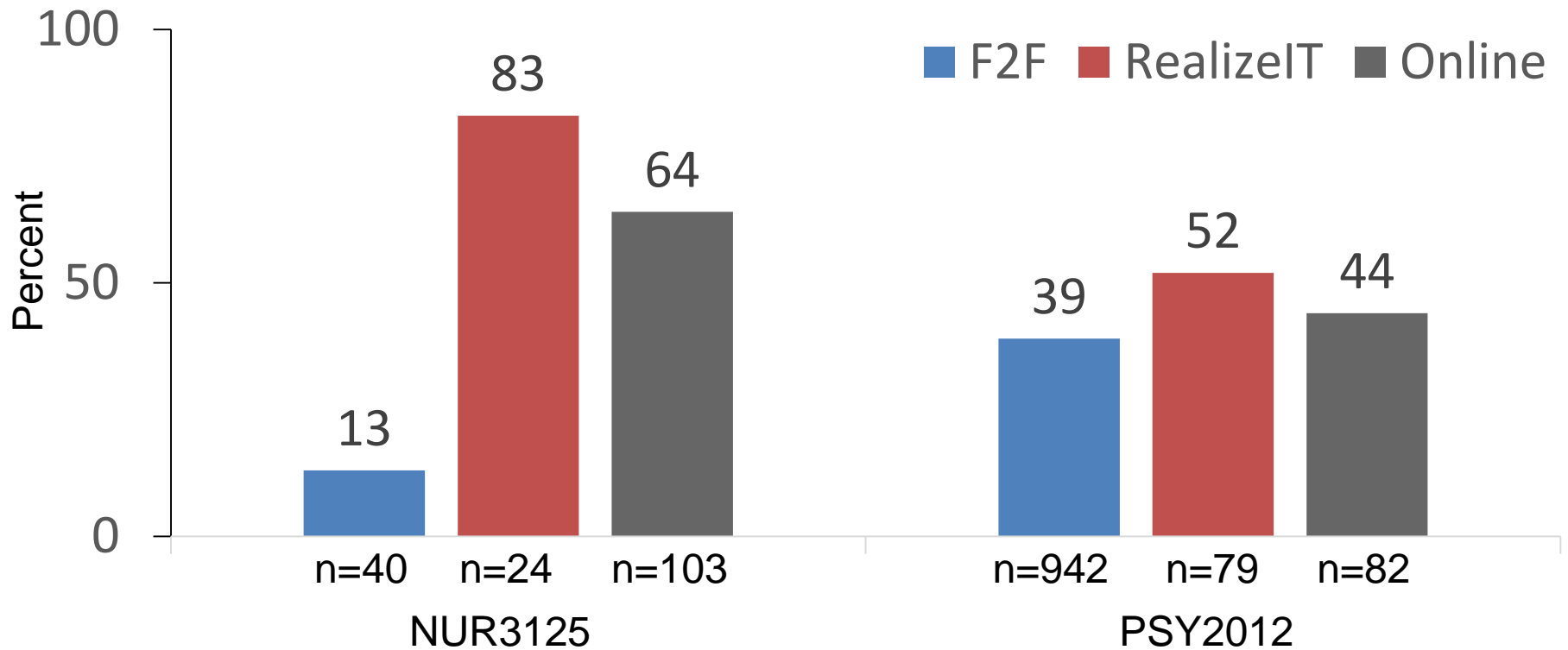


# Students perceive that they learned course material better with RealizeIT



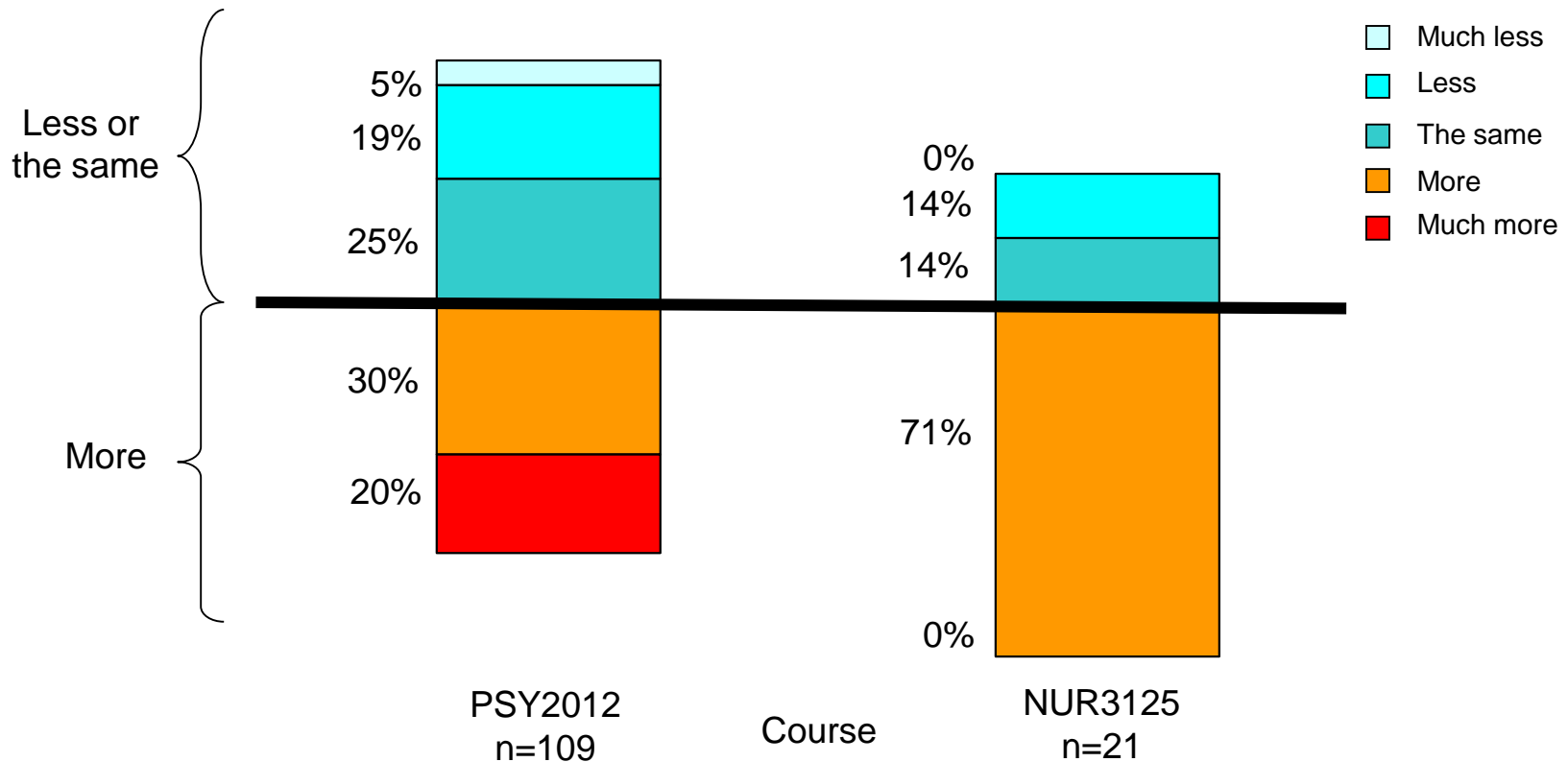


# Students' overall ratings of *excellent* are higher in RealizeIT sections



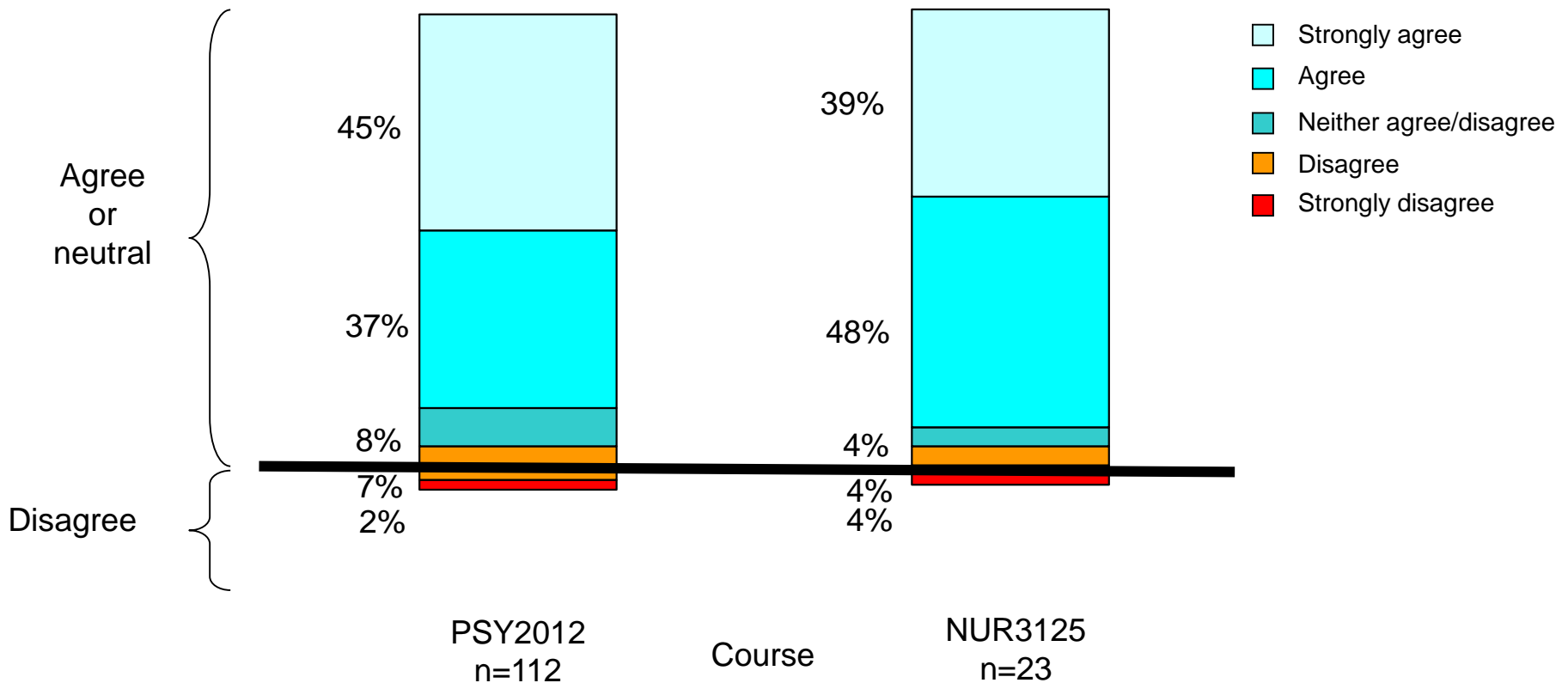


# Students perceive that they spend more time in a RealizeIT course



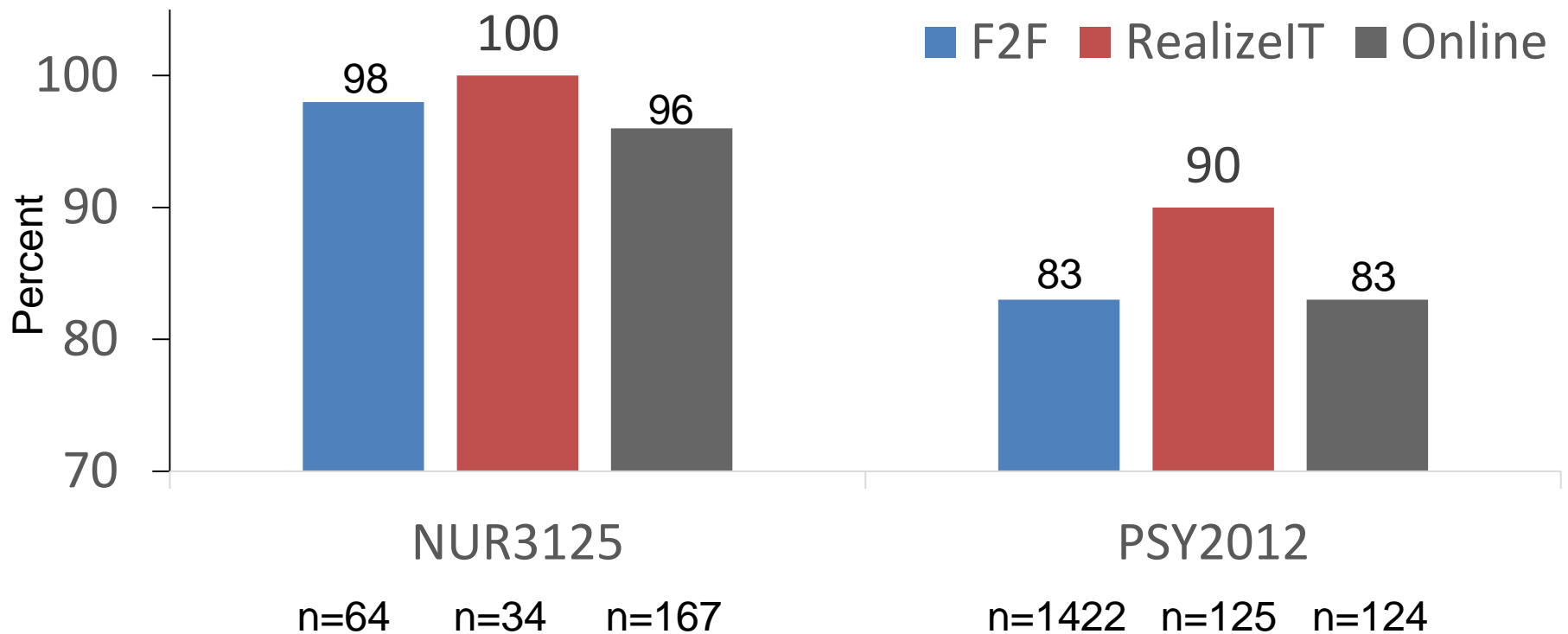


# Students indicate that given a choice, they would take another course using RealizeIT



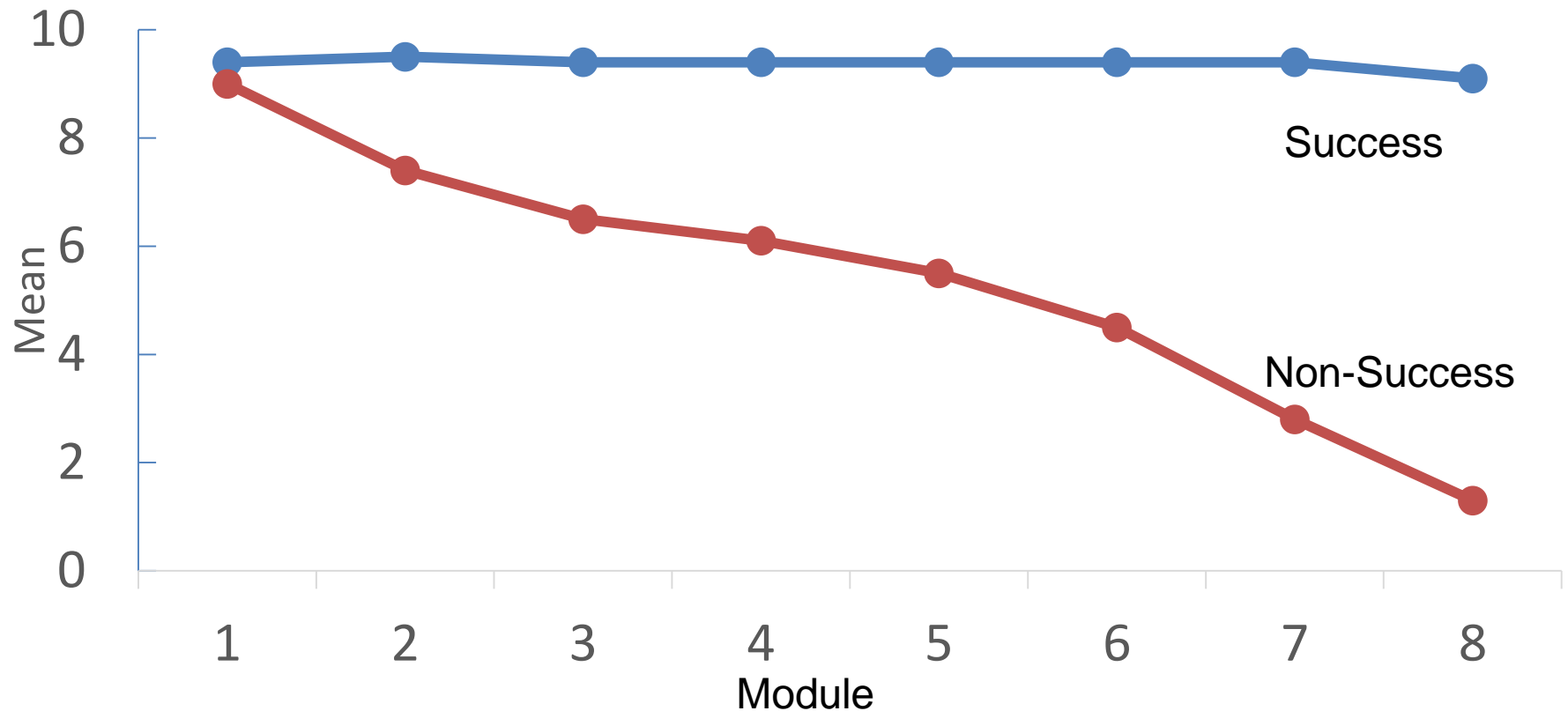


# Students succeed (A, B, C grade) with RealizeIT slightly better than other delivery modalities





# Mean Scores on the Psychology Modules by Course Success





# Center *for* Distributed Learning

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@tbcavanagh

[online.ucf.edu](https://online.ucf.edu) | [ucf.edu/online](https://ucf.edu/online)

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