

Baccalaureate Degree Program Proposal
Recommendations from the Division of Florida Colleges Baccalaureate Review Team
for Consideration by the Commissioner of Education

A collaborative review was conducted by the Baccalaureate Review Team members, including staff from the Division of Florida Colleges and the Florida Colleges Budget Office. Written recommendations were submitted to the college by the review team, college staff revised the proposal, and submitted the final proposal, which is now complete and ready for consideration by the Commissioner of Education.

Direct questions or concerns to Abbey Ivey at 850-245-9492 or abbey.ivey@fldoe.org.

College	Degree Type	Degree Program	Date Submitted to SBOE
Santa Fe College	BAS	Multimedia and Video Production Technology <i>No alternative proposals were received for this program.</i>	3/18/14

“Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education.”
 Section 1007.33(5)(e), F.S.

Comments		Summary
A	Planning Process	<p>Santa Fe College’s (SFC) proposed a Bachelor of Applied Science (BAS) in Multimedia and Video Production Technology will prepare graduates for entry-level positions in companies that specialize in commercial production, narrative and documentary film, motion graphics, television production, and the growing fields of web-based video and commercial production.</p> <p>Planning activities for this program included research and consultation with industry professionals on a local and national level, as well as student, alumni and employer surveys. Survey results, meeting minutes and other planning documents are located in the supplemental materials, as well as letters of support.</p> <p>SFC held extensive discussions with the University of Florida (UF) regarding the proposed program. The Division of Florida Colleges received email correspondence from the UF objecting to the proposed program on April 11, 2012, citing program duplication. However, recent email correspondence from UF confirmed the university fully supports the proposed program (email included with the proposal). Documentation and other email correspondence detailing the collaboration process between SFC and UF are included in the supplemental materials.</p>
B	Program Implementation Timeline	The projected implementation date of upper division enrollment is fall 2014. The complete timeline of implementation activities is located in Section B of the proposal.
C	Workforce Demand/Unmet Need Specific to Program Area	<p>SFC cites the Florida Department of Economic Opportunity (FDEO) and reports 289 related jobs in the college’s service district of Alachua and Bradford Counties and 10,692 total jobs in Workforce Regions 8-12 in 2012. The college reports the counties in north and central Florida that are within a 120-mile radius of SFC are expected to have 373 annual job openings through 2020.</p> <p>The college maintains the FDEO does not provide employment information on many of the job fields related to multimedia and video technology. Therefore, SFC surveyed local firms in Alachua and Bradford Counties and reports respondents intend to hire 98 additional workers in the next five years and create approximately 20 new jobs per year. In addition, the college notes UF is projected to hire a new staff of 250 people in the next five years to provide multimedia, video production and curriculum support to its new online programs.</p>

		<p>SFC states there are currently no colleges or universities in the college's service district, public or private, which offer a BAS in Multimedia and Video Production Technology. SFC emphasizes the difference between UF's offerings and SFC's proposed program. Only two state universities, the University of Central Florida and Florida State University, offer programs in motion picture and television technology, and they produced a total of 156 graduates in 2011. Therefore, SFC concludes there will be an annual projected job deficit of 217 jobs in the North Central Florida regions. SFC notes private universities are currently helping to meet Florida's workforce needs in this field, but the proposed program would offer an affordable means of earning a bachelor's degree.</p>
D	Facilities and Equipment Specific to Program Area	<p>A \$100,000 donation will be used to build a dedicated green-screen suite for the program, which will serve as lab and classroom space. The department will also require upgrades and replacement of equipment as hardware and software evolve.</p>
E	Library/Media Specific to Program Area	<p>College library faculty engaged in a benchmarking assessment process for this program in November 2012. A full list of the additional books/subscriptions to be purchased is included in the supplemental materials.</p>
F	Academic Resources Specific to Program Area	<p>SFC currently has four full-time faculty and one coordinator, as well as six part-time faculty who teach in the Digital Media department. The college plans to hire a new full-time instructor in fall 2015 if enrollment meets projections, as well as a part-time lab manager by year two of implementation.</p>
G	Cost to Students	<p>The cost for four years of study at SFC and other regional postsecondary institutions, as reported by SFC:</p> <p>SFC = \$13,611 FSU = \$26,081 UCF = \$25,268 UF = \$25,080</p> <p>The college also includes the costs of similar programs at various nonpublic institutions, and notes the average cost to earn a similar degree at these institutions is over \$80,000.</p>
H	Academic Content	<p>Admission to this program requires an Associate in Science (AS) degree in Digital Media Technology or similar AS degree and a 2.5 grade point average. The program will be composed of 64 credits from the AS degree, 21 credits of additional general education coursework, 33 credits of upper division courses and two credits of electives.</p>
I	Enrollment, Performance and Budget Plan	<p>SFC anticipates 40 students enrolled during the first year and 80 students by 2016-17. The program will be supported primarily through tuition and fees and the college's unrestricted fund balance.</p>
J	Plan of Action if Program Must be Terminated	<p>In the event of program termination, enrolled students will be allowed to complete the program within a reasonable timeframe. The college will also work with other baccalaureate programs to facilitate student transfer.</p>

Recommendation: Approve

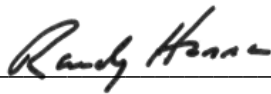
Vice Chancellor for Academic and Student Affairs, Division of Florida Colleges



Date 2/24/14

Recommendation: Approve

Chancellor, Division of Florida Colleges



Date 2/27/14

THE FLORIDA COLLEGE SYSTEM

BACCALAUREATE PROPOSAL APPROVAL APPLICATION

COVER SHEET

INSTITUTION: Santa Fe College

BACCALAUREATE DEGREE CONTACTS:

PRIMARY

Name: Edward T. Bonahue, Ph.D.

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SECONDARY

Name: Vilma E. Fuentes, Ph.D.

Title: Assistant Vice President of Academic Affairs

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DEGREE TYPE (BS, BAS, other): Bachelor of Applied Science

DEGREE TITLE: Multimedia and Video Production Technology

TOTAL NUMBER OF CREDIT HOURS: 120

PROPOSED DEGREE SIX-DIGIT CIP CODE (And track, if appropriate): 50.0602 (track 1 of 2)

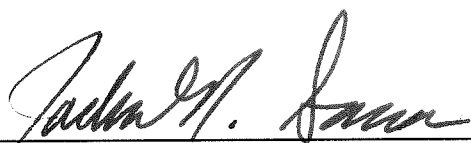
PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:

The proposed Bachelor of Applied Science in Multimedia and Video Production Technology will provide AS degree-holding Digital Media Technology graduates the opportunity to obtain a baccalaureate degree in their field of study. The proposed degree will provide students with extensive hands-on-training and knowledge in multimedia, video production, motion graphics, and video editing. It has been designed to answer the needs identified by regional production, advertising, and design firms as well as other industries dependent on multimedia and video production specialists. Graduates from the proposed program will be prepared for entry-level positions in companies that specialize in commercial production, narrative and documentary film, motion graphics, television production, and the growing fields of web-based video and commercial production, including web-based video advertising and educational training videos. Currently, there are no colleges or universities in Alachua or Bradford counties or in the surrounding region that offer a BAS in Multimedia and Video Production Technology to meet this workforce need. The University of Florida has for three years been designing a Bachelor of Arts degree in Digital Arts and Design (BADAS) that will provide training in digital animation, game design, and digital performance. The BADAS program will differ from the one proposed here and will not teach video production. Currently, only Florida State University (FSU), Miami-

Dade College (MDC), and the University of Central Florida (UCF) offer degrees comparable to the one proposed here, but they accept a limited number of students every year and are distant from the North Central Florida Region. In addition, six private institutions in Florida offer similar baccalaureate degrees for over \$80,000. The Multimedia and Video Production Technology BAS degree will provide a significant cost savings for potential students unable to afford a private institution.

BOARD OF TRUSTEES APPROVAL DATE: April 17, 2012

PRESIDENT'S SIGNATURE AND DATE:



Jackson N. Sasser, Ph.D.
President, Santa Fe College



1-23-14
Date

EXECUTIVE SUMMARY

Institution: Santa Fe College

Degree Type: Bachelor of Applied Science

Degree Title: BAS in Multimedia and Video Production Technology

Santa Fe College (SF) proposes offering a Bachelor of Applied Science (BAS) Degree in Multimedia and Video Production Technology (MVPT) beginning in the Fall of 2014 according to the authority granted in Florida Statute section 1007.33. The proposed degree will prepare students to be proficient in the application of multimedia and digital video production in a commercial setting. The new bachelor's degree is specifically designed to articulate with Santa Fe College's Associate of Science (AS) in Digital Media Technology – Multimedia Track.

A. PLANNING PROCESS

Santa Fe College (SF) and University of Florida (UF) administrators explored various forms of collaboration from the Fall of 2010 to the Summer of 2012 while UF was in the process of developing a new Bachelor of Arts in Digital Arts and Sciences (BADAS). UF administrators determined in the Spring of 2011 that they would only consider AA transfers into the BADAS program. As a result SF faculty and administrators began discussing the feasibility of offering a BAS in Multimedia and Video Production Technology, a program distinct from the BADAS program, while still continuing to explore other forms of collaboration with UF. SF Faculty and Digital Media advisory board members began considering how best to meet local known workforce needs and possible approaches to curriculum and instruction in the Fall of 2011. A needs analysis was conducted in 2012. Consequently, SF developed a formal proposal for the proposed BAS program between the Fall of 2012 and Fall of 2013. After informing us for two years that they could not accept AS graduates into their BADAS program, UF administrators proposed an articulation agreement in mid-January, 2014 that would allow graduates from Santa Fe's AS in Digital Media (Multimedia Track) to transfer some of their credits to their institution. After comparing the differences in the BADAS program and the proposed BAS in MVPT, UF and SF administrators jointly determined that our students could benefit from having access to the two distinct baccalaureate programs.

B. PROGRAM IMPLEMENTATION TIMELINE

Upper-division BAS courses in Multimedia and Video Production Technology will begin in August 2014. It is anticipated that curriculum development will be completed at the department level and forwarded to a college-wide curriculum committee for approval during the Spring of 2014. Resource development, including advisement and marketing materials, online resources, website upgrades, student recruitment and advisement will begin during the Spring of 2014 and continue through the life of the program.

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

The Florida Department of Economic Opportunity (FDEO) estimates that there were 289 jobs in Alachua and Bradford Counties and 10,843 jobs in North and Central Florida (Workforce Regions 8-12). Employers revealed that approximately 20 annual job openings will become

available in Alachua and Bradford counties in the next five years for multimedia and video production professionals, while the FDOE data reports that 373 annual job openings will become available in North Central Florida (Workforce Regions 8-12) between 2012 and 2020. In addition, the University of Florida anticipates hiring approximately 250 new staff in the next five years to provide multimedia technology and video production support to launch a series of new online baccalaureate programs beginning in January of 2014. Currently, only Florida State University, the University of Central Florida, and Miami Dade College have a program similar to the one proposed here. They jointly graduated 156 students with a baccalaureate degree or higher in this field in 2011. The state will have to produce several hundred more graduates each year in order to meet projected workforce demand in the multimedia and video production industries. At present, private universities are helping to meet Florida's workforce needs in these areas; however, these institutions charging over \$80,000 for four-year baccalaureate programs in multimedia and video production fields, putting such programs out of reach for many students.

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Santa Fe College's Digital Media Technology facilities and equipment will meet the initial needs of the proposed BAS program. The college recently upgraded a production studio that also will be used by the students and faculty in the new program. A new green-screen suite will be built in the Digital Technology Area during 2014 using a \$100,000 donation to the College. The suite will serve as classroom space for the new degree track and will be equipped with production monitors, lighting, cameras and rigs, sound reinforcement, and dedicated server and render-farm. As enrollment grows, there will be a need for the duplication of existing equipment, and some replacement of current equipment due to age. The cost of expendables will be calculated per student throughout the duration of the program for purposes of setting lab fees.

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

Santa Fe's library faculty engaged in a benchmark assessment process in November of 2012 to ensure that the Multimedia and Video Production Technology program would have access to bibliographic holdings equivalent to those supporting similar state university programs. Upon evaluation of this process, library faculty identified new print resources to support the new BAS program and purchased these during the 2012-2013 fiscal year (See Appendix C).

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

The current faculty and coordinator of the Digital Media Technology department at Santa Fe's Northwest Campus will meet the needs of the proposed program during the first year of its implementation. The College anticipates hiring a full-time faculty member during the 2015-2016 academic year if enrollment meets expectations.

G. COST TO STUDENTS

The anticipated cost of earning the BAS in Multimedia and Video Production Technology at SF is \$13,311.78 for a total of 120 credits, \$11,956.62 less than the cost of tuition at the least costly

public Florida university with a comparable degree and significantly less than the over \$80,000 charged for a similar degree at several, private Florida universities. We anticipate charging students a total of \$300 in lab fees to be paid through a total of five, upper-division courses. The total cost of tuition and lab fees for the four year program being proposed would be approximately \$13,611.78 based on the 2013-2014 academic year.

H. ACADEMIC CONTENT

The proposed BAS incorporates 64 credits of AS degree coursework into the baccalaureate degree, including 15 general education credits (See Appendix A15). Once admitted into the BAS in Multimedia and Video Technology, students will be required to complete the remaining 21 credits of general education core classes, 33 credit hours of upper division courses, and 2 credits of electives.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

We anticipate that 20 students will initially enroll in this new BAS program during the Fall of 2014, and a second cohort of 20 students will enroll in the Spring of 2015. We expect that total student enrollment will increase to 80 students by years 3 and 4.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

In the very unlikely event that SF is required to terminate the BAS in Multimedia and Video Production Technology, all students enrolled at the time of the termination decision will be allowed to complete the program within a reasonable timeframe.

EVALUATION CRITERIA

A. PLANNING PROCESS

1. *Summary of Internal Process and Meetings (Limit 800 words):*

Santa Fe College faculty and administrators began discussing the possibility of offering a baccalaureate program in Multimedia and Video Production Technology in July 2011. Those involved in this initial discussion included

- Dr. Jackson Sasser, President of Santa Fe College
- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Kim Kendall, Assistant Vice President, Academic Technologies
- Mr. Jorge Ibanez, Digital Media Technology Coordinator
- Mr. Bob Fetterman, Fine Arts Hall Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology
- Ms. Alora Haynes, Chair, Department of Fine Arts

The group discussed the possibilities of a new BAS in Multimedia and Video Production Technology, community need for this degree, internal capacity, and the proposal process. All agreed that this was a needed and viable program. With workforce development and student cost savings in mind, and with the administration's blessing, Professor Marc Shahboz agreed to formally research the curriculum that would be associated with offering the BAS in Multimedia and Video Production Technology. BAS program stakeholders met periodically to gain insight and discuss progress on the program (Appendix A1).

The curriculum proposed herein was the result of faculty research and consultation with the following industry professionals on both a local and national level:

- Mr. Ralph Winter, Producer, 1019 Entertainment – Hollywood, CA (X-Men Franchise)
- Mr. Marc Fortier, Sr. Content Designer, UbiSoft – San Francisco, CA
- Mr. Justin Sponis, Producer/Director, Dismal Movie partners, NC
- Mr. Paul Weber, Casting Director, MGM, Weber Casting – Hollywood, CA
- Mr. Jesse Norton, Director, Humouring the Fates Productions—Tampa, FL
- Mr. Jorge Ibanez, Chair, AdFed of Gainesville—Gainesville, FL

These industry professionals provided insights into workforce needs, best practices in the field, and the curricular content that would train our graduates to meet local workforce demands. The baccalaureate curriculum that was developed will provide students with significant training in multimedia, video production, motion graphics, and video editing.

Once the curriculum was finalized it was presented to the Provost where it met with approval. A Letter of Intent was drafted (Appendix A2), reviewed by the Santa Fe District Board of Trustees on April 17, 2012 (Appendix A3) and transmitted to the Department of Education. Santa Fe College librarian Diana Mathews prepared the library benchmark section for this proposal (Appendix C). In November of 2012, the Multimedia and Video Production Technology

BAS stakeholders met again to discuss the application process. Assistant Vice President Vilma Fuentes and new Digital Media Technology Coordinator Eric Flagg were added to the working group. The team was charged by the Provost to begin compiling the application for submission.

2. Summary of External Process and Meetings (Limit 800 words):

Before proposing a BAS in Multimedia and Video Production Technology, Santa Fe College held extensive discussions with partners at the University of Florida in order to provide its AS graduates in Digital Media with greater access to a baccalaureate-level education in their field. Santa Fe College and University of Florida administrators discussed different forms of collaboration from the Fall of 2010 to the Summer of 2012 while the University of Florida was in the process of developing a new Bachelor of Arts in Digital Arts and Sciences (BADAS). These discussions included the possibility of renovating H building at Santa Fe College in order to create a UF Digital Media and Production site on the Santa Fe campus (Appendix A4). However, once this location was renovated and transformed into the Gator Den, a UF Study and Recruitment Lounge Area (Appendix A5), the discussion shifted to exploring articulation agreements between the two institutions (Appendix A6). Administrators from both institutions compared the core classes in Santa Fe's AS in Digital Media to those being proposed by UF's new BADAS program (Appendix A7). Santa Fe College officials concluded that a number of the courses proposed in the University of Florida's BADAS program were similar or equivalent to courses offered as part of Santa Fe's AS program in Digital Media Technology. Eventually, University of Florida officials determined that they would be unable to accept AS graduates into their BADAS program. This was first expressed by Dr. Edward Schaefer, the Associate Dean of the University of Florida's College of Fine Arts, in January of 2011 (Appendix A8). After additional meetings and negotiations, Dr. James Oliveira, the Director of the University of Florida's Digital Worlds, reaffirmed this decision in May 1, 2012 by stating that AA students are the primary candidates for transfer into their program (Appendix A9). The limited opportunities available to AS graduates in Digital Media encouraged Santa Fe to consider more seriously the possibility of offering a BAS in Multimedia and Video Production Technology, a baccalaureate program that is distinct from but that uses the same technologies as those used in the BADAS program.

After drafting its letter of intent to propose a new BAS in Multimedia and Video Production Technology, Santa Fe met with University of Florida officials in May 2012 to discuss the proposed BAS program. In attendance were

- Dr. Ed Bonahue, SF Provost and Vice President for Academic Affairs
- Mr. Edward Schaefer, UF Associate Dean of the College of Fine Arts
- Mr. James Oliverio, Coordinator, UF Digital Worlds

The administrators discussed the potential BAS program as well as partnership opportunities with the Digital Worlds area at UF. Santa Fe College presented a draft of the proposed BAS curriculum to UF for comparison to their current and proposed programs. Provost Bonahue asked Digital Media Professor Marc Shahboz to research and compare Santa Fe's current and proposed programs to those offered at UF's Digital Worlds to determine if there was any

potential overlap. This curriculum comparison highlighted that the BADAS program is firmly grounded in the tradition of fine arts and is teaching its students digital animation, game design, and digital performance. By contrast, Santa Fe's proposed BAS degree will train students in commercial production, narrative and documentary film, motion graphics, television production, and the growing fields of web-based video and commercial production including web-based video advertising and educational training videos (Appendix A16).

Santa Fe College continued gathering local industry feedback on the possibility of initiating a new BAS in Multimedia and Video Production Technology in the Spring of 2013. Santa Fe administered a survey in February of that year in order to gauge local industry support for this action. Over 90% of respondents said it would be a good idea for Santa Fe to offer a baccalaureate degree in digital media and video production, and 80% said that a student with such a degree would have more opportunities to advance in their company. Approximately 79% of those surveyed had employed a Santa Fe digital media student in the past and 62% of them said a baccalaureate degree was mandatory for employees to assume a management or leadership role in their company. Approximately 88% of these respondents said it would be beneficial for baccalaureate students to take a few business courses in addition to creative and production classes (Appendix A10).

The potential for offering the BAS degree proposed here and the justification for it was presented more formally to the Digital Media Technology Advisory Committee on February 15, 2013 (Appendix A11). The following members were in attendance:

- Mr. Carlos Morales – UF/SHANDS Web Services
- Mr. Bryan Lewis – 352 Media – Interactive Services
- Mr. Travis Chapman – Studio 601 – Video Producer/Editor
- Mr. Josh Isom – (Observer) Trendy Entertainment – Game Design
- Ms. Bonita Dewilliby – DMT Instructor
- Mr. Eric Flagg – DMT Coordinator
- Mr. Wes Lindberg – DMT Instructor
- Ms. Rhonda Peyton – DMT Instructor
- Mr. Marc Shahboz – DMT Instructor

Letters of support from some of these advisory board committee members and other industry partners are available in Appendix B.

Dr. Bonahue contacted UF Associate Dean Ed Schaefer yet again in November 2013 to inquire as to the status of the BADAS degree and whether they would consider accepting Santa Fe's graduates from an AS in Digital Media Technology. Dr. Schaefer explained that UF's BADAS degree still had not been initiated in the Fall 2013, and he reaffirmed that the intent of the program is to recruit AA students. Dr. Schaefer contacted Dr. Bonahue again on January 8, 2014 to request a meeting and explore possible articulation. Dr. Schaefer, Dr. Bonahue, Dr. Fuentes, Mr. Ibanez and Mr. Flagg met on January 15, 2014. Dr. Schaefer explained that UF would begin offering the BADAS program online beginning in the Fall of 2014 and proposed a

plan whereby AS graduates of Santa Fe’s Digital Media Technology program could have up to 42 of their 64 credit hours transferred into the BADAS degree. However, many of the core occupational courses associated with this AS degree would *not* be accepted by UF. Santa Fe officials expressed their appreciation for this offer and agreed to work together with UF to finalize this articulation agreement. SF officials also used this meeting to note the difference between SF’s proposed BAS in MVPT and UF’s BADAS program. Through the use of a Course Comparison Sheet (Appendix A16), SF officials highlighted that the BADAS degree focused on gaming and digital performance while SF’s proposed BAS program focused on multimedia, video production, video editing, and motion graphics. All attendees agreed that AS students would benefit from having access to both baccalaureate programs. Both SF and UF officials continue to explore avenues for collaboration in order to promote both baccalaureate programs (Appendices A17 -A19).

B. PROGRAM IMPLEMENTATION TIMELINE

July 2011-Spring 2013	Assessment of Need and Demand
Aug 2011-Jan 2012	Ongoing curriculum development; Prepare Baccalaureate program Letter of Intent
February 2012	Letter of Intent received by the Department of Education
April 2012	Board of Trustees is informed of the letter of intent and Department of Education’s approval
Fall 2012-Fall 2013	Workforce analysis was conducted; local industry, student and graduate surveys were administered; and the BAS proposal was developed
Spring 2014	Curriculum Change Proposal to be reviewed by the SF Curriculum Committee
Spring-Summer 2014	Complete the SACS Substantive Change Prospectus
Spring 2014	Planning begins for renovations on the new lab
Summer 2014	Student Recruitment and Advisement
Spring-Summer 2014	Resource Development including advisement and marketing materials, online resources, and website upgrades
Fall 2014	Upper division courses begin

- Recruitment of Faculty and Staff, if needed:

Santa Fe College is fortunate to have five full-time faculty and staff (two with terminal degrees) in the Digital Media Technology area as well as an excellent pool of highly qualified adjunct faculty. Faculty members have received numerous national awards in filmmaking, advertising and digital media. These resources are more than adequate to initiate the proposed program. The existing coordinator of Santa Fe’s AS in Digital Media Technology would assume the program coordinator duties for the proposed BAS. A new full time faculty member would be hired to teach in the proposed program in the Fall of 2015 if enrollment meets expectations.

- **Systems, Facilities and Resource Upgrades and Development, if needed:**

The proposed program will require a redesign of an existing classroom as well as the purchase of equipment to outfit the workspace. Santa Fe College has been given a generous donation of \$100,000 to outfit the new facility. The classroom will serve as a lab and teaching space that will be unique to the college because it will be the first based on wireless network access and will not house computers purchased by the College. Instead of outfitting computer labs for student use as is done by many multimedia programs in the state, Santa Fe will require all BAS students to have personal computers, an indispensable piece of equipment in the multimedia field that will help them transition into the labor market. This should represent a significant long-term savings for the College since it will not need to purchase and regularly replace computer labs for its BAS students.

Instruction for the majority of the coursework will be based onsite using traditional methods. Courses will usually have a laboratory or applied component, and some will be taught online. The program will require students to complete both an internship and a capstone project. Courses will be partially web-assisted, and the college already has a significant learning management system infrastructure with support services available (currently supporting over 600 FTE per semester). Student support systems and services (e.g., admissions, student records, financial aid, academic advising) are already in place to support the College's existing six baccalaureate programs.

- **Student Recruitment and Advising:**

As planning for this degree program has been underway since 2011, current SF Digital Media Technology AS students have begun making preliminary inquiries regarding admissions, potential program requirements, prerequisites, and so forth. Both graduates and current students that have expressed interest in the potential program have been steadily notified of the progress of the process. Currently, the Digital Media Technology Department posts on multiple open and closed social media groups maintained by either faculty or students. These groups contain current students, graduates, and industry partners; they have a reach of over 500 individuals. We anticipate doing some recruitment for this program through these sites.

Digital Media Technology Professor Marc Shahboz has conducted a 48 Hour Filmmaking competition for Gainesville area students and professionals during the past four years. The competition is another great recruitment tool for the program and has exposed over 300 participants to the potential program.

Both administration and faculty of the Digital Media Technology AS degree have begun some outreach activities to groups of local high schools in order to share information about the proposed program and advise potential students on likely prerequisites. On an ongoing basis, the Coordinator of the Digital Media Technology program, Eric Flagg, works with the Santa Fe College Career Pathways office and local high schools to offer outreach opportunities for potential students through summer digital media 'bootcamps' and proficiency tests both of which can earn college credits in the Digital Media AS track at no cost to the students should

they decide to begin their college career in this department. The existing Digital Media program coordinator will support the new degree as a part of his responsibilities. In addition, a new full-time advisor has been hired for the Information Technology Education department who can assist with recruitment and advisement for the proposed new program. In sum, Santa Fe College already has the staff in place to help launch this program.

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

The job field for multimedia and video technology specialists is among the most dynamic in the state and country. Specialists in these areas commonly find jobs in industries such as movie and video production, advertising, and computer systems. While growth in these fields continues to expand, many of the potential jobs and entrepreneurial opportunities for multimedia and video specialists have not been adequately represented in national and state labor statistics. The recent proliferation of smart phones, tablets, electronic billboards, jumbotrons, digital paper, and online instruction have dramatically increased the demand for multimedia and video specialists. In addition, businesses of all types are expected to have some level of video content or motion graphics in order to successfully represent their products and services to potential clients. The letters of support found in Appendix B attest to the dynamism of this field. Although entry-level technical positions can be obtained with just an associate's degree, a bachelor's degree is required to obtain most professional jobs in the multimedia and video technology field.

Santa Fe College surveyed students enrolled in and recent graduates of its AS in Digital Media Technology program during the month of February 2013 in order to assess interest in a possible new BAS in Multimedia and Video Production Technology. All of the respondents who were then enrolled in the AS program indicated they would be interested in a new baccalaureate program in their field if one were to be offered at Santa Fe. The affordability of the program was a major factor in their decision. Similarly, 88.5% of recent graduates from the AS program expressed an interest in enrolling in a new baccalaureate degree in the digital media field at Santa Fe. Over two thirds of these respondents said they were currently employed in the digital media or video production industries, and 73% of them indicated that a baccalaureate degree in their field would enable them to advance in their current job (Appendices A13 and A14).

1. Geographic region to be served:

Santa Fe College's service areas include Alachua and Bradford counties, but the college expects that many students will come from other parts of Florida, particularly the surrounding areas of Dixie, Putnam, Baker, Clay, Duval, Nassau, St. Johns, Orange, Levy, Marion and Citrus counties (Workforce Regions 8-12). Over 40% of Santa Fe College's student body during the past five years has come from outside of its service district. The proposed BAS is expected to continue this enrollment trend.

2. Number of current jobs:

The multimedia field includes a growing number of jobs that combine digital, print, audio and video production. Multimedia jobs are found most commonly in music, television and movie production; advertising; publishing, digital imaging; and the computer industry (Appendices D7-D8). In addition, there is a growing demand for these professionals in industries as diverse as education, medicine, law, engineering, and journalism as explained in the letters of support found in Appendix B. Table 1 below provides a list of job families that demand multimedia and video specialists.

Table 1: Job Families that demand Multimedia and Video Production Specialists

Job Families	
Graphic Design / Advertising	<ul style="list-style-type: none"> - Logo design - Motion graphics - Photo and photo manipulation - Digital illustration: pixel and vector - Brand development - Project management - Viral and social marketing
Film / Television Production	<ul style="list-style-type: none"> - Pre-Production - storyboarding and animatics - Basic screenwriting - Lighting - Cinematography - Direction - Editing and post production - FX - Compositing - 2d and 3d motion tracking - Color grading and correction - Field and studio sound - Digital output and compression for all media - Filmmaking – independent to feature - Television production - Wedding - Music video - Project management
Web Content Creation	<ul style="list-style-type: none"> - Creation of web graphics and video - Compression of web graphics and video - Viral and traditional web advertising - Video compression for the web and mobile devices

	<ul style="list-style-type: none"> - Social media integration
Video Game Production	<ul style="list-style-type: none"> - Pre-Production - storyboarding and animatics - 2d texture artist - Interface graphics - Game branding - Campaign design - Video editing - Cut scene and intro production
Journalism	<ul style="list-style-type: none"> - Video production and editing - newspapers and TV - Still photography and editing - Motion graphics - Project management - Cross media advertisement
Medical Illustration and Visualization	<ul style="list-style-type: none"> - Medical illustration and animation - Product training - Patient training - ex. How to check blood sugar with a meter. - Medical training - Medical research - Medical patent illustration and animation - Advertising
Legal Visualization	<ul style="list-style-type: none"> - Patent illustration - Court room displays and animation - Accident recreation - Courtroom video and graphics - Video depositions - Video wills
Engineering Visualization	<ul style="list-style-type: none"> - Patent illustration - Product or process animation - Architectural walkthroughs - Research simulations and graphics
Educational Materials	<ul style="list-style-type: none"> - Video training materials - Course creation - E-book video production - Library
Human Resources	<ul style="list-style-type: none"> - HR training
Theme Park, Live Performance, Church	<ul style="list-style-type: none"> - Set /attraction concept visualization - Video - Multi-camera setups - Large format/multi-screen video

The Florida Department of Economic Opportunity (FDEO), [Labor Market Statistics Center](#) reports that there were 289 jobs for professionals in the field of multimedia and video technology in Alachua and Bradford counties during 2012. Neighboring Citrus, Levy and Marion Counties had 391 jobs in these industries while Flagler and Volusia counties reported having 569 jobs in 2012. None of these neighboring counties has a post-secondary institution that offers a baccalaureate degree such as the one proposed here. The more populous northeastern Florida counties of Baker, Clay, Duval, Nassau, St. John's and Putnam had 2,216 jobs in multimedia and video production industries while the central Florida counties of Lake, Orange, Osceola, Seminole and Sumter reported having 7,378 jobs in these industries in 2012 (Appendices D1-D6).

Table 2: Jobs in Multimedia and Video Production Related Fields in Florida during 2012

	Baker Clay, Duval, Nassau, St. John's & Putnam	Alachua and Bradford Counties	Citrus, Levy and Marion Counties	Flagler and Volusia	Lake, Orange, Osceola, Seminole and Sumter
Multimedia Artists and Animators	143 jobs	N/A	N/A	51 jobs	497 jobs
Producers and Directors	262 jobs	43 jobs	36 jobs	93 jobs	1,294 jobs
Radio and Television Announcers	188 jobs	76 jobs	169 jobs	29 jobs	325 jobs
Reporters and Correspondents	130 jobs	N/A	51 jobs	79 jobs	488 jobs
Audio & Video Equipment Techs	106 jobs	N/A	N/A	28 jobs	1,036 jobs
Sound Engineering Technicians	106 jobs	N/A	N/A	N/A	347 jobs
Broadcast Technicians	186 jobs	53 jobs	N/A	18 jobs	290 jobs
Photographers	378 jobs	117 jobs	135 jobs	271 jobs	2,229 jobs
Camera Operators, Television, Video and Motion Picture	184 jobs	N/A	N/A	N/A	409 jobs
Film and Video Editors	533 jobs	N/A	N/A	N/A	463 jobs
TOTAL	2,216 jobs	289 jobs	391 jobs	569 jobs	7,378 jobs

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center (<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>)

3-4. Number of current job openings and projected job openings in five years:

The U.S. Department of Labor’s Bureau of Labor Statistics expects jobs for multimedia artists to grow 8 percent nationwide from 2010 to 2020 (Appendix D7). Unfortunately, the data provided by the FDOE does not capture the dynamic projected growth of this field in Santa Fe’s service district and the surrounding counties. The FDOE estimates that 6 jobs will be created yearly in Alachua and Bradford Counties for multimedia and video production professionals between 2012 and 2020. The counties in north and central Florida that are within a 120 mile radius of Santa Fe College are expected to have 373 annual job openings in the field of multimedia and video technology in the next seven years (Table 3 and Appendices D1-D6).

Table 3: Projected Job Openings in Multimedia and Video Production Jobs, 2012-2020

Service Areas		Employment		Average Annual Openings			Percent
Region	Counties	2012	2020	Growth	Separation	Total	Change
Multimedia Artists and Animators							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	143	163	2	3	5	1.75
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	51	53	0	1	1	0.49
12	Lake, Orange, Osceola, Seminole and Sumter	497	538	5	12	17	1.03
Producers and Directors							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	262	290	4	8	12	1.34
9	Alachua and Bradford	43	43	0	1	1	0
10	Levy, Marion and Citrus	36	47	1	1	2	3.82
11	Flagler and Volusia	93	98	1	3	4	0.67
12	Lake, Orange, Osceola, Seminole and Sumter	1,294	1,496	25	38	63	1.95
Radio and Television Announcers							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	188	191	0	5	5	0.20
9	Alachua and Bradford	76	73	0	2	2	-0.49
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	29	28	0	1	1	-0.43
12	Lake, Orange, Osceola, Seminole and Sumter	325	370	6	9	15	1.73
Reporters and Correspondents							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	130	113	0	5	5	-1.63
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A

10	Levy, Marion and Citrus	51	41	0	2	2	-2.45
11	Flagler and Volusia	79	59	0	3	3	-3.16
12	Lake, Orange, Osceola, Seminole and Sumter	488	462	0	17	17	-0.67
Audio & Video Equipment Techs							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	106	117	1	3	4	0.98
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	28	36	1	1	2	3.57
12	Lake, Orange, Osceola, Seminole and Sumter	1036	1236	25	29	54	2.41
Sound Engineering Technicians							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	106	77	0	3	3	-3.42
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	18	20	0	0	0	1.39
12	Lake, Orange, Osceola, Seminole and Sumter	347	379	4	10	14	1.15
Broadcast Technicians							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	186	194	1	5	6	0.54
9	Alachua and Bradford	53	52	0	2	2	-0.24
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	18	20	0	0	0	1.39
12	Lake, Orange, Osceola, Seminole and Sumter	290	344	7	8	15	2.33
Photographers							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	378	404	3	4	7	0.86
9	Alachua and Bradford	117	112	0	1	1	-0.53
10	Levy, Marion and Citrus	135	142	1	1	2	0.65
11	Flagler and Volusia	271	276	1	2	3	0.23
12	Lake, Orange, Osceola, Seminole and Sumter	2229	2516	36	21	57	1.61
Camera Operators, Television, Video and Motion Picture							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	184	184	0	3	3	0
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	N/A	N/A	N/A	N/A	N/A	N/A
12	Lake, Orange, Osceola, Seminole and Sumter	409	444	4	7	11	1.07

	Seminole and Sumter						
Film and Video Editors							
8	Baker, Clay, Duval, Nassau, St. Johns, and Putnam	533	634	13	9	22	2.37
9	Alachua and Bradford	N/A	N/A	N/A	N/A	N/A	N/A
10	Levy, Marion and Citrus	N/A	N/A	N/A	N/A	N/A	N/A
11	Flagler and Volusia	N/A	N/A	N/A	N/A	N/A	N/A
12	Lake, Orange, Osceola, Seminole and Sumter	463	491	4	8	12	0.76
Total Jobs Projected for Counties in Workforce Regions 8-12		10,692	11,743	145	228	373	
		jobs	jobs	jobs	jobs	jobs	
		2012	2020	Growth	Separation	Total	
				Average Annual Openings			

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center

(<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>)

As Table 3 reveals, the FDEO does not provide employment information on many of the job fields related to multimedia and video technology. For example, no labor data is reported for camera operators and video equipment technicians, but Santa Fe College alone employs five individuals who fulfill these functions. Similarly, the FDEO statistics do not report employment trends for film and video editors in Workforce Region 9, yet several local companies are known to provide these services. Consequently, Santa Fe faculty and administrators questioned the accuracy of the FDEO labor statistics as it relates to the multimedia and video technology field and decided to gather their own data on the industry's current and projected labor conditions in the College's service district.

Table 4: Projected Job Openings in Multimedia and Video Production in Alachua and Bradford Counties, 2013-2018

Jobs in Gainesville	Current Jobs 2013	Job Openings in the next Five Years	Total Jobs projected by 2018
Multimedia Artists and Animators	6	16	22
Producers and Directors	16	13	29
Radio and Television Announcers	10	1	11
Reporters and Correspondents	10	3	13
Audio & Video Equipment Techs	9	11	20
Sound Engineering Technicians	4	4	8
Photographers	3	5	8
Camera Operators, Television, Video and Motion Picture	9	20	29
Film and Film Editors	11	16	24
Other	12	9	21
Total for Alachua and Bradford	90	98	188

To obtain a more accurate picture of the local workforce needs of this area, Santa Fe administered a survey in Alachua and Bradford Counties between July and December of 2013 to determine current jobs and project future employment in fields that graduates of this proposed BAS degree could fill. Santa Fe's survey included several job families (e.g., Multimedia Artists and Animators, Radio and Television Announcers, Field Reporters and Correspondents, Audio and Video Equipment Technicians, Sound Engineering Techs, Camera Operators for TV, Video and Motion Pictures, and Video or Film Editors) that were not included in the state's data for Workforce Region 9 but had been reported in the FDEO's labor data for other workforce regions.

Twelve firms responded to Santa Fe's survey and indicated that 90 people were currently employed in the multimedia and video technology field in Alachua and Bradford Counties (See Appendix D11-D12). These respondents intend to hire 98 additional workers in the next five years and create a total of approximately 20 new jobs per year (Appendix D11). Remarkably, the University of Florida is also projected to hire a new staff of 250 people in the next five years to provide multimedia, video production, and curriculum support to its new online baccalaureate programs (see section 8 below and Appendices D14 and D15). All of this projected job demand has not been reported accurately by the FDEO. Although Santa Fe's surveys have not captured every possible employer in the multimedia and video technology field, they provide a more accurate snapshot of this industry's workforce demand in Workforce Region 9 than what was reported by the FDEO.

As a supplement to Santa Fe's surveys and FDEO workforce data, College officials also consulted Economic Modeling Specialist, Inc. (EMSI) which draws data from more than 80 state, federal, and private databases to provide integrated regional economic and labor market data for assessment and planning purposes. The EMSI Occupational Report for Alachua and Bradford counties as well as large population counties within a 150 mile radius of them indicate that there will be a 3.9% job growth in multimedia and video production jobs during the next five years in these regions (Appendix D9). Median hourly earnings for these jobs are estimated to be \$18.74 (Appendix D9). The EMSI Industry Report projects that there will be an 11.4% job growth in jobs specific to the motion picture, video and television industries in Alachua and Bradford counties as well as the urban areas within a 150 mile radius of them during the next five years. These jobs had median yearly earnings of \$77,982 in 2012 (Appendix D10).

5. *Number of most recent graduates in the discipline area from the State University System, by institution(s) in the geographic region specified in the application: See [Degrees Awarded by State University System](#)*

The State University System graduated 156 students with a baccalaureate degree or higher in motion picture and television technology (the proposed BAS degree's area) in 2011. All of these graduates came from two institutions: the University of Central Florida and Florida State University. There are currently no colleges or universities in Alachua or Bradford Counties that offer a BAS in Multimedia and Video Production Technology. Although the University of Florida recently proposed offering a new BADAS program, it will provide training in digital animation,

game design, and digital performance and not the areas of focus of the proposed BAS degree: multimedia, video production, motion graphics, and video editing. We anticipate there being no conflict between Santa Fe’s BAS in Multimedia and Video Production Technology and the University of Florida’s BADAS program, which is still not fully implemented.

Table 5: Motion Picture and TV Technology Degree Graduates in the State University System

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
FAMU	0	0	0	0	0	0
FAU	0	0	0	0	0	0
FGCU	0	0	0	0	0	0
FIU	0	0	0	0	0	0
FSU	58	47	54	50	43	51
NCF	0	0	0	0	0	0
UCF	58	72	77	83	99	105
UF	0	0	0	0	0	0
UNF	0	0	0	0	0	0
USF	0	0	0	0	0	0
UWF	0	0	0	0	0	0
TOTAL	116	119	131	133	142	156

Source: Board of Governors, State University System (http://www.flbog.edu/resources/iud/degrees_search.php)

6. *Number of most recent graduates in the discipline area from nonpublic postsecondary institutions in geographic region (if available), by institution:*

There are no private postsecondary institutions offering a baccalaureate degree in Multimedia and Video Production Technology within the two-county district served by Santa Fe College. The Art Institute of Jacksonville is the only higher level institution in Workforce Regions 8-12 that offers a similar degree.

7. *Provide data and a one-paragraph description of the employment gap based on 2 through 6 (the gap between employment numbers needed and graduates in the programs in the geographic region). (Limit 300 words)*

A formal analysis of the data presented in sections 2-6 reveals a gap between employment demand and graduates from baccalaureate programs related to multimedia and video technology. As summarized in Table 3, the FDEO reports that there were 289 jobs in multimedia and video production industries in Alachua and Bradford Counties and 10,692 such jobs in Workforce Regions 8-12 in 2012. The local surveys gathered by Santa Fe College report that that approximately 20 new annual jobs will become available in Alachua and Bradford counties in the next five years, yet no university or college in this service district offers baccalaureate-level programs to meet this specific need. In addition, the FDEO’s data indicates that 373 new annual jobs will become available in Workforce Regions 8-12 in multimedia and video production industries between 2012 and 2020. Currently, only two public universities in Florida (UCF and FSU) and one Florida State College (MDC) offer academic programs similar to the one proposed here. UCF and FSU jointly graduated 156 students with these degrees in

2011. MDC had not graduated any students from their BAS in Film, Television and Digital Production program as of the 2010-2011, the latest academic year reported in the Florida College System's Smart College Choices webpage (Appendix D13). Given that no public universities or colleges in Workforce Regions 8-12 offer a comparable degree to the one being proposed here and that FDEO statistics predict 373 new annual jobs will be created in these North Central Florida regions between 2012 and 2020, we can conclude that there will be an annual projected job deficit of 217 jobs in multimedia and video production industries. At present, private universities are helping to meet Florida's workforce needs in this field by charging over \$80,000 for four year baccalaureate programs. The proposed BAS program would offer students an affordable means of earning a baccalaureate degree in this field.

8. Other measures as selected by institutions, which may include brief qualitative or quantitative data/information such as local economic development initiatives or evidence of rapid growth or decline not reflected in local, state, and national data. (Limit 300 words)

Gainesville is experiencing rapid growth in the areas of innovation, entrepreneurship and technology. The City of Gainesville is developing a new downtown "Innovation Square" in collaboration with the University of Florida, Santa Fe College, and local businesses that will include technology-based incubators and businesses as well as the Cade Museum for Innovation. It is anticipated that many of these new firms will need baccalaureate-trained graduates in Multimedia and Video Production.

In addition, the University of Florida will launch new, fully-online bachelor's programs for entering freshmen beginning in January 2014. Although the university currently has 50 video production technicians, it anticipates hiring 250 new support staff that will include video production personnel and others with extensive training in multimedia technology who will record and video stream lectures as well as provide other online support (Appendix D14 and D15).

The graphic design field also is experiencing a growing number of jobs for multimedia and video artists as suggested in Table 1 as marketing, advertising and graphic design firms offer more multimedia and video-based services including motion graphics, logo design, and animation in addition to their traditional print and two dimensional graphics products. The demand for multimedia and video artists in the graphic design field has not been captured in tables 2 and 3 so as not to confuse the distinction between these two professions.

Surveys conducted in February of 2013 among industry partners in Santa Fe's service area revealed that 91.6% of them believe that it would be a good idea for the College to offer a baccalaureate degree in Multimedia and Digital Production Technology, 79.1% of respondents believe that baccalaureate degree graduates would have more opportunity for advancement in their company, and 87.5% believe that it would be beneficial for students in this program to take business-related courses (Appendix A10).

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

- 1. Provide a brief description of the existing facilities and equipment that will be utilized for the program. (Limit 150 words)*

The Santa Fe Digital Media Technology Program has 4 labs/classrooms, each with 15 to 20 Mac workstations with all applicable design software. Design applications include: The Adobe Creative Suite, Final Cut Suite, and Cinema 4D. The design applications are updated regularly so that students are using the most current version of the software.

In addition to the existing Digital Media Technology labs the college has just upgraded their 768 square foot production studio that will be used by the students and faculty in the new program. The studio is equipped with a sound recording facility, HD Tricaster, HD cameras, teleprompters and a Steady-cam. The studio is staffed by a lab manager and two lab technicians. The facility will also serve as classroom space for the new program.

- 2. Provide a brief description of the new facilities and equipment that will be needed for the program, if any. (Limit 150 words)*

The Digital Technology Area will be using a \$100,000 donation to build a dedicated green-screen suite for program students in the Summer of 2014. The suite will serve as classroom space for the new degree track and will be equipped with production monitors, lighting, cameras and rigs, sound reinforcement, and dedicated server and render-farm. The lab will be unique to Santa Fe College in that it will provide access hubs, network rendering and server space and cloud storage for the students. Since technology changes at a rapid pace, the department will require upgrades and replacement of equipment as hardware and software evolve. The cost of expendables will be calculated per student throughout the duration of the program for purposes of setting lab fees.

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

- 1. Provide a brief description of the existing library/media resources that will be utilized for the program. (Limit 150 words)*

Santa Fe's library faculty engaged in a benchmarking assessment process in November of 2012 to ensure that the BAS program being proposed will have access to bibliographic holdings equivalent to those supporting similar programs in the Florida College System and State University System. The Digital Media program at Indian River State College (IRSC) was found to be similar in demographics and course offerings and was selected as a benchmark. The IRSC library utilizes the same library management system (Aleph) as SF, facilitating parallel comparisons of book collections. Due to the strong technology component of this program, sources were limited to the five year period from 2007 to 2012. Other sources used to gather recommended multimedia and video production technology resources for the library included *Resources for College Libraries* online and CHOICE, electronic databases with review and evaluation features, and trusted publishers (Appendix C).

- 2. Provide a brief description of the new library/media resources that will be needed for the program, if any. (Limit 150 words)*

In addition to existing holdings, library faculty identified new print resources to support the Multimedia and Digital Technology that were purchased during the 2012-2013 fiscal year. A full list of the additional books/subscriptions that will be purchased for the BAS in Multimedia and Digital Technology is included in Appendix C.

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

- 1. Number of existing full-time faculty:*

Santa Fe College currently has four full time faculty and one coordinator who teach in the Digital Media department.

- 2. Number of existing part-time faculty:*

Santa Fe College currently has six part time faculty who teach in the Digital Media department.

- 3. Provide a brief description of the anticipated additional faculty that will be needed for the program, if any (Limit 150 words):*

One current, full-time Digital Media faculty member will teach the upper-division courses proposed for the proposed BAS in the first year of the program (Appendix E2). A new, full-time instructor will be hired to begin teaching for this baccalaureate program in the Fall of 2015 if enrollment meets projections. The remaining instructional needs of this BAS will be met by adjunct faculty and the program coordinator, who will assume some teaching duties. The program coordinator's and full-time faculty members' duties and salary costs will be shared with the existing AS program in Digital Media.

- 4. Anticipated instructional support personnel needed (list titles of personnel including administrators, advisors, librarians, lab managers, etc.):*

Program coordination duties will be assumed by the existing coordinator in the AS in Digital Media. This individual will be responsible for helping to promote the program, securing and overseeing internships, assuming some teaching duties and being the main point of contact for students and faculty in the BAS in Multimedia and Video Production Technology. In addition, a part-time lab manager will need to be hired by Year 2 of this BAS program. Existing faculty and advisors for the AS in Digital Media will provide the additional instructional and support staff needed to launch this BAS program.

- 5. As applicable, provide additional information related to academic resources. (Limit 150 words)*

No extraordinary academic resources will be required to initiate the proposed program.

G. COST TO STUDENTS

1. Anticipated cost for four years of study at FCS institution (tuition and fees x credit hours):

The anticipated tuition cost of earning the BAS in Multimedia Video Production Technology at Santa Fe College is \$13,311.78 for a total of 120 credits based on the 2013-2014 tuition rate. This includes the completion of 64 credits for an Associate of Science in Digital Media, 21 credit hours in general education requirements, 33 credits of upper division courses, two elective credits at the lower division level, and lab fees estimated to cost \$300. The total cost of tuition and lab fees for this BAS would be \$13,617.15 based on the 2013-2014 academic year fees.

Table 6: Cost of Earning a BAS in Multimedia and Video Technology

Degree	Credit Hours	Cost	Cost Per Unit
AS in Digital Media	64 credits	\$6750.08	@ \$105.47 per credit
BAS in Multimedia and Video Technology	33 credits of upper division core courses	\$4135.89	@ \$125.33 per credit
	21 credits of lower division general education courses	\$2214.87	@ \$105.47 per credit
	2 credits of lower division electives	\$210.94	@ \$105.47 per credit
		\$300	Technology fees
Total for BAS	120 credits	\$13,611.78	Tuition and Fees

Staggeringly expensive private institutions dominate the training for digital multimedia and video production in Florida. The only state universities with programs similar to the one being proposed here are Florida State University and the University of Central Florida. The former offers a Bachelor of Arts in Animation and Visual Arts while the latter a Bachelor in Fine Arts in Emerging Media. Both programs are highly competitive and have limited enrollment capacity. This leaves most students interested in such baccalaureate degrees with few options other than attending a private college where the average cost to earn a degree similar to the one proposed here is over \$80,000 (Table 5). Santa Fe's Multimedia and Video Production Technology BAS degree would cost less than \$7000 in tuition and fees for the upper division coursework and a total of \$13,611.78 for tuition for tuition and fees if a student enrolled for the AS and BAS programs. If approved, Santa Fe College's proposed program would be the best value for an academic program of its kind in the state.

Table 7: Comparison of Digital Media Baccalaureate Programs in Florida

Academic Institutions	Academic Programs	Tuition and Fees in Fall 2013	Accrediting Body
Public Universities			
Florida State University	BFA in Animation and Visual Arts	\$26,081.55	SACS
University of Central Florida	BFA in Art / Emerging Media	\$25,268.40	SACS
Private Universities			
The Art Institute of Fort Lauderdale	BFA in Media Arts – Digital Filmmaking & Video	\$88,020	ACICS
The Art Institutes of Tampa / Jacksonville	BFA - Digital Filmmaking and Video Production	\$88, 020	SACS and NASAD
Full Sail (Winter Park, FL)	BS in Film	\$80, 500	ACCSC
Jacksonville University	BS in Film	\$116,400	SACS
Miami International University of Arts and Design	BFA in Media Arts – Digital Filmmaking and Video Production	\$88,020	SACS and NASAD
Ringling College of Art and Design (Sarasota)	BFA in Digital Media Filmmaking	\$76,135	SACS, NASAD and CIDA

2. Estimated cost for four years of study at each state university in service district:

The estimated cost for four years of study at the University of Florida based on the 2013-2014 tuition rate is \$25,080. Earning the Multimedia Video Production Technology BAS at Santa Fe College as compared to a state university such as UF will save a prospective student \$11,468.22 in tuition and fees.

3. Estimated cost for four years of study at each nonpublic institution in service district, if available:

There is no private institution in Alachua or Bradford counties offering this proposed degree program, but there are several private institutions in the state offering a comparable degree as indicated in Table 6 above.

H. ACADEMIC CONTENT

1. List the admission requirements for the program:

As is the case with the five baccalaureate programs already in place at Santa Fe, admission to the BAS in Multimedia Video Production Technology will require:

- Admission to SF
- 2.5 overall GPA on all college coursework as reflected on official college transcripts
- Completion of an Associate of Science in Digital Media Technology (Appendix A12) or similar AS degree with a concentration in video production or multimedia.

2. *Faculty credentials – Estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree:*

Santa Fe College has implemented six baccalaureate programs and is well aware of the SACS requirement that at least 25% of upper division instruction be taught by faculty with terminal degrees. The program coordinator and one of the full time faculty members in Santa Fe’s Digital Media Department have terminal degrees. The new full-time faculty member that Santa Fe anticipates hiring in the Fall of 2015 will be required to have a terminal degree. It is estimated that over 70% of upper-division courses will be taught by faculty with an appropriate terminal degree.

3. *Anticipated average student/teacher ratio in first year based on enrollment projections as stated in the Enrollment, Performance and Budget Plan form:*

As is shown in the attached Enrollment, Performance and Budget Plan (Appendix E1), we anticipate having an incoming class of 40 students enroll in the program during the first year and having the program grow to 80 students by 2016. Santa Fe will have a coordinator, one full-time, and one adjunct faculty member available to teach in the program during the first year of its implementation. An additional full-time faculty member will begin teaching in the Fall of 2015 in enrollment grows as expected. The program anticipates maintaining a student/teacher ratio of 20:1 or lower during its first four years of operation.

4. *Summary of SACS accreditation plan, Florida Teacher Education Program Approval plan, and/or other specialized accreditation plan(s), as appropriate:*

Santa Fe College was approved as a Level II-degree granting institution in 2010 by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The College received official SACS-COC reaffirmation of reaccreditation in June of 2013.

5. *Curriculum*

The proposed program is an articulated AS-to-BAS program incorporating 64 credits from the lower division into the baccalaureate degree. The requirements for the BAS in Multimedia and Video Production Technology are as follows:

AS in Digital Media Technology	64 credits
General Education Courses	21 credits
Upper Division MVPT Courses	33 credits
Electives	2 credits
<hr/> Total	<hr/> 120 credits

	Course #	Course Title & Course Description	Credit Hours
Lower Division General Education Courses		Humanities or Communication Course	3
		Mathematics Course	3
		Inquiry and Discourse Course	3
		Humanities Course	2
		Natural Science Course	3
		Natural Science Course with Lab	4
		Social Science	3
Core Upper Division Courses	ADV 4202	Advanced Advertising Graphics This course teaches advanced creative direction theory and execution. The course will build professional level projects in the diverging field of commercial and advertising multimedia production for the web and television.	3
	DIG 3025	History of Digital Media This course examines the historical development of media styles and techniques and their influences on contemporary culture. The focus of the lectures (online) will be on the development of multimedia technology from the 19 th to 21 st Century and how it affects diverging fields in contemporary culture. This course will also examine the shifts in specific technologies that have changed the course of how multimedia is created and used.	3
	DIG 3347C	Digital Cinema – Short Film Project This course will focus on a dynamic and instructor approved short film-projects, music video, commercial campaign, corporate/training video or documentary	3
	DIG 3823	Creative Digital Media Problem Solving This course presents practical tools to enhance the creative process in the development of novel, and useful ideas for digital media. Explored are transformations resulting from the convergence of digital technologies and global cultures. Students analyze how film, video games, animation and the recording arts intersect in the creation of digital artifacts and cultural phenomena. Interdisciplinary teams study and undertake real-time international communications and collaborations.	3
	DIG 4345C	Digital Effects Students will learn the skills and knowledge necessary to plan and execute visual effects that combine live action	3

		and computer-generated elements using current technologies and techniques.	
	DIG 4970	Thesis Project Student teams will choose to produce entertainment, advertising, informational, or educational based video projects. Students can create original works or collaborate with regional and national nonprofit organizations. Students will work with faculty and business professionals on a 'real-life' production, incorporating their creative shooting and editing abilities.	6
	DIG 4940	Internship Students will complete a 100-hour internship during the course of their semester with a business or non-profit organization to enhance their skills and gain real-life experience in the field of video production, graphic animation and/or multimedia management. Students can also elect to work with a college department to produce educational/informational content for the benefit of the campus, students and/or campus initiatives. All internships are subject to prior approval by the instructor.	3
	GRA 3734	New Media Production and Planning This course focuses on project management in new media from concept to completion. New media team projects and multitasking will be utilized to gain full potential of industry environments.	3
	PGY 3205	Digital Photographic Lighting This course builds on previous courses in digital cinematography and lighting. Students will demonstrate advanced skill with digital video equipment and lighting towards exhibiting appropriate style in various narrative environments such as commercial, corporate video, short film and documentary.	3
	TPP 3246C	Acting and Directing on Camera This course introduces students to development of skills in performance, script, and character development for on-camera acting. Emphasis is placed on lecture/studio lab course work and project presentations which are designed to give the student actor a foundation in skills and techniques employed in acting and auditioning for the camera.	3
		Elective Course	2
Total Required to complete the BAS			56

- a. *Are there similar programs listed in the Common Prerequisites Counseling Manual (CPCM) for the CIP code (and track, if appropriate) you are proposing? (Yes/No) Common Prerequisites Manual*

Yes, there are similar courses listed in the Course Prerequisite Counseling Manual. Florida State University, the University of Central Florida and Miami-Dade College are listed as using the 50.0602 (track 1 of 2) CIP code that is being proposed for Santa Fe College’s BAS in Multimedia and Video Production. Please add a notation on the common prerequisite manual for this CIP code indicating that Santa Fe College will not have any prerequisites for this program.

- b. *If specific courses are listed in the CPCM or as determined appropriate for new programs, list lower division common prerequisites required. If no prerequisites are required for the program, state “No prerequisites.”*

No prerequisites are required for this program.

- c. *List all courses required for the final two years of the baccalaureate program by term, in sequence. Include credit hours per term, and total credits for the program.*

Because the audience for this degree program includes traditional and non-traditional students, our course offering plan is designed to offer every course in the curriculum at least once per year, according to a regular schedule that students will know in advance. Students admitted into the program will be encouraged to take the suggested course sequence indicated below which would require them to take 6-12 credit hours per semester. Our course sequence plan will offer every course required for the major every year, so that students will have at least two opportunities to attempt any course in the curriculum in any two-year period.

A student wishing to enter the BAS Multimedia and Video Production Technology program with an AS degree in Digital Media will be encouraged to take the following sequence of courses:

YEAR THREE		
First Term (Fall 2014)		
DIG 3025	History of Digital Media	3
PGY 3205	Digital Photographic Lighting	3
DIG 3347C	Digital Cinema – Short Film Project	3
	General Education Course	3
Total credit hours per term:		12
Second Term (Spring 2015)		
DIG 4345C	Digital Effects	3
ADV 4202	Advanced Advertising Graphics	3
TPP 3264C	Acting and Directing on Camera	3
	General Education Course	3
Total credit hours per term:		12

Third Term (Summer 2015)		
	General Education Course	3
	General Education Course	3
	Elective	2
Total credit hours per term:		8
YEAR FOUR		
First Term (Fall 2015)		
DIG 3823	Creative Digital Media Problem Solving	3
GRA 3734	New Media Production and Planning	3
	General Education Science Course with Lab	4
	General Education Humanities Course	2
Total credit hours per term:		12
Third Term (Spring 2016)		
DIG 4970	Thesis Project	6
DIG 4940	Internship	3
	General Education Course	3
Total credit hours per term:		12
Total AS credit hours (including program prerequisites)		64
Remaining General Education Requirements and foreign language requirement if necessary		21
Total Upper-Division Credit Hours		33
Elective Hours		2
Total credits for BAS in Multimedia and Video Technology		120

d. List specific Associate of Science and/or Associate of Applied Science programs offered at your institution that are aligned with the program, as applicable.

Santa Fe College offers the Associate of Science degree in Digital Media Technology (multimedia track) that is aligned with the proposed BAS in Multimedia and Video Technology.

e. Is the program being proposed as a Limited Access program? (Yes/No)

The BAS in Multimedia and Video Technology is not being proposed as a limited access program.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

1. Complete Enrollment, Performance, and Budget Plan form. (Excel format)

A completed Enrollment, Performance and Budget Plan is available in Appendix E.

*2. Provide a budget narrative justifying the estimated and projected program expenditures as they appear in Section III of the **Enrollment, Performance, and Budget Plan form**. Include start-up costs, required faculty, library resources, facility renovations/remodeling, and*

other anticipated operational costs to develop and maintain the program over a four-year period. State funding for baccalaureate program approved pursuant to [Section 1007.33, Florida Statutes](#), shall be as provided in the General Appropriations Act. (Limit 400 words)

Administrative Costs

The current coordinator of the AS in Digital Media will assume the coordination duties for the new BAS. A quarter of his salary of \$60,000 (including benefits) will be paid by the proposed BAS budget beginning in the 2014-2015 academic year and the remaining portion will be paid by the existing AS in Digital Media. Beginning in the 2015-2016 academic year half of this coordinator's salary (\$30,000) will be paid by the proposed BAS budget. This administrator's salary and benefits have been calculated with a 2% anticipated yearly increase. Since this administrator's salary and benefits have been covered thus far by the college's existing operating budget, the amounts associated with the duties for this degree is added as a Florida College System Program Funds revenue source.

Instructional Costs

Full-time, 9-month faculty at Santa Fe College currently teach 30 credit hours (CH) a contract year at an average yearly cost (in this program) of \$67,320 (including benefits). In other words, they are paid on average \$2,244 (\$67,320/30CH) for each credit hour of instruction. One of the full-time Santa Fe faculty members in the Digital Media department will teach 15 credit hours in the proposed BAS during the 2014-2015 academic year, 21 credit hours during the 2015-2016 academic year, and 24 credit hours during the following two academic years (Appendix E2). A new full-time instructor will be hired beginning in Fall 2015 at the same salary rate and for planning purposes the entire cost of the faculty line is included in this proposal. The proposed budget plan pays these full time instructors \$2,244/CH based on the anticipated course offerings and enrollment projections. Full-time faculty salary/benefits have been calculated with a 2% anticipated yearly increase. Since the existing full-time faculty member's salary and benefits are currently being covered by the college's existing operating budget, the current fulltime Santa Fe faculty salary expenses, less the cost to replace his teaching load with part time instructors, is added as a Community College Program Funds revenue source.

Part-time faculty will meet the remaining instructional needs of this new program. The expense per credit hour of instruction for part-time faculty has been budgeted using the existing part-time rate for Salary/Benefits of Digital Media Program at \$687/CH with a projected increase for 2014-2015 for 2%. In addition part-time faculty salary/benefits have been calculated with a 2% anticipated yearly increase.

Capital Costs

The Digital Technology Area will be using a \$100,000 donor grant to build a dedicated green-screen suite for use by students in the BAS in Multimedia and Video Production Technology. The suite will also serve as classroom space for the new degree track and will be equipped with production monitors, lighting, cameras and rigs, sound reinforcement, and dedicated server and render-farm. As enrollment grows, there will be a need for the duplication of existing equipment, and some replacement of current equipment due to age. We also anticipate

acquiring approximately \$5,000 worth of software equipment each of the first four years of the proposed BAS program.

Other Expenses

The College will have to spend \$1,000 a year to continue to enhance its library collection in support of the proposed program. Other expenses that have been budgeted include minimal funding for student services and travel for coordination of internships. Collection of lab fees noted under Revenue-Other Student Fees are budgeted under Operating Expenses-Materials/Supplies.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

(Summary of train-out alternatives for students)(Limit 200 words)

In the very unlikely event that SF is required to terminate the BAS in Multimedia and Video Production Technology, all students enrolled at the time of the termination decision will be allowed to complete the program within a reasonable timeframe. To the extent that enrollments in the lower-division digital media courses remain strong, SF will be required to employ faculty with expertise in this field, and so faculty will doubtless continue to be available. Should it prove more advantageous for the enrolled students, SF will work with other baccalaureate programs to facilitate student transfer. Depending on each individual student's progress and completion of general education, transfer to the nearby University of Florida may be a possibility. The ability of students to transfer to other Florida college or state university system programs is facilitated by the proposed curriculum, which includes the state-defined general education requirements and adheres to the standard curriculum framework.

K. SUPPLEMENTAL MATERIALS

(Provide a listing of letters of support, including selected letters; graphs; tables; survey templates; etc. Maximum of 20 printed pages. Links may also be included as appropriate to your documentation.)

Several appendices, including letters of support, rosters of instructional faculty, and the results of our library benchmarking process are included.

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Appendix E -- Enrollment, Performance, and Budget Plan	page 312

Appendix A: Minutes of Meetings

- A-1:** Minutes of Santa Fe Meetings regarding the proposed BAS, July 2011 - November 2012 pg 35
- A-2:** Letter of Intent for Proposed BAS in Industrial Biotechnology and Proposed BAS in Digital Arts and Design approved by DBOT on April 17, 2012 pg 39
- A-3:** Minutes of DBOT Meeting April 17, 2012 pg 45
- A-4:** Proposed Partnership in Digital Arts and Science between the University of Florida and Santa Fe College pg 47
- A-5:** Proposed Plan for Renovating Building H between the University of Florida and Santa Fe College pg 49
- A-6:** Email exchange between Ed Bonahue, Provost and Vice President for Academic Affairs at Santa Fe College, and Edward Schaefer, Associate Dean for the University of Florida's College of Fine Arts, May 1, 2012 pg 52
- A-7:** Curriculum Comparison between the University of Florida's BADAS Program and Santa Fe College's AS in Digital Media Technology pg 54
- A-8:** Email from Edward Schaefer, Associate Dean for the University of Florida's College of Fine Arts, January 24, 2011 pg 55
- A-9:** Memo from James Oliverio, UF Digital Worlds Director, May 1, 2012 pg 56
- A-10:** Summary of Digital Media Technology Survey for Industry/Business pg 65
- A-11:** Minutes of ITE Advisory Committee Meeting, February 15, 2013 pg 69
- A-12:** Degree Requirements for AS in Digital Media at Santa Fe College pg 73
- A-13:** Summary of Surveys Administered to Digital Media Technology Students, February 2013 pg 76
- A-14:** Summary of Surveys Administered to Digital Media Technology Graduates, February 2013 pg 81
- A-15:** Curriculum Comparison between the University of Florida's BADAS Program and Santa Fe College's Proposed BAS in Multimedia and Video Technology pg 87
- A-16:** Curriculum Comparison Response of UF-BADAS and SF-MVPT pg 90
- A-17:** Dr. Ed Schaefer's Email Summary of the Meeting on January 15, 2014 pg 93
- A-18:** Dr. Ed Bonahue's Email Response on January 24, 2014 pg 96
- A-19:** Dr. Ed Bonahue's Email Response on February 21, 2014 pg 97

Appendix B: Letters of Support

B1: Letter from Dr. Christopher Cogle, Associate Professor of Medicine and Research Director, UF&Shands Stem Cell Laboratory, February 4, 2013 pg 101

B2: Letter from Andre Fratino, Arff Studios, February 18, 2013 pg 102

B3: Letter from Jonathan Goldberg, Goldberg and Goldberg Law Office pg 103

B4: Letter from Josh Isom, Trendy Entertainment, March 13 pg 104

B5: Letter from David Melosh, Medusa Productions, March 5, 2013 pg 105

B6: Letter from Mr. Chad Paris, Owner and CEO of Paris Leaf, February 13, 2013 pg 106

B7: Letter from Alison Rodal, Pearson Publishing, March 4, 2013. pg 107

Appendix D: Workforce Analysis

D-1: Florida Department of Economic Opportunity, Labor Market Statistics Center, Statewide Employment Projections (2012-2020) pg 149

D-2: Florida Department of Economic Opportunity, Labor Market Statistics Center, Employment Projections for Region 8 (2012-2020) pg 150

D-3: Florida Department of Economic Opportunity, Labor Market Statistics Center, Employment Projections for Region 9 (2012-2020) pg 152

D-4: Florida Department of Economic Opportunity, Labor Market Statistics Center, Employment Projections for Region 10 (2012-2020) pg 153

D-5: Florida Department of Economic Opportunity, Labor Market Statistics Center, Employment Projections for Region 11 (2012-2020) pg 154

D-6: Florida Department of Economic Opportunity, Labor Market Statistics Center, Employment Projections for Region 12 (2012-2020) pg 158

D-7: U.S. Bureau of Labor Statistics, Multimedia Artists and Animators Summary, March 2013
pg 160

D-8: U.S. Bureau of Labor Statistics, Multimedia Artists and Animators, Occupational Employment Statistics, May 2011 pg 170

D-9: EMSI Occupation Report for Select Multimedia and Video Production in Large Population Areas of North Central Florida (February 2013) pg 178

D-10: EMSI Industry Report for Select Multimedia and Video Production in Large Population Areas of North Central Florida (February 2013) Tallahassee pg 186

D-11: Summary of Santa Fe Survey (July – December 2013) Reporting Current and Future Jobs in Multimedia and Video Technology Fields in Alachua and Bradford Counties pg 192

D-12: Individual Responses to Santa Fe's Survey (July – December 2013) Reporting Current and Future Jobs in Multimedia and Video Technology in Alachua and Bradford Counties pg 194

D-13: Miami Dade College's Graduates in BAS in Film, Television and Digital Production (2010-2011) as reported by the Florida College System's Smart College Choices webpage pg 215

D-14: University of Florida Online Comprehensive Business Plan 2013-2019 pg 216

D-15: "UF to Offer Bachelor's Degrees Online" *The Tampa Bay Tribune*, September 29, 2013 pg 309

Appendix E: Enrollment, Performance, and Budget Plan

E-1: Santa Fe College's BAS in Multimedia and Video Production Technology Enrollment, Performance and Budget Plan pg 312

E-2: Multimedia and Video Production Technology Upper Division Instructor Load Assignments pg 317

Minutes of Meetings at Santa Fe held to discuss the proposed MAV Tech degree

July 26th, 2011

In attendance:

Santa Fe College Faculty and Administration

- Dr. Jackson Sasser, President of SF
 - Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
 - Mr. Kim Kendal, Assistant Vice president
 - Mr. Jorge Ibanez, Digital Media Technology Coordinator
 - Mr. Bob Fetterman, Fine Arts Center Coordinator
 - Mr. Marc Shahboz, Professor, Digital Media Technology
1. Dr. Sasser expressed his interest in the creation of a new degree in the multimedia and filmmaking area. He also told the group about a generous donation of \$100,000 to get the program up and running.

The group discussed the possibilities of a new BAS in the general area of digital media, community need for this degree, internal capacity and the proposal process.

All agreed that it would be good to explore the areas that could be offered with a new degree. With workforce development and student cost saving in mind, and with the administration's blessing, Professor Marc Shahboz agreed to more formally research the curriculum that would be associated with offering a BAS in Multimedia and Video Technology.

Mr. Fetterman excused himself from group citing that the new degree would be outside his area of expertise.

ACTION ITEMS TO TAKE FROM MEETING:

1. Look at creating a program that would provide current Digital Media AS students an avenue to pursue a BAS degree.
2. Research current programs
3. Contract industry professionals for curriculum insight.

On July 29th, President Sasser released a statement to the Board of Trustees about the college's intentions. The statement outlined the need for the program as well as mentioned a \$100,000 private donor gift to get the program up and running.

July 26th, 2011 - August 30th, 2011

Professor Shahboz consulted with Jorge Ibanez and Kim Kendal to discuss the new degree. Professor Shahboz reported on his progress and research to these administrators.

August 30th, 2011

In attendance:

- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Kim Kendal, Assistant Vice president
- Mr. Jorge Ibanez, Digital Media Technology Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology

The curriculum proposed herein was the result of Mr. Shahboz's research and consultation with industry professionals on both a local and national level. Mr. Shahboz consulted with the following individuals before moving forward

- Mr. Ralph Winter, Producer, 1019 Entertainment – Hollywood CA (X-Men Franchise)
- Mr. Marc Fortier, Sr. Content Designer, UbiSoft – San Francisco, CA
- Mr. Justin Sponis, Producer/Director, Dismal Movie partners, NC
- Mr. Paul Weber, Casting Director, MGM, Weber Casting – Hollywood, CA
- Mr. Jesse Norton, Director, Humouring the Fates Productions, Tampa, FL
- Mr. Jorge Ibanez, Chair, AdFed of Gainesville, Gainesville - FL

Once Mr. Shahboz finalized the curriculum, he presented it to the Provost where it met with approval. Once approved The Provost took the curriculum for the proposed program to the President who presented it to the Board of Trustees for the college who approved moving forward on the program.

August 30th, 2011 – January 2012

Professor Shahboz, consulted with provost Ed Bohahue, Jorge Ibanez and Kim Kendal to discuss the new degree. Professor Shahboz reported on his progress and research to these administrators. During this period Professor Shahboz was tasked with the creation of an official letter of intent for the program.

January 3rd, 2012

In attendance:

- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Jorge Ibanez, Digital Media Technology Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology

Professor Marc Shahboz presented a first draft of the letter of intent for the college. Revisions for the document were discussed. These revisions included proper formatting for the state. Also discussed was an implementation timeline for the new degree.

Lastly, a facility review was requested.

ACTION ITEMS TO TAKE FROM MEETING:

- Revise the letter of intent.
- Look at current facilities.

OUTCOME

- The letter of intent was subsequently revised.

On March 1st, 2012 the college, with the Trustees approval, submitted the official letter of intent for the new program.

March 30th, 2012

In attendance:

- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Jorge Ibanez, Digital Media Technology Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology

Professor Marc Shahboz, Jorge Ibanez and provost Ed Bonahue met to discuss concerns the University of Florida had brought up about the new program. Professor Shahboz explained that the proposed program was not in conflict with Digital Worlds program at UF and that the two degrees would be very different. He also explained that current Santa Fe College Digital Media students did not have the ability to transfer into the program either. Provost Bohahue requested that professor Shahboz forward him the proposed curriculum so that he could again review it and forward it to the administration at UF.

ACTION ITEMS TO TAKE FROM MEETING:

- Forward the proposed curriculum to UF

OUTCOME

- UF was forwarded the current AS and proposed BAS curriculum.

May 18th, 2012.

In attendance:

- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Jorge Ibanez, Digital Media Technology Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology

Professor Marc Shahboz, Jorge Ibanez and Provost Bonahue met to discuss outcomes of a meeting that occurred with the University of Florida administration about the new program. Professor Shahboz and Provost Bonahue discussed the differences between the two programs in detail.

ACTION ITEMS TO TAKE FROM MEETING:

Professor Shahboz was tasked with the creation of a spreadsheet to compare the curriculum of the new BAS at Santa Fe College and the new University of Florida Digital Worlds BS Curriculum.

OUTCOME

The spreadsheet was forwarded to the University of Florida by Provost Bonahue. There was little response by UF.

November 6th 2012

In attendance:

- Dr. Ed Bonahue, Provost and Vice President for Academic Affairs
- Mr. Jorge Ibanez, ITE Coordinator
- Vilma Fuentez, Vice President
Eric Flagg, Digital Media Technology Coordinator
- Mr. Marc Shahboz, Professor, Digital Media Technology

Provost Bonahue called the group together to move forward with the creation of the new degree. Timelines were discussed and college looked at a degree launch in either the Fall of 2013 or Spring of 2014.

The formal application process was discussed and what was needed for the document. The group also discussed library support.

ACTION ITEMS TO TAKE FROM MEETING:

The team was charged by the Provost to begin compiling the application for submission.

Eric Flagg would reach out to the library.

Outcome:

Conversations with Library faculty included Ramona Miller-Ridlon and Jenna Miller who prepared the library benchmark sections for this proposal.

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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Commissioner of Education

Randy Hanna, Chancellor
The Florida College System




March 1, 2012

MEMORANDUM

TO: Mr. Frank T. Brogan, Chancellor
State University System

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM:  Ms. Patricia Frohe, Director of Baccalaureate Programs

SUBJECT: Letter of Intent from Santa Fe College

The purpose of this correspondence is to inform you that a Letter of Intent (LOI) was received by the Division of Florida Colleges from Santa Fe College on February 28, 2012.

The LOI is attached. The degree proposals being developed by Santa Fe College are:

- Bachelor of Applied Science in Industrial Biotechnology
- Bachelor of Applied Science in Digital Arts and Design

Section 1007.33, Florida Statutes, requires the Division of Florida Colleges to forward the notice of intent to the Chancellor of the State University System, the President of the Independent Colleges and Universities of Florida, and the Executive Director of the Commission for Independent Education. Please disseminate the information herein to the institution(s) within your respective systems as appropriate.

Mr. Frank T. Brogan
Dr. Ed Moore
Mr. Samuel Ferguson
Page Two
March 1, 2012

If you have questions or concerns, please contact Ms. Patricia Frohe at (850) 245-9481 or Patricia.Frohe@fldoe.org.

PF/ac

Attachment

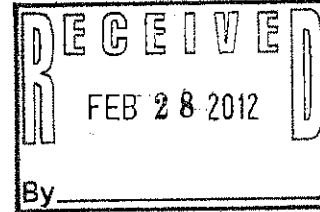
cc: Mr. Gerard Robinson, Commissioner, Florida Department of Education
Mr. Randy Hanna, Chancellor, Division of Florida Colleges (DFC)
Ms. Julie Alexander, Interim Vice Chancellor for Academic and Student Affairs, DFC
Dr. Nancy McKee, Associate Vice Chancellor, Board of Governors/State
University System
Ms. Susan Hood, Research Analyst, Commission for Independent Education
Dr. Jackson Sasser, President, Santa Fe College (SFC)
Dr. Ed Bonahue, Provost and Vice President for Academic Affairs, SFC



SANTA FE COLLEGE
Office of the President

Alexander
Frohe
Cunningham

February 24, 2012



Chancellor Randy Hanna
Division of Florida Colleges
Florida Department of Education
325 West Gaines Street Suite 1544
Tallahassee, Florida 32399-0400

Dear Randy:

In accordance with Section 1007.33(5)(a), F.S., as well as 6A-14.095, Florida Administrative Code, please accept this Letter of Intent that Santa Fe College intends to submit applications for two new baccalaureate programs--a Bachelor of Applied Science degree in Industrial Biotechnology, and a Bachelor of Applied Science degree in Digital Arts and Design.

Industrial Biotechnology

In order to build on current institutional strengths in biotechnology and laboratory science, Santa Fe intends to propose a new baccalaureate program in industrial biotechnology. This curriculum will focus on application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. The program will include instruction in bioinformatics, gene identification, phylogenetics and comparative genomics, bioinorganic chemistry, immunoassaying, DNA sequencing, xenotransplantation, genetic engineering, industrial microbiology, drug and biologic development, enzyme-based production processes, patent law, biotechnology management and marketing, applicable regulations, and biotechnology ethics.

Students will be proficient in the application of modern scientific techniques with applications specifically for an industrial or manufacturing setting. The skill sets they will be trained in include but are not limited to:

- Genetic modification, amplification, and transfer between species of organisms used in the bio-industrial production of pharmaceuticals, materials, energy, and agricultural products.
- Assay development for the detection and quantification of biological and xenobiotic compounds of interest within a biological matrix.

- The financial, regulatory, and organizational aspects involved with the management of a bio-industrial research and development laboratory or bio-industrial production facility.

Graduates from this program will be competitive in the biotechnology job market due to their extensive hands on training. The Gainesville region continues to be a significant employer of biotechnology technicians and scientists, due to its regional and statewide leadership in healthcare, medical device manufacturing, pharmaceuticals, and related areas. The establishment of the University of Florida's Innovation Hub as a major contribution to biotechnology research and transfer of innovations to the private market is further testament to workforce needs in this area.

Conversations with the nearby University of Florida indicate their support for this degree program. Santa Fe's Dean for Emerging Technology programs, Dr. Kelly Gridley, has collaborated with administrators and researchers from the University of Florida College of Pharmacy, College of Medicine, and UF's CERHB (Center of Excellence for Regenerative Health Biotechnology) regarding the need for the degree for workers in their programs. In addition, potential for the new program was also favorably reviewed by Santa Fe's sitting Biotechnology Advisory Committee (11/29/11), which includes faculty and staff from the University of Florida.

Santa Fe College is prepared to support the new program through a combination of grant resources, student tuition, and reallocation of existing budget for this purpose. While the proposed degree would be a new baccalaureate program, it draws upon existing courses in the Biotechnology and Clinical Laboratory Sciences programs. Thus, appropriate laboratory facilities, equipment, and faculty are already in place, as are academic support services. Santa Fe's extant Perry Center currently occupies 22,876 square feet, providing laboratory and classroom space for current biotechnology programs and for general education courses. It includes 4 laboratories, 3 classrooms, 1 training room/conference space, 2 computer labs/classrooms, and office space suitable for all faculty and staff associated with these programs. With funding from the EDA, construction began this fall for approximately 6000 square feet of additional classroom, office, and laboratory space, making the total footprint of the building, when finished, just under 30,000 square feet.

Digital Arts and Design

In consultation with local and regional industry professionals, and in light of workforce trends in our region, Santa Fe College has also determined a significant need for a bachelor's degree in Digital Arts & Design that will provide a pathway to meaningful employment beyond the entry level. Building on a foundation of visual design, entertainment media and advertising, a new Digital Arts & Design baccalaureate degree

will provide students with the tools to become experts in the rapidly expanding world of cross-platform digital content creation.

Graduates of the program will demonstrate skills in video production, static/motion graphics, digital effects, audio production, project management, and business practices. In addition, students will learn the skills to release content across different media channels and be exposed to industry business practices for the dissemination of convergence-based digital media. Lastly, the program will include courses in business, an internship, and a significant “real-world” capstone project as part of the degree requirements.

These skills have numerous commercial applications in fields ranging from entertainment media to academic research, including design, film and/or television production, web content creation, the video game industry, traditional advertising, journalism (including video production and editing, motion graphics, and cross-media advertisement), medical illustration and visualization, legal visualization, engineering illustration, educational materials and instructional technology. In many cases, design students completing a multimedia or digital design degree would move into higher positions such as creative lead, art director or creative director for either a design, video, or marketing firm.

Career paths in the digital media area are rapidly expanding, as graduates increasingly have the ability to move into positions in the app creation, engineering, medical, educational, gaming, and legal fields. Gainesville is poised for continued growth in STEM-related disciplines, and the need for media creation in both the public and private sectors will likely expand as well. Graduates may also choose to freelance, which can be quite a lucrative career path. (In digital media production, freelancing goes beyond the physical limitations of location and can have the designer producing work for businesses anywhere in the world.)

Since 2010, Santa Fe has been involved with discussions with administrators and faculty from the University of Florida Digital Worlds Institute—a program jointly sponsored by the Colleges of Engineering and Fine Arts—about the possibility of offering a local direct-articulation program in digital arts and sciences. Currently, the University has only a graduate curriculum in this area, and for a time, seemed interested in launching an undergraduate degree. However, for a variety of reasons, discussions have not resulted in a plan that will serve students holding A.S. degrees.

Santa Fe College is prepared to support the new program through a combination of Foundation-raised funds, student tuition, and reallocation of existing budget for this purpose, including a commitment of \$100,000 from a local private donor to fund startup costs associated with the new degree.

Chancellor Hanna
February 24, 2012
Page 4

The proposed start date for both upper division programs will be January of 2013.

If you have any questions about the programs Santa Fe is proposing, I trust you will let me know. In the months ahead, we intend to develop the full applications required for each program, and we will appreciate, as always, any guidance from the Division.

Sincerely,

A handwritten signature in black ink, appearing to read "Jackson N. Sasser". The signature is fluid and cursive, with a large initial "J" and "S".

Jackson N. Sasser
President

JNS:tc



**The District Board of Trustees
Santa Fe College, Florida
Board Meeting of April 17, 2012, at 4 p.m.
Andrew Cultural Center, Starke, Florida**

Agenda

Adoption of Agenda

Agenda Item: 1.1
418.502, 11-12

1. General Functions

Pledge of Allegiance

- 1.1 Adoption of Agenda for Board Meeting of April 17, 2012
- 1.2 Approval of Board Meeting Minutes of February 21, 2012

2. Information Items

- 2.1 President's Report
- 2.2 Strategic Planning
- 2.3 New Baccalaureate Programs in Industrial Biotechnology and Digital Arts and Design
- 2.4 Continuing Workforce Education "Enhance" Brochure - Summer Term 2012
- 2.5 Standard Professional Practice Affiliation Agreements with:
 - Hanger Prosthetics & Orthotics, Inc., Gainesville - Health Services Administration
 - James McCauley, M.D., P.A., Alachua - Health Information Technology Management
 - Milla Pediatrics and Associates, Inc., Lake City - Health Information Technology Management

3. Consent Items

Personnel

- 3.1 Contract Staff (Faculty)
- 3.2 Contract Staff (Administrative and Professional)
- 3.3 Community and Continuing Workforce Education
- 3.4 Career Service Staff
- 3.5 Leave of Absence

Agreements, Grants

- 3.6 Ratification of Emergency Signature Authority for Amendment to Agreement with North Florida Regional Medical Center - Clinical Laboratory Sciences and Polysomnography
- 3.7 Mutual Aid Agreement - University of Florida Police Department
- 3.8 Facilities Use and Training Personnel Agreement - City of Gainesville Police Department
- 3.9 Information Technology Professionals in Health Care: Community College Consortia to Educate Information Technology Professionals in Health Care -- Grant
- 3.10 Sandvik Mining and Construction USA, LLC - Quick Response Training -- Grant
- 3.11 NASA Florida Space Grant Consortium - Math, Science, and Astronomy Summer Camp 2012 -- Grant
- 3.12 Employ Florida Banner Center for Life Sciences -- Grant

***College Goal: Educational Programs - Provide learning opportunities
and academic support to ensure the highest levels of academic performance***

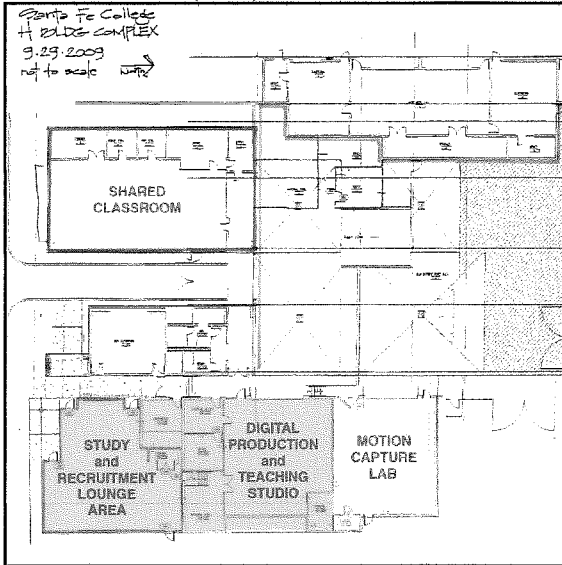
New Baccalaureate Programs in Industrial Biotechnology and
Digital Arts and Design

Information Item
101.84, 11-12

As part of the process for exploring the initiation of new bachelor's degree programs, the college advised the Division of Florida Colleges in February that it would begin the analysis required to support new baccalaureate programs in Industrial Biotechnology and Digital Arts and Design. Both areas have been identified by college program administrators as areas of need in the local economy, though further analysis is needed to confirm the sustainability of these programs.

1. Physical Space and Program Opportunities

1.1 The Digital Media Teaching and Production Area. Now that the Gator Den area has been renovated, significant interest remains in SFC students being able to get an onsite UF degree in Digital Arts & Sciences (DAS).



The area identified in **Figure 1** gives the “bird’s eye view” of what is being proposed herein for Building H. A chic “urban warehouse-style” refurbishment of the areas shaded in GREEN and YELLOW adjacent to the Gator Den would form a relatively low-cost but highly synergistic **Digital Media Teaching and Production Area**. The Shared Classroom (outlined in PINK) is already set up for general purpose teaching and could be used for both SFC and UF courses without substantial renovation.

Sante Fe currently offers a 2-year degree in the Digital Media Technology area. UF is working towards a BA in Digital Arts and Sciences for FALL 2011. At this moment in time, it would be possible to offer delivery of the UF BA at Sante Fe, with Digital Worlds staff assigned to deliver the degree both onsite & online in this co-development.

Figure 1. H Building Complex Areas Identified

1.2 The proposed Digital Production and Teaching Studio (DPTS) facility would provide space for resident faculty offices and hands-on student learning and practical experience. A similar development at Fayetteville Community College has proven to be an important work-force development center with State, Federal and Corporate partnerships; this model can also be implemented as part of the UF / SFC partnership. [Link to News Article](#). Additionally, with such a partnership, the UF Digital Worlds Institute could be willing to locate a state-of-the art **Motion Capture System** onsite to provide students access to resources with which to complete their study on the SFC campus. Should the space be designated, it would ideally be located adjacent to the **DPTS**.

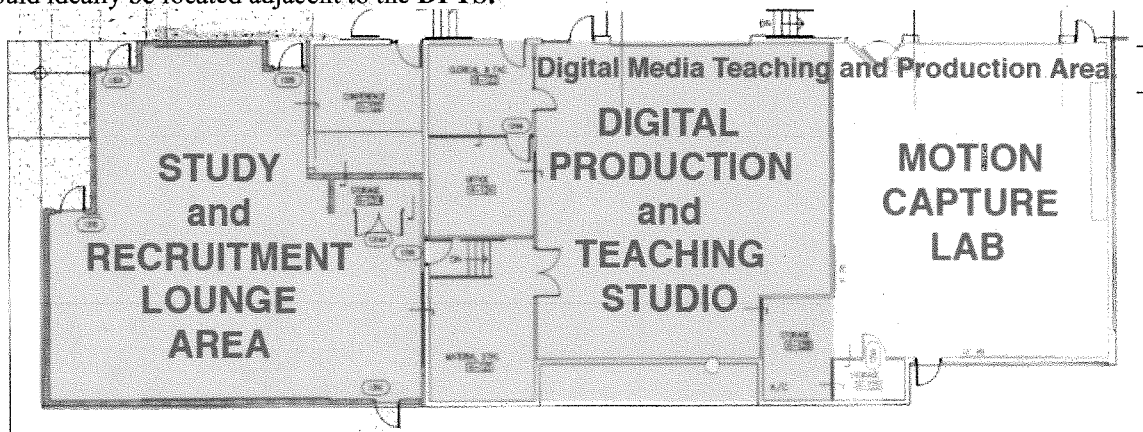


Figure 2. Locating the **Digital Media Teaching and Production Area** adjacent to the Recruitment area provides a high-interest academic showcase as well as space for onsite instruction from DAS instructors.

- 1.3.1 Enhanced Utilization of Tele-production Studio.** A third recommended component of this partnership would be the optimized utilization and updating of the Sante Fe tele-production studio. The facility could be modernized in consultation with Digital Worlds and subsequently used by not only the DAS @ SF, but other campus programs for both onsite and distance education activities. Additionally, the sound recording component of the DAS program could be located in this pre-designed studio space without causing disturbance to other existing classroom and instructional areas.
- 1.3.2 Certificate and online access to Digital Arts & Sciences (DAS) offerings.** In addition to the projected 60 hour course of study for the BA in DAS, a 9 or 12 hour certificate to empower local work force development could also be offered as a subset of the curriculum. Florida WORKS has already expressed interest in potentially assisting in the development of this opportunity.
- 1.3.3 Concerted Optimization of Assets.** The strategic utilization of the three identified areas (the Teaching and Production Studio, the nearby Shared Classroom and the Tele-production Studio) would provide a strong foundation for the development and growth of this joint venture.

2. Equipment and Technological Requirements

- 2.1 Individual Students.** Each student in the BA in DAS program is required to provide their own modern laptop. Specific software, both open source and commercial tools available at substantial student discounts, will be determined by the DAS instructor on an individual course and concentration basis.
- 2.2 Production and Teaching Studio Machines.** A reasonable number of high-end production machines would be located in the DPTS to facilitate instruction and production of interactive media projects. The areas where they would be needed range from instruction in web-based tools and practices to the design and implementation of interactive video games. While some of the software running on these machines can also be run on student laptops, the DPTS machines would be configured and optimized for class teaching and larger-scale production pipeline applications.
- 2.3 Tele-production Studio Equipment.** The relative cost of modern digital cameras, video and audio editing tools and related peripherals is much lower than it was when the Sante Fe TV studio was first equipped. While a number of the current fixtures (i.e. lighting and isolation booths) can still be usable assets, the facility would need some modernization. With appropriate connection to the Internet, this studio can be effectively transformed into both an educational production center for online content, and also 2-way live distance education.
- 2.4 Network Infrastructure and Maintenance.** It is assumed that all SFC facilities would be connected to the campus network to allow appropriate access to the Internet and other online resources. These connections would be maintained by SFC.

3. Curriculum and Articulation Requirements

Covered in a separate document.

It is the recommendation of the interested UF parties to develop the H Building in multiple phases.

The Phase 1 proposal calls for developing the most visible and easiest transformable space of Santa Fe College (SFC) Building H into a UF Study and Recruitment Lounge Area. The area would consist of a large multipurpose study lounge. This study lounge could also transform into a reception area for various UF/SFC events (i.e. Gator Day). It is also recommended that the area have 3 multipurpose small group (4-6 person) study areas. These 3 areas could also serve as office space for the following: 1) a scholar in residence space (i.e. the 2+ sport management program would commit to having program faculty members spend time at SFC on a basis determined by program students); 2) a program director office space which could be shared by the program directors of the UF/SFC programs (i.e. it is anticipated that the 2+ SPMT program director may be housed permanently at Santa Fe); 3) an advising outpost for UF advisors to recruit SFC students (It is the request of the current 2+ programs to house the current advising position in the general advising office as SFC, but the UF advisor could spend certain hours each week at the UF Study and Recruitment Lounge.)

*view
towards
future
2 x 2*

Aesthetic Recommendations for the Design of the Space:

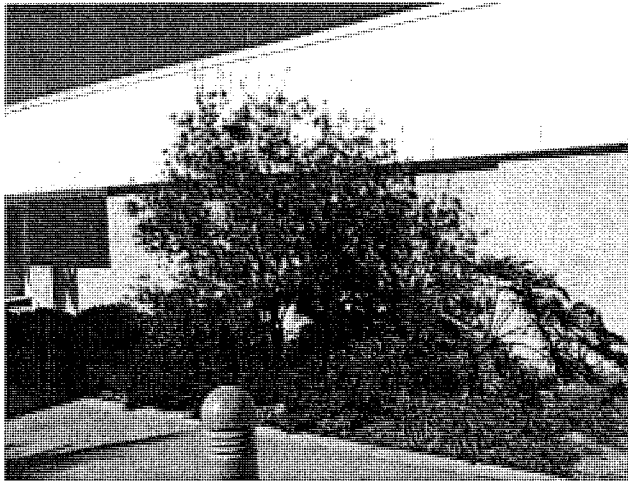
- Have glass entry points from the South and East walls *design joint*
- Display the UF Brand on the South and East walls (i.e. as Building Technology Services is displayed now on the South Wall) *Develop SF/UF brand*
- Make this a passive recruitment area
- The small multipurpose office/small group spaces should be glassed in for security purposes *develop in design*
- The lounge area should have a small set of study carrels to allow for private studying
- Furniture that allows for multiple groups of 4-8 to meet comfortably
- At least 2 plasma monitors that have a looping video presentations describing the programs available to SFC students with contact information for the UF programs
- A large display near the TVs with a variety of program brochures
- Banners along the wall highlighting students from the program with an accompanying testimonial (similar to BRY 232)
- Similar banners highlighting faculty members with an accompanying testimonial
- Have access to the multipurpose office/meetings spaces from the lounge area
- Prominently display the UF brand in the lounge/small meeting areas
- Have wireless internet available using SFC and UF user ids *work out later*
- Great resource regarding university study centers
<http://net.educause.edu/ir/library/pdf/P7102cs28.pdf>

Who is allowed to use the space (students)

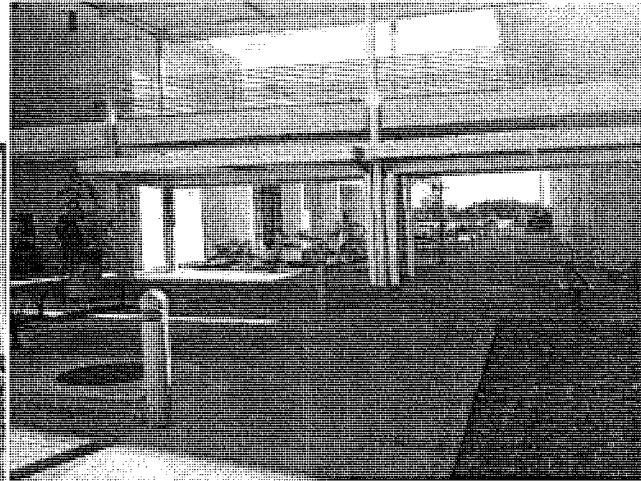
Other thoughts concerning the space:

- The hours of accessibility should mirror SFC's library *Student Activities*
- Possibly use the Florida Ciceroes to staff the lounge area on certain days/hours each week
- Before any development of a Phase 2 usage for the building takes place, it is recommended that the Provost develop guidelines for the usage of the space.
- Ask SFC to clean out the remaining parts of Building H to facilitate future development of the building

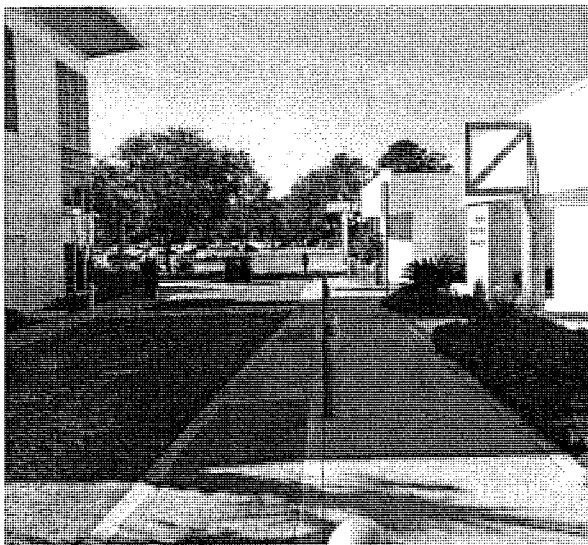
SF students subject to SCC; other users treated as members of community



South side of the Proposed Space within SFC Building H



South view from the southeast corner of Building H. The Health Science Building and SFC student parking lot are viewable.



West view from the southeast corner of Building H. Building H is on the right hand side of the photo



North view from the southeast corner of Building H. This walkway connects students from the student parking lot to the student center, dining area, center campus, and bookstore.

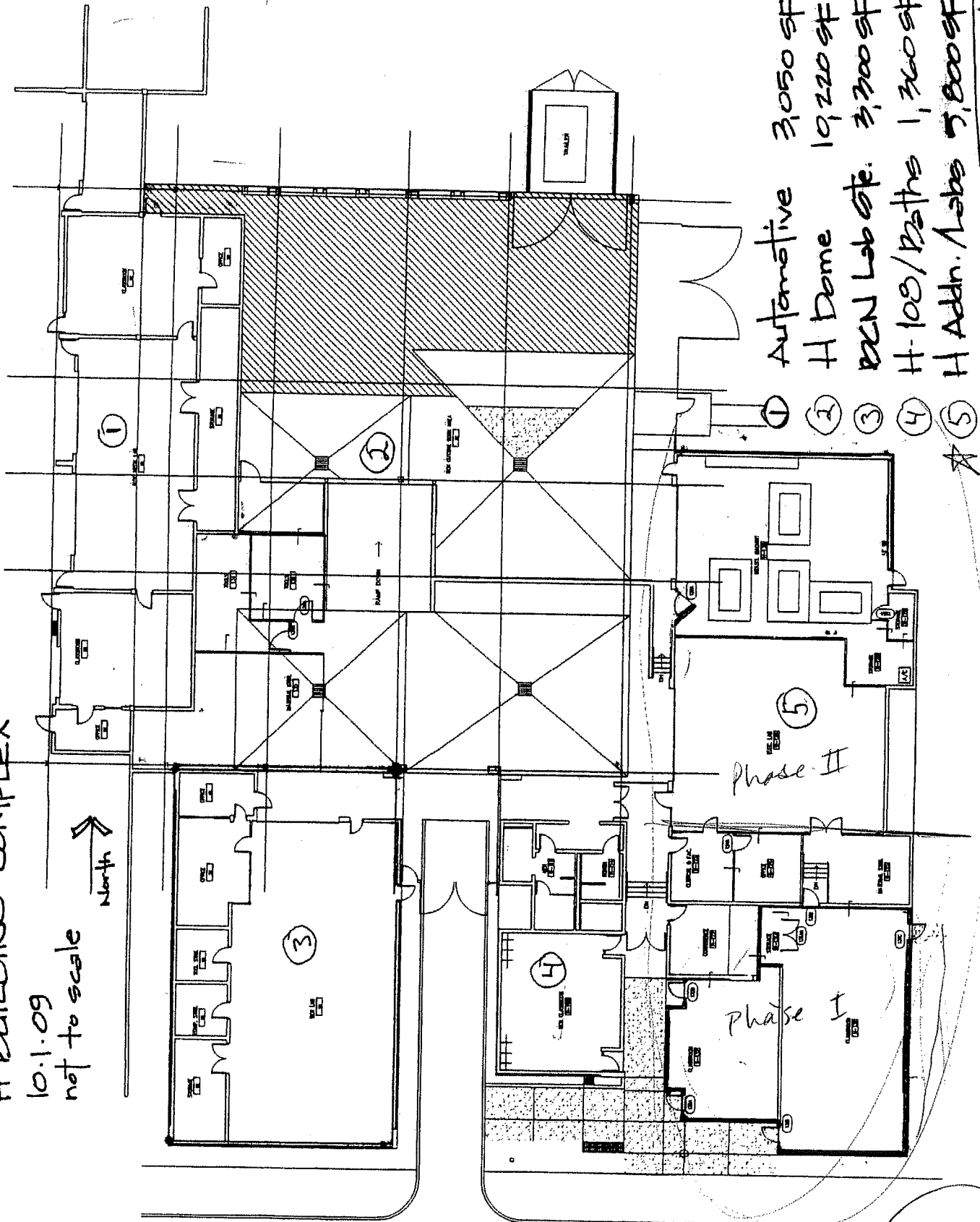
Input from the following parties was used in developing this proposal:

- Don Chaney, College of Health and Human Performance
- Steve Dorman, College of Health and Human Performance
- Jill Linguard, Warrington College of Business Administration
- Andy McCollough, Associate Provost for IT, E-Learning and Distance Education
- James Oliverio, Digital Worlds Institute, College of Fine Arts
- Ed Poppel, Vice President for Business Affairs
- Brian Ray, Warrington College of Business Administration
- Ed Schaefer, College of Fine Arts

Santa Fe College
H BUILDING COMPLEX

10.1.09

not to scale



- ① Automotive 3,050 SF
- ② H Dome 10,220 SF
- ③ PCN Lab etc. 3,300 SF
- ④ H-108/Baths 1,360 SF
- ★ ⑤ H Adm. Labs 5,800 SF

29,730 #

Ed Bonahue

To: Schaefer,Edward E; Oliverio,James Charles
Cc: Mccollough,William A; Lavelli,Lucinda
Subject: RE: Santa Fe meeting follow-up/summary

That's a good summary, Ed, and thanks very much to you and James for coming over and restarting the conversation. I look forward to receiving clarification regarding any supplemental screening process required for A.A. transfer students, and in the meantime, I will compare our 1000- and 2000-level curriculum and outcomes to those James has identified at the 3000- and 4000-level, with the goal of identifying a path for articulation and, potentially, acceleration.

Again, Many thanks.

--Ed

Edward T. Bonahue, Ph.D.
Provost and Vice President
for Academic Affairs
Santa Fe College
Gainesville, FL 32606
(352) 381-3822

From: Schaefer,Edward E [<mailto:eschaefer@arts.ufl.edu>]
Sent: Tuesday, May 01, 2012 3:14 PM
To: Ed Bonahue; Oliverio,James Charles
Cc: Mccollough,William A; Schaefer,Edward E; Lavelli,Lucinda
Subject: Santa Fe meeting follow-up/summary

Ed and James,

Thanks for all the hard work that made today's meeting so productive.

Here is my quick summary.

AA

This is complete, approved, in the catalog, and ready to roll out. UF will be accepting students for fall 2013. Ed Bonahue will help promote it to the appropriate students at Santa Fe, and Ed Bonahue and James will discuss best promotion strategies for James.

James will clarify any expectations of potential transfer students with regard to any supplemental application materials that may be required.

AS

Ed Bonahue will develop a proposal for UF to consider regarding AS students articulating to UF. UF will receive it joyfully and give it full consideration.

There are a couple of major issues to address.

1. The AS students may already have many of the learning objectives for many of the upper level courses in the BA.
2. These same students will be lacking many Gen Ed courses.

Therefore, the challenge will be to create a plan of study for them that fulfills the Gen Ed requirements while it continues to deepen their skills/knowledge in the discipline. We will consider all options, including some kind of 4 + 1 program for them.

Acceptance of O courses will also have to be addressed. Ed Bonahue wondered if this could be done by looking at the learning objectives of the courses rather than just the O designation.

Of course, all options will require approval at all appropriate levels at UF.

Thanks again.

Good discussion and a very productive meeting. I'll look forward to seeing the next steps unfold.

Ed Schaefer

UF proposed DAS Courses - Core	System Design	Media and Stor	Design and Prod.	Current SF Digital Media Equivalent Courses	Software used at Sante Fe	Notes
DIG 3525C - DAS Production Studio 1	X	X	X	GRA2140C Multimedia Production I	Final Cut X	Video editing
DIG 3313C - 2d Animation Techniques	X	X	X	GRA2100C Computer Graphics for Artists and Designers + DIG 1341 - Motion Graphics + GRA2930 Special Topics: Graphics (9 hours)	Photoshop and After Effects	2d keyframe based animaton and FX
DIG 2020 - Foundations of Digital Culture	X	X	X	Intro to Advertising		
RTV 3007 - Introduction to Telecommunications	X	X		DIG1200 Basic Video Camera, CGS2527 Graphics Applications	Photoshop	Camera skills + Lighting
ART 2305 - Perceptual Drawing			X	GRA2151C Illustration Methods	Illustrator	
DIG 3526C - DAS Production Studio 2	X	X	X	GRA2583 Web and Digital Media Project	Wordpress	
DIG 3506 - Interdisciplinary Design Methods for DAS	X	X	X			I do not have a course description.
DIG 3305C - 3d Digital Animation Techniques	X	X	X	GRA2162C 3D Modeling and Animation for Graphic Design + GRA2168C 3D Modeling and Animation for Graphic Design 2	Final Cut X, After Effects, Red Giant Suite, Maya/Cinema 4d	
DIG 3713C - Game Design Practices	X	X	X			
ART 2701- Sculpture			X			
RTV 4420 - New Media System (only one of the following)	X	X		GRA2710C Survey of Digital Video	Final Cut X	
ADV 3502 - Advertising Sales	X	X				
ADV 4300 - Media Planning	X	X				
RTV 3101 - Writing for E Media	X					
DIG 3433 - Interactive Storytelling	X	X	X	GRA2940 Multimedia Internship + GRA2141C Multimedia Production I		Social media, web interactivity and blogging are covered as part of the Internship course.
DIG 4227C - DAS Production Studio 3	X	X	X	DIG2201 Advanced Video Production + GRA2141C Multimedia Production II (6 hours)		
DIG 4255C - Audio Design for Digital Production	X	X	X	DIG2251 Digital Audio	Final Cut X, Soundtrack, Logic(proposed)	Audio recording, mixing, foley, voice-overs
DIG 4841 - Undergrad Research Forum	X	X	X			All SF students are required to compete in the 48 Hour Film Competition as a Capstone Project. Students are also encouraged to submit projects for the RUE (research at SF) grants. SF DM students has received \$1000 in grants for research over the past 2 years.
DIG 4583C - DAS Production Studio 4	X	X	X			DAS Production Studio 4 and Senior Project appear to be the similar courses.
DIG 4955C - Senior Project	X	X	X	GRA2940 Multimedia Internship		All SF students are required to compete in the 48 Hour Film Competition as a Capstone Project.
DIG 4715C - Game Design Practices 2	X	X	X			
DIG 4306 - Advanced Animation Techniques	X	X	X	GRA2168C 3D Modeling and Animation for Graphic Design 2	After Effects, Final Cut X, After Effects, Red Giant Suite, Maya/Cinema 4d	
None				DIG2342 Visual Effects: Keying and Color	Mocha, Keylight, 3d Tracking software, Colorista, DaVinci	Green screening, complex 2d rotoscoping, 3d tracking, color corection

There is only 10% variation in coursework between the 3 DAS tracks - to 6 total hours or 3 courses. (does not include 9 elective hours).

Ed Bonahue

From: Schaefer,Edward E [eschaef@arts.ufl.edu]
Sent: Monday, January 24, 2011 12:36 PM
To: Ed Bonahue
Cc: Oliverio,James Charles
Subject: digital Worlds and AS degrees
Attachments: Edward Schaefer.vcf

Ed,

We have hit a glitch in the development of a 2+2 program in digital arts.

I will not be able to get an articulation agreement with a program that leads to an AS degree. It will have to be an AA degree.

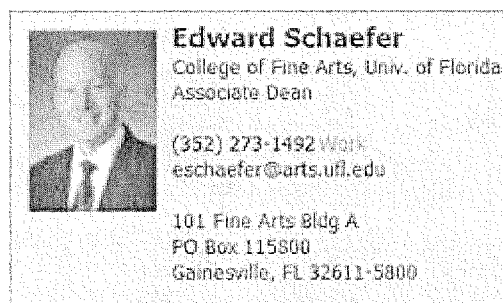
So, for this venture to move forward we'll need to identify AA degrees that have the potential.

Sorry I led us down a path that didn't lead to where we want to go.

At this point, we are moving forward with the undergraduate program. We'll be eager to collaborate with SFC, but you'll need to identify the programs that will make this possible.

I'll look forward to hearing about what might work.

Ed



Arts changing lives at a university that's changing the world

May 1, 2012

MEMO

To: Ed Bonahue, Provost, Sante Fe College; Ed Schaefer, Associate Dean, UF College of Fine Arts
From : James Oliverio, UF Digital Worlds Director

Attached please find the recently approved updated curriculum for the BA in Digital Arts and Sciences (DAS).

There are three areas of specialization offered in the program so that students with traditional backgrounds in Arts, Communications and Technology can all build upon their respective interests and strengths in the rapidly evolving and convergent field of Digital Arts & Sciences.

Students with appropriate AA degrees are the primary candidates for transfer admission to the BA in DAS program. We are now beginning efforts to recruit students from across the State of Florida to come to the University of Florida. And we are most interested in creating and maintaining a seamless pipeline for Sante Fe College students to successfully apply and continue their 21st century education in our shared hometown of Gainesville.

Please let me know what we can do to assist in moving our collaborative efforts forward with this now approved curriculum.

BA in Digital Arts & Sciences – 2011

Track: MEDIA & STORYTELLING

Digital Arts and Sciences – Media & Storytelling

The digital arts and sciences (DAS) program crosses college boundaries between Fine Arts, Communications and Technology. This degree is an interdisciplinary Bachelor of Arts program.

About This Major

- **College:** Fine Arts
- **Degree:** Bachelor of Arts in Digital Arts and Sciences
- **Hours for Degree:** 120
- **Minor:** No
- **Combined-Degree Program:** Yes
- **Website:** <http://digitalworlds.ufl.edu/academics/undergrad/FAQ.asp>

Overview

Students take arts, communications, technology and other interdisciplinary courses along with the core Digital Arts & Sciences (DAS) classes. Graduates will be well versed in issues and practices for digitally-enhanced storytelling and media production. The DAS graduate also will be well versed in collaborative multidisciplinary team models. Intermediate and final class projects are built around both individual and team-based story and narrative development.

Department Requirements

Students must complete all critical-tracking courses with a C or better in each course and the critical-tracking GPA must be at 2.5 or higher.

Students who do not meet these requirements will be placed on academic probation and required to prepare a probation contract with an adviser. Students normally are given two terms in which to remove their deficit points; however, students who do not satisfy the conditions of the first term of probation may be dismissed from the program.

Critical Tracking

To graduate with this major, students must complete all university, college and major requirements. Equivalent critical tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students.

The Critical-tracking GPA must be at 2.5 or higher.

Semester 1

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 2

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 3

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 4

- Complete all critical-tracking courses with minimum grades of C in each course

BA in Digital Arts & Sciences – 2011

Track: SYSTEMS DESIGN

Recommended Semester Plan – Systems Design

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold, within the timeframe set forth by the college.

	Credits
Semester 1	
ARH 2500 Non-Western Art (GE-H, N)	3
Physical or Biological Science (GE - PB)	3
MAC 2311 Analytic Geometry and Calculus 1 (GE-M)	3
ENC 1101 Expository and Argumentative Writing (GE - C)	3
Social and Behavioral Sciences (GE - S)	<u>3</u>
	Total 15
Semester 2	
	Credits
MAC 2312 Analytic Geometry and Calculus 2 (GE-M)	3
Physical or Biological Science (GE - PB)	3
INR 2001 International Relations or CPO 2001 Comparative Politics or (GE - S)	3
Outside Elective	3
Humanities (GE-H)	<u>3</u>
	Total 15
Semester 3	
	Credits
MAC 2313 Analytic Geometry and Calculus 3	3
SPC 2608 Introduction to Public Speaking or	3
ORI 2000 Oral Performance of Literature 1	3
THE 3234 Diversity and Multiculturalism in American Theatre (GE-H,D)	3
Comm Elective -	3
Humanities (GE-H)	<u>3</u>
	Total 15
Semester 4	
	Credits
Physical or Biological Science (GE - PB)	3
RTV 2100 Writing for Electronic Media	3
Comm Elective	3
CGS 3063 Computers and Modern Society (GE-S)	<u>3</u>
Social and Behavioral Sciences (GE - S)	<u>3</u>
	Total 15

BA in Digital Arts & Sciences – 2011

Track: MEDIA & STORYTELLING

Recommended Semester Plan – Media & Storytelling

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold, within the timeframe set forth by the college.

Semester 1	Credits
ARH 2051 Introduction to the Principles and History of Art 2 (GE–H, N)	3
Physical or Biological Science (GE - PB)	3
Mathematics (GE-M)	3
ENC 1101 Expository and Argumentative Writing (GE - C)	3
Social and Behavioral Sciences (GE - S)	<u>3</u>
Total	15
Semester 2	Credits
Mathematics (GE-M)	3
Physical or Biological Science (GE - PB)	3
RTV 2100 Writing for Electronic Media	3
INR 2001 International Relations or CPO 2001 Comparative Politics or (GE - S)	3
Humanities (GE-H)	<u>3</u>
Total	15
Semester 3	Credits
ARH 2500 Non-Western Art (GE–H, N)	3
SPC 2608 Introduction to Public Speaking or ORI 2000 Oral Performance of Literature 1	3
THE 3234 Diversity and Multiculturalism in American Theatre (GE–H,D)	3
Comm Elective -	3
Humanities (GE-H)	<u>3</u>
Total	15
Semester 4	Credits
Physical or Biological Science (GE - PB)	3
RTV 3101 Advanced Writing for Electronic Media	3
Comm Elective	3
CGS 3063 Computers and Modern Society (GE–S)	3
Social and Behavioral Sciences (GE - S)	<u>3</u>
Total	15

BA in Digital Arts & Sciences – 2011

Track: DESIGN & PRODUCTION

Digital Arts and Sciences – Design and Production

The digital arts and sciences (DAS) program crosses college boundaries between Fine Arts, Communications and Technology. This degree is an interdisciplinary Bachelor of Arts program.

About This Major

- **College:** Fine Arts
- **Degree:** Bachelor of Arts in Digital Arts and Sciences
- **Hours for Degree:** 120
- **Minor:** No
- **Combined-Degree Program:** Yes
- **Website:** <http://digitalworlds.ufl.edu/academics/undergrad/FAQ.asp>

Overview

Students take arts, communications, technology and other interdisciplinary courses along with the core Digital Arts & Sciences (DAS) classes. Graduates will be well versed in issues and solutions for digitally-enhanced live performance and media production. The DAS graduate also will be well versed in collaborative multidisciplinary team models. Intermediate and final class projects are built around team-based collaborative media productions.

Department Requirements

Students must complete all critical-tracking courses with a C or better in each course and the critical-tracking GPA must be at 2.5 or higher.

Students who do not meet these requirements will be placed on academic probation and required to prepare a probation contract with an adviser. Students normally are given two terms in which to remove their deficit points; however, students who do not satisfy the conditions of the first term of probation may be dismissed from the program.

Critical Tracking

To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students.

The Critical-tracking GPA must be at 2.5 or higher.

Semester 1

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 2

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 3

- Complete all critical-tracking courses with minimum grades of C in each course

Semester 4

- Complete all critical-tracking courses with minimum grades of C in each course

BA in Digital Arts & Sciences – 2011

Track: DESIGN & PRODUCTION

Recommended Semester Plan – Design and Production

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold, within the timeframe set forth by the college.

Semester 1	Credits
ARH 2051 Introduction to the Principles and History of Art 2 (GE–H, N)	3
Physical or Biological Science (GE - PB)	3
Mathematics (GE-M)	3
ENC 1101 Expository and Argumentative Writing (GE - C)	3
Social and Behavioral Sciences (GE - S)	<u>3</u>
Total 15	
Semester 2	Credits
Mathematics (GE-M)	3
Physical or Biological Science (GE - PB)	3
INR 2001 International Relations or CPO 2001 Comparative Politics or (GE - S)	3
Arts Elective	3
Humanities (GE-H)	<u>3</u>
Total 15	
Semester 3	Credits
ARH 2500 Non-Western Art (GE–H, N)	3
SPC 2608 Introduction to Public Speaking or ORI 2000 Oral Performance of Literature 1	3
THE 3234 Diversity and Multiculturalism in American Theatre (GE–H,D)	3
Comm Elective -	3
Humanities (GE-H)	<u>3</u>
Total 15	
Semester 4	Credits
Physical or Biological Science (GE - PB)	3
RTV 2100 Writing for Electronic Media	3
Arts Elective	3
CGS 3063 Computers and Modern Society (GE–S)	3
Social and Behavioral Sciences (GE - S)	<u>3</u>
Total 15	

BA in Digital Arts & Sciences – 2011

Track: MEDIA & STORYTELLING

Semester 5	Credits
DIG 3525C: DAS Design & Production Studio 1 ✓	3
DIG 3313C: 2D Digital Animation Techniques ✓	3
DIG 2020: Foundations of Digital Culture ✓	3
Outside elective	3
RTV 3007 Introduction to Telecommunication	<u>3</u>
Total	15

Semester 6	Credits
DIG 3526C: DAS Design & Production Studio 2 ✓	3
DIG 3506 Interdisciplinary Design Methods for DAS	3
DIG 3305C: 3D Digital Animation Techniques ✓	3
DIG 3713C Game Design Practices I ✓	3
RTV 4420 New Media Systems or ADV 3502 Advertising Sales or ADV 4300 Media Planning	<u>3</u>
Total	15

Semester 7	Credits
DIG 3433: Interactive Storytelling ✓	3
DIG 4527C: DAS Design & Production Studio 3 ✓	3
DIG 4255C: Audio Design For Digital Production	3
DIG 4841C: Undergraduate Research Forum	3
Outside Elective	<u>3</u>
Total	15

Semester 8	Credits
DIG 4583C: DAS Design & Production Studio 4 ✓	3
DIG 4955C Senior Project	3
DIG 4715C: Game Design Practices II	3
DIG 4306C: Advanced Digital Animation Techniques ✓	3
Interdisciplinary elective	<u>3</u>
Total	15

DEGREE TOTAL 120

BA in Digital Arts & Sciences – 2011

Track: SYSTEMS DESIGN





Semester 5	Credits
DIG 3525C: DAS Design & Production Studio 1 ✓	3
DIG 3313C: 2D Digital Animation Techniques ✓	3
DIG 2020: Foundations of Digital Culture ✓	3
Interdisciplinary Elective	3
RTV 3007 Introduction to Telecommunication ✓	<u>3</u>
Total 15	
Semester 6	Credits
DIG 3526C: DAS Design & Production Studio 2 ✓	3
DIG 3506 Interdisciplinary Design Methods for DAS	3
DIG 3305C: 3D Digital Animation Techniques ✓	3
DIG 3713C Game Design Practices I ✓	3
RTV 4420 New Media Systems or ADV 3502 Advertising Sales or ADV 4300 Media Planning or	<u>3</u>
RTV 3101 Advanced Writing for Electronic Media	
Total 15	
Semester 7	Credits
DIG 3433: Interactive Storytelling ✓	3
DIG 4527C: DAS Design & Production Studio 3 ✓	3
DIG 4255C: Audio Design For Digital Production	3
DIG 4841C: Undergraduate Research Forum	3
Outside Elective	<u>3</u>
Total 15	
Semester 8	Credits
DIG 4583C: DAS Design & Production Studio 4 ✓	3
DIG 4955C Senior Project	3
DIG 4715C: Game Design Practices II	3
DIG 4306C: Advanced Digital Animation Techniques ✓	3
Interdisciplinary elective	<u>3</u>
Total 15	
DEGREE TOTAL	120

BA in Digital Arts & Sciences – 2011



Track: DESIGN & PRODUCTION

	Credits
Semester 5	
DIG 3525C: DAS Design & Production Studio 1 ✓	3
DIG 3313C: 2D Digital Animation Techniques ✓	3
DIG 2020: Foundations of Digital Culture ✓	3
Outside elective	3
ART 2305C Perceptual Drawing	<u>3</u>
	Total 15
Semester 6	
DIG 3526C: DAS Design & Production Studio 2 ✓	3
DIG 3506 Interdisciplinary Design Methods for DAS ✓	3
DIG 3305C: 3D Digital Animation Techniques ✓	3
DIG 3713C Game Design Practices I ✓	3
ART 2701C Sculpture: Shaping Form and Space	<u>3</u>
	Total 15
Semester 7	
DIG 3433: Interactive Storytelling ✓	3
DIG 4527C: DAS Design & Production Studio 3 ✓	3
DIG 4255C: Audio Design For Digital Production ✓	3
DIG 4841C: Undergraduate Research Forum	3
Arts Elective	<u>3</u>
	Total 15
Semester 8	
DIG 4583C: DAS Design & Production Studio 4 ✓	3
DIG 4955C Senior Project	3
DIG 4715C: Game Design Practices II	3
DIG 4306C: Advanced Digital Animation Techniques ✓	3
Interdisciplinary elective	<u>3</u>
	Total 15
DEGREE TOTAL	120





1. It would be a good idea for Santa Fe College to offer a baccalaureate degree in digital media/video production.

		Response Percent	Response Count
Strongly Disagree		4.2%	1
Disagree		4.2%	1
Agree		45.8%	11
Strongly Agree		45.8%	11
answered question			24
skipped question			0





2. I have employed a Santa Fe College digital media student (or have had one as an intern).

		Response Percent	Response Count
Yes		79.2%	19
No		20.8%	5
answered question			24
skipped question			0





3. A few business courses in addition to the creative/production classes would benefit the students in a baccalaureate degree program in digital media.

		Response Percent	Response Count
Strongly Disagree		8.3%	2
Disagree		4.2%	1
Agree		33.3%	8
Strongly Agree		54.2%	13
answered question			24
skipped question			0

4. A student with a baccalaureate degree would have more opportunity to advance in my/our company.

		Response Percent	Response Count
Strongly Disagree		4.2%	1
Disagree		16.7%	4
Agree		33.3%	8
Strongly Agree		45.8%	11
answered question			24
skipped question			0

5. A baccalaureate degree is mandatory for management or leadership roles in my/our company.

		Response Percent	Response Count
Strongly Disagree		8.3%	2
Disagree		29.2%	7
Agree		41.7%	10
Strongly Agree		20.8%	5
answered question			24
skipped question			0

6. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

	Response Count
	5
answered question	5
skipped question	19

Page 6, Q6. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

1	Based on the one intern we had here, who seems like a late career change, students would benefit from a more well-rounded business education. He seems like he shifted from blue collar to white collar work, and he's been okay, but slow to adjust to the nature of 'white collar' work, in that you shouldn't have to be told exactly what to do, some 'self-starting' is required. It seems like students would also be less likely to be taken advantage of and underpaid if they at least had the option of a bachelors. At my work, people with lower level degrees have much less opportunity for advancement and higher pay.	Feb 13, 2013 11:09 AM
2	This is a great idea. The more BA degrees at an affordable tuition in relevant fields for students, the better.	Feb 13, 2013 9:12 AM
3	With the limited students graduating from UF's graphic design program each year, it would be good to offer a comparable degree through Santa Fe. I have found the students from Santa Fe to be just as capable and creative.	Feb 12, 2013 3:01 PM
4	While the degree is important, the MOST important thing is that employees are detailed oriented, thorough and self-motivated and have the ability to communicate in traditional (i.e., non-digital means)... thanks!	Feb 12, 2013 2:38 PM
5	I think the added degree would be good for the students. it will also improve the quality and comtempencies of the students.	Feb 12, 2013 2:34 PM

**Minutes of Digital Media Technology breakout session at annual 2103
Information Technology Education's Advisory Committee meeting**

February 15, 2013

In attendance:

Digital Media Technology Faculty and Staff

Bonita Dewilliby – DMT Instructor
Eric Flagg – DMT Coordinator
Wes Lindberg – DMT Instructor
Rhonda Peyton – DMT Instructor
Marc Shahboz – DMT Instructor

Digital Media Industry Advisory Committee

Carlos Morales – UF/SHANDS Web Services
Bryan Lewis – 352 Media – Interactive Services
Travis Chapman – Studio 601 – Video Producer/Editor
Josh Isom – (Observing, not on committee yet) Trendy Entertainment – Game Design

1. Introduction to meeting and status of Digital Media Technology program by Eric Flagg. Changes in curriculum, application status of BAS in Multimedia and Video Technology BAS degree were main topics introduced. DMT Faculty were asked to present what current students were interested in adding to DMT curriculum and what the committee saw as important for local DMT needs in the industry. New course design for CGS2823 Advanced Interface Design was introduced. Renaming of DMT to Graphic Design Technology and Digital Media Technology (which will retain the current Multimedia track) All in attendance agreed that a BAS degree in Multimedia/Video technology would be beneficial to local businesses especially since the pool of talent is limited and might help local ad/design agencies expand their abilities to produce locally. It was explained by Eric that students can be limited with an A.S. degree only and their options for a BS, BA, BFA in video is limited as Florida State Universities will not articulate all of their AS credits and also Florida State Universities with a Video Production/Multimedia bachelor's were very limited (UCF and FSU). The other option is private-for-profit sector which costs over \$80K for a degree in this field.
2. Rhonda Peyton - Students have said they would like to get more training in
 - a. App Design
 - b. More Web Design (currently 3 classes in Web Authoring/programming/interface design
 - c. 3D drawing

- in addition: students are finishing their AS degree and still wanting to 'go further with their studies, i.e. a certificate or a couple more Digital Media or IST/NST classes
- 3. Carlos Morales – Commented on CGS 2823 and said that it really 'hit home' with him and that it looked like it was on target. Needs of his workforce needs a 'strange' combination of skills, a student who can jump between J-Query, programming, etc. AND design, color, understanding of white space, etc. Carlos suggested that in a perfect world, our students would get more programming experience in the Graphic Design track
- 4. Wes Lindberg – Web classes used to start sooner, but DMT felt that students needed more design concepts first.
- 5. Bryan Lewis – needs for incoming employees (i.e. our DMT students) need to be 'left-brain' and 'right brain' trying to meet in the middle. Strong skills in programming plus good front-end design; but he understands that 2-years is not really a enough time for a full hybridization. A bachelor's degree or another year or two could help.
- 6. Carlos Morales – 'if you're going to a big design/web company, it's ok to be more specialized and compartmentalized, you may not need to know too many different things, but for smaller groups (like his at Shands, which is still a fairly large group) you need a hybrid, programmer and designer. <<<Carlos thinks CGS 2823 is great layout>>> his suggestion either for that class or as a whole with the GD track students' portfolio, students need more examples of designing templates, themes and students need to build several wordpress themes.
- 7. Bryan Lewis – Interns' portfolios need to show more fundamental skills, and not just complete and whole design capabilities.
- 8. Wes Lindberg – Our students use Dreamweaver like a 'hammer' and would still rather 'hand-code' so the comments about our students being stronger in programming (coding) makes sense. Dreamweavers' not as useful to them in school, they might be able to get those skills w/o it being incorporated into a whole semester.
- 9. Bryan Lewis – Bryan has an outline of an 'on the job training' and 'curriculum' he gives new employees/interns. Bryan said he would share this outline document with us. Bryan says that '352' needs students who know how to use 'Fireworks' (software, instead of photoshop) and Carlos agreed.

10. Travis Chapman – Studio 601 Takes interns. He feels that video/multimedia students (as interns) should be ‘thrown into the work immediately’ even if their skill sets are weak in certain areas. He’s found they learn quicker this way. In response to the BAS in Multimedia and Video Tech. He thinks the curriculum (to add to what the DMT Multimedia AS students take now) should focus reinforcing basics throughout the program, all classes should have an element of lighting, sound, cinematography, etc. In addition, students would be better served in the industry as ‘generalists’ rather than specialists. Specializations usually come with on-the-job practice/training. In addition to hands-on production training, students should also be shown ‘where they can go’ for further resources on the industry, i.e. outside of the class, such as magazines like American Cinematographer, Lynda.com, etc. and also look at current industry leaders in the field and specialization the students like and try to emulate them, but counter that also with knowing ‘why you use certain styles’ and when, not just ‘how’.
11. Josh Isom (Observer-potential committee member, not on committee yet) Commented on Trendy’s needs: wordpress, html, video, after-effects (software) and compositing. Trendy doesn’t need programmers per-se but uses web and video as a communication system for their work. A BAS degree in Multimedia and Video Technology would provide students that they will like to use.
12. Bryan Lewis – Students in BAS MAVTECH should learn how to solve problems and how to find new information. The multimedia field is full of change and more advanced BAS students should know how to deal with that change.
13. Travis Chapman – he agreed with Bryan’s last comment and added specific to Video that students need to understand more about camera/video technology altogether. Their interns typically come from UF Telecomm and the students are often confused by the major differences in types of cameras, when they should be used for what purposes and why you don’t use certain cinematography styles in certain situations, not just because it looks cool, you need to know the appropriate camera and style for your content.
14. Bryan Lewis – agreed with Travis’ last comment and added that GD and MM students need to understand reason and theory behind style and design.

ACTION ITEMS TO TAKE FROM MEETING:

1. Look at adding more programming to GD Curriculum and less Dreamweaver.
2. More theory and design to GD and MM track, whether through course curriculum our outside of class activities.

3. Contact Bryan Lewis to obtain outline of his intern/new employee curriculum and on-the-job training manual

4. Send copies of GD track curriculum to Bryan and Carlos as well as Josh at Trendy. Send copy of MM track and proposed course list for the BAS MAVTECH degree to Travis Chapman. Solicit comments from each on current curriculum.

5. Wes and Eric look into a workshop on Camera types, formats, etc. for MM students outside of class... 'choosing the right camera and exposing the myths of camera technology'



Degree Audit

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Advisement Track:
AS 3620 - DIGITAL MEDIA TECHNO

Catalog Year:2012

This advisement assumes successful completion of current term work.

Comm/Humanities

Hours Required: 9.0 Earned: 0.0 Enrolled: 0.0 Needed: 9.0

Area: Communications		Hours Required: 6.0	Needed: 6.0	Status	Hours	Grade	Term
<u>SPC2608</u>	PUB SPEAK				3.0		
<u>ENC1101</u>	COLL COMP				3.0		

Area: Humanities/Fine Art		Hours Required: 3.0	Needed: 3.0	Status	Hours	Grade	Term
<u>ART1001C</u>	ART FUND				3.0		
<u>ART1201C</u>	2 DIM DESIGN				3.0		
<u>ART1300C</u>	DRAWING 1				3.0		
<u>HUM2210</u>	ANC WORLD-RENAI				3.0		
<u>HUM2230</u>	RENAISS-ENLIGHT				3.0		
<u>HUM2250</u>	18 CENT/PRESENT				3.0		

Mathematics

Hours Required: 3.0 Earned: 0.0 Enrolled: 0.0 Needed: 3.0

Area: Choose One		Hours Required: 3.0	Needed: 3.0	Status	Hours	Grade	Term
<u>MAC1105</u>	COLL ALGEBRA <u>Prerequisites:</u> MAT1033				3.0		
<u>MGF1107</u>	CONTEMP MATH <u>Prerequisites:</u> MAT1033				3.0		

Social/Behavioral Sc

Hours Required: 3.0 Earned: 0.0 Enrolled: 0.0 Needed: 3.0

Area: Choose One Hours Required: 3.0 Needed: 3.0					
		Status	Hours	Grade	Term
<u>ANT2000</u>	GENERAL ANTHROP		3.0		
<u>PSY2012</u>	GEN PSYC		3.0		
<u>SYG2000</u>	SOCIOLOGY		3.0		
<u>SYG2430</u>	MARR/FAMILY		3.0		

Professional Core Re

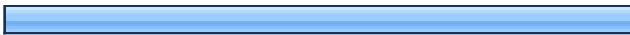

Hours Required: 49.0 Earned: 0.0 Enrolled: 0.0 Needed: 49.0

Area: Graphic Design track Hours Required: 49.0 Needed: 49.0					
		Status	Hours	Grade	Term
<u>ADV1210</u>	ADVERT DES/GRAP		3.0		
<u>ADV1212</u>	ADVERTISING GRA Prerequisites: GRA2100C OR GRA2124 OR GRA2135C		3.0		
<u>ADV2211</u>	ADV ADVERTISING Prerequisites: GRA2100C AND GRA2124		3.0		
<u>ADV2803</u>	PROF PRACTICUM Prerequisites: ADV1212 AND ADV2211		3.0		
<u>ARH2722C</u>	HIST GRAPHIC DE Prerequisites: GRA1150C AND GRA2100C		3.0		
<u>CGS1820</u>	WEB AUTH 1		3.0		
<u>DIG2782</u>	ADV INTF DESIGN		3.0		
<u>GRA1150C</u>	RASTER GRAPHICS Prerequisites: ADV1210 AND GRA2100C		3.0		
<u>GRA2100C</u>	COMP GRAPHICS Prerequisites: ADV1210 AND GRA2151C		3.0		
<u>GRA2124</u>	DESKTOP PUB Prerequisites: GRA2100C		3.0		
<u>GRA2143C</u>	ADV WEB DESIGN Prerequisites: GRA2144C		3.0		
<u>GRA2151C</u>	ILLUS METHOD		3.0		
<u>GRA2157C</u>	COMP ILLUSTRAT Prerequisites: GRA2100C		3.0		
<u>GRA2203</u>	PREPRESS/PRINT Prerequisites: ADV1212 AND GRA2100C AND GRA2124		3.0		
<u>GRA2940</u>	GRAPHIC INTERN Prerequisites: ADV1212 OR GRA2100C OR GRA2124 OR GRA2203		4.0		
<u>PGY2801C</u>	ELE STILL PHOTO		3.0		


Area: Multimedia track Hours Required: 49.0 Needed: 49.0					
		Status	Hours	Grade	Term

<u>ADV1210</u>	ADVERT DES/GRAP		3.0		
<u>DIG1200</u>	BSC VID CAMERA		3.0		
<u>DIG1341</u>	MOTIONS GRAPHIC		3.0		
<u>DIG2201</u>	ADV VIDEO PRODU		3.0		
<u>DIG2251</u>	DIGITAL AUDIO		3.0		
<u>DIG2342</u>	VISUAL EFFECTS		3.0		
<u>GRA1150C</u>	RASTER GRAPHICS <u>Prerequisites:</u> ADV1210 AND GRA2100C		3.0		
<u>GRA2100C</u>	COMP GRAPHICS <u>Prerequisites:</u> ADV1210 AND GRA2151C		3.0		
<u>GRA2140C</u>	MULTIMEDIA 1 <u>Prerequisites:</u> GRA2100C AND GRA2144C		3.0		
<u>GRA2141C</u>	MULTIMEDIA 2 <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2162C</u>	3D MODELING/ANI <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2168C</u>	3D MODEL/ANIMAT <u>Prerequisites:</u> GRA2140C AND GRA2162C AND GRA2834		3.0		
<u>GRA2583</u>	MEDIA PRODUCT <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2710C</u>	DIGITAL VIDEO <u>Prerequisites:</u> GRA2141C AND GRA2834		3.0		
<u>GRA2930</u>	SPECIAL TOPICS		3.0		
<u>GRA2940</u>	GRAPHIC INTERN <u>Prerequisites:</u> ADV1212 OR GRA2100C OR GRA2124 OR GRA2203		4.0		





1. I am interested in continuing my education after receiving my AS from the DMT program.

		Response Percent	Response Count
Yes		94.3%	33
No		5.7%	2
answered question			35
skipped question			0





2. I would be interested if Santa Fe College offered a baccalaureate in the digital media area.

		Response Percent	Response Count
Yes		100.0%	35
No		0.0%	0
answered question			35
skipped question			0




3. The cost of the baccalaureate degree would be a factor in my decision.

		Response Percent	Response Count
Strongly Disagree		2.9%	1
Disagree		14.3%	5
Agree		48.6%	17
Strongly Agree		34.3%	12
answered question			35
skipped question			0



4. I plan on staying in Gainesville after I graduate with my AS.

		Response Percent	Response Count
Strongly Disagree		5.7%	2
Disagree		5.7%	2
Agree		60.0%	21
Strongly Agree		28.6%	10
answered question			35
skipped question			0

5. I would consider moving outside of the Gainesville area if it meant a better job market in Digital Media/Production.

		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		11.4%	4
Agree		62.9%	22
Strongly Agree		25.7%	9
answered question			35
skipped question			0

6. I already have a BS/BA or higher degree.

		Response Percent	Response Count
Yes		11.8%	4
No		88.2%	30
answered question			34
skipped question			1

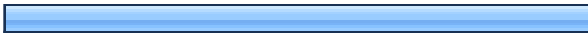

7. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

	Response Count
	12
answered question	12
skipped question	23





Page 7, Q7. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

1	I am now a SCAD student and graduated from the Graphic Design department at Santa Fe. I think it has prepared me very well for the work quality and heavy load of work that I am being challenged with now. Your program is well grounded in Graphic Design and people would really benefit from a bachelors degree from Santa Fe college in this major.	Feb 9, 2013 6:58 PM
2	I would Definitely consider continuing on with my education if they added a Bachelors program in the digital media. I believe that this would help the program be more competitive towards other schools and more people may consider the program if the bachelors is added.	Feb 7, 2013 1:06 PM
3	Even though I already have a BS degree in Telecommunications, and don't immediately plan to continue schooling after completion of my AS degree, the opportunity to continue with a BS degree at Santa Fe would be very interesting and beneficial. Also, if a promising job opportunity presented itself in Gainesville then I would have to consider it, and that also goes with an opportunity in another city. If I were to get a job in Gainesville, and there was in fact a BS degree being offered here at Santa Fe in the future, then it might be possible to finish schooling and work full-time.	Feb 7, 2013 1:06 PM
4	The digital media technology program is a great program that could only be made better by further advancing it, and allowing its students to learn more, and develop their abilities.	Feb 7, 2013 12:58 PM
5	The Graphic Design program at Santa Fe is so much better than a Bachelors at UF in Graphic Design, it's a shame that Santa Fe can't offer its students who want a BA, a better option than UF.	Feb 7, 2013 12:31 PM
6	Get this program started already! Ha! :D It's go time!	Feb 7, 2013 10:36 AM
7	I would prefer to stay at Santa Fe for my BS then to move to another school. When I found out Santa fe didn't have a BS program for DMT, I considered not attending for my AS. However because I thoroughly enjoy the school and feel its the best fit for me, I stayed. I really hope to see a BS program in the future.	Jan 18, 2013 7:28 PM
8	I think a Bachelor's program for Print media would be fantastic! I would definitely enroll in those classes.	Jan 15, 2013 9:02 PM
9	SFC having a BA/BS in Digital media would be awesome! This might be a dream come true :)	Jan 15, 2013 7:04 PM
10	I strongly encourage Santa Fe to build a BS program in Digital Multimedia- I would definitely sign up for it.	Jan 15, 2013 11:10 AM
11	Santa Fe is a great school. I would love to continue my education here in Multimedia.	Jan 15, 2013 11:08 AM
12	I would be really happy if digital media had a four year program at Santa Fe College. I'm not too crazy about getting a B. S. online as I feel like I would be losing out on the experiences I am having at SFC.	Jan 14, 2013 7:08 AM





1. I would be interested in returning to Santa Fe College if a baccalaureate degree were offered in digital media?

		Response Percent	Response Count
Yes		88.5%	46
No		11.5%	6
answered question			52
skipped question			0



2. A digital media baccalaureate degree would help me to acquire a job or advance in my current job.

		Response Percent	Response Count
Strongly Disagree		15.4%	8
Disagree		11.5%	6
Agree		30.8%	16
Strongly Agree		42.3%	22
answered question			52
skipped question			0



3. The cost of the baccalaureate degree would be a factor in my decision.

		Response Percent	Response Count
Strongly Disagree		9.8%	5
Disagree		11.8%	6
Agree		47.1%	24
Strongly Agree		31.4%	16
answered question			51
skipped question			1



4. I currently work in the design/digital media or video production field.

		Response Percent	Response Count
Yes		70.0%	35
No		30.0%	15
answered question			50
skipped question			2

5. I do freelance work.

		Response Percent	Response Count
Yes		82.0%	41
No		18.0%	9
answered question			50
skipped question			2

6. Freelance work contributes to my income.

		Response Percent	Response Count
Yes		68.0%	34
No		32.0%	16
answered question			50
skipped question			2

7. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

	Response Count
	20
answered question	20
skipped question	32

Page 7, Q7. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

1	While I am currently not working in a graphic design position nor doing freelance work, I do believe it would be easier to find work with the higher degree	Feb 10, 2013 10:18 PM
2	Ive been currently looking at a BA in Digital Arts at UF, but the online program has been put on hold until 2014. I would love to attend my home school of SFC instead!	Feb 7, 2013 2:35 PM
3	Night course or online (distance education) offerings (FT or PT) would probably be the biggest factor in my return for the Bachelors, as I have a wonderful FT day job that I would not be willing to leave, to return to school.	Feb 7, 2013 1:49 PM
4	I feel a BA degree would help me look legit, AA doesn't impress much I've found out	Feb 7, 2013 11:19 AM
5	I most definitely agree that Santa Fe College should have a BS degree in Digital Media Production. I have been looking into various colleges already, and haven't been able to find one where my credits would transfer over and that offers a BS degree(unless a person wants to sink \$80,000 approx. into Full Sail, or the Art Institute, and still have to take their complete program that would take an additional 3-31/2 more years). I feel that I would have a much better chance of securing a job in the field of production/post-production in video. I've been seeking employment since graduating with no luck. I do,however, stay "in tune" by doing various jobs for free such as a documentary, video a band, and I even do some animations to keep my skills some what sharp. If Santa Fe College had such a program, I would have already enrolled! Thanks.	Jan 16, 2013 9:21 AM
6	I loved the Graphic Design Technology program - graduated with honors on Honors Scholarship - would be interested in learning more.	Jan 15, 2013 7:40 PM
7	This would be a wonderful opportunity. Make it happen!	Jan 15, 2013 7:27 PM
8	Would it be possible to have an all online program?	Jan 15, 2013 5:59 PM
9	Price and curriculum would be a big facror	Jan 15, 2013 4:30 PM
10	This programs would be so much attractive as a bachelors. it is already very high quality, you guys have so much to offer. I would have stayed in santa fe if they had offered the BFA	Jan 15, 2013 4:23 PM
11	I would be thrilled if they got this program, I don't want to go to UF to further my education and I loved SFC while I was there and always thought they needed to offer this.	Jan 15, 2013 4:15 PM
12	A baccalaureate program with seamless transition from the AS programs currently in place at SFC would be greatly beneficial for many students. After I completed my AS degree at SFC in 2008, I had a hard time finding schools that would transfer my credits so I could earn my BFA. I was only able to transfer because I had an AA degree as well. While I already have my BFA at this point, there is a definite need for a program that continues the intensive, real-world training that SFC digital media technology offers.	Jan 15, 2013 3:40 PM
13	If the program was offered online and wasn't extremely overpriced, then yes I	Jan 15, 2013 3:30 PM

Page 7, Q7. Feel free to comment below on anything mentioned, particularly where you Strongly Agreed or Strongly Disagreed:

	would get a BA	
14	I would only return if ALL of my classes transferred towards my BA	Jan 15, 2013 2:51 PM
15	I disagreed that I would return to SFC because I am already attending a different school where I can earn my BFA in graphic design. However, if a 4 year degree had been offered while I was attending SFC I would have strongly considered staying for 2 more years to complete that.	Jan 15, 2013 2:50 PM
16	I would really like to see this program happen. I recently graduated from the print track. Since the only other places that I can get a bachelors degree are in Miami or Georgia, I feel like I am stuck in Gainesville for awhile looking towards a similar degree.	Jan 15, 2013 2:39 PM
17	Although costs are always a factor and i do wish it were more cost effective, the education is worth it in the long run.	Jan 15, 2013 2:23 PM
18	Cost is one if the main reasons I chose the program at Santa Fe, along with its reputation I think an affordable bachelor program would do very well.	Jan 14, 2013 10:14 AM
19	I can't wait till it gets going!	Jan 14, 2013 1:07 AM
20	I strongly agree on the idea of having a B.A. Degree for digital media at Santa Fe College because it would help me acquire a job in my field.	Jan 14, 2013 12:17 AM



Degree Audit

00000000

Advisement Track:
AS 3620 - DIGITAL MEDIA TECHNO

Catalog Year:2012

This advisement assumes successful completion of current term work.

Comm/Humanities

Hours Required: 9.0 Earned: 0.0 Enrolled: 0.0 Needed: 9.0

Area: Communications		Hours Required: 6.0	Needed: 6.0	Status	Hours	Grade	Term
<u>SPC2608</u>	PUB SPEAK				3.0		
<u>ENC1101</u>	COLL COMP				3.0		

Area: Humanities/Fine Art		Hours Required: 3.0	Needed: 3.0	Status	Hours	Grade	Term
<u>ART1001C</u>	ART FUND				3.0		
<u>ART1201C</u>	2 DIM DESIGN				3.0		
<u>ART1300C</u>	DRAWING 1				3.0		
<u>HUM2210</u>	ANC WORLD-RENAI				3.0		
<u>HUM2230</u>	RENAISS-ENLIGHT				3.0		
<u>HUM2250</u>	18 CENT/PRESENT				3.0		

Mathematics

Hours Required: 3.0 Earned: 0.0 Enrolled: 0.0 Needed: 3.0

Area: Choose One		Hours Required: 3.0	Needed: 3.0	Status	Hours	Grade	Term
<u>MAC1105</u>	COLL ALGEBRA <u>Prerequisites:</u> MAT1033				3.0		
<u>MGF1107</u>	CONTEMP MATH <u>Prerequisites:</u> MAT1033				3.0		

Social/Behavioral Sc

Hours Required: 3.0 Earned: 0.0 Enrolled: 0.0 Needed: 3.0

Area: Choose One Hours Required: 3.0 Needed: 3.0					
		Status	Hours	Grade	Term
<u>ANT2000</u>	GENERAL ANTHROP		3.0		
<u>PSY2012</u>	GEN PSYC		3.0		
<u>SYG2000</u>	SOCIOLOGY		3.0		
<u>SYG2430</u>	MARR/FAMILY		3.0		

Professional Core Re

Hours Required: 49.0 Earned: 0.0 Enrolled: 0.0 Needed: 49.0

Area: Graphic Design track Hours Required: 49.0 Needed: 49.0					
		Status	Hours	Grade	Term
<u>ADV1210</u>	ADVERT DES/GRAP		3.0		
<u>ADV1212</u>	ADVERTISING GRA Prerequisites: GRA2100C OR GRA2124 OR GRA2135C		3.0		
<u>ADV2211</u>	ADV ADVERTISING Prerequisites: GRA2100C AND GRA2124		3.0		
<u>ADV2803</u>	PROF PRACTICUM Prerequisites: ADV1212 AND ADV2211		3.0		
<u>ARH2722C</u>	HIST GRAPHIC DE Prerequisites: GRA1150C AND GRA2100C		3.0		
<u>CGS1820</u>	WEB AUTH 1		3.0		
<u>DIG2782</u>	ADV INTF DESIGN		3.0		
<u>GRA1150C</u>	RASTER GRAPHICS Prerequisites: ADV1210 AND GRA2100C		3.0		
<u>GRA2100C</u>	COMP GRAPHICS Prerequisites: ADV1210 AND GRA2151C		3.0		
<u>GRA2124</u>	DESKTOP PUB Prerequisites: GRA2100C		3.0		
<u>GRA2143C</u>	ADV WEB DESIGN Prerequisites: GRA2144C		3.0		
<u>GRA2151C</u>	ILLUS METHOD		3.0		
<u>GRA2157C</u>	COMP ILLUSTRAT Prerequisites: GRA2100C		3.0		
<u>GRA2203</u>	PREPRESS/PRINT Prerequisites: ADV1212 AND GRA2100C AND GRA2124		3.0		
<u>GRA2940</u>	GRAPHIC INTERN Prerequisites: ADV1212 OR GRA2100C OR GRA2124 OR GRA2203		4.0		
<u>PGY2801C</u>	ELE STILL PHOTO		3.0		

Area: Multimedia track Hours Required: 49.0 Needed: 49.0					
		Status	Hours	Grade	Term
					88

<u>ADV1210</u>	ADVERT DES/GRAP		3.0		
<u>DIG1200</u>	BSC VID CAMERA		3.0		
<u>DIG1341</u>	MOTIONS GRAPHIC		3.0		
<u>DIG2201</u>	ADV VIDEO PRODU		3.0		
<u>DIG2251</u>	DIGITAL AUDIO		3.0		
<u>DIG2342</u>	VISUAL EFFECTS		3.0		
<u>GRA1150C</u>	RASTER GRAPHICS <u>Prerequisites:</u> ADV1210 AND GRA2100C		3.0		
<u>GRA2100C</u>	COMP GRAPHICS <u>Prerequisites:</u> ADV1210 AND GRA2151C		3.0		
<u>GRA2140C</u>	MULTIMEDIA 1 <u>Prerequisites:</u> GRA2100C AND GRA2144C		3.0		
<u>GRA2141C</u>	MULTIMEDIA 2 <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2162C</u>	3D MODELING/ANI <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2168C</u>	3D MODEL/ANIMAT <u>Prerequisites:</u> GRA2140C AND GRA2162C AND GRA2834		3.0		
<u>GRA2583</u>	MEDIA PRODUCT <u>Prerequisites:</u> GRA2140C AND GRA2834		3.0		
<u>GRA2710C</u>	DIGITAL VIDEO <u>Prerequisites:</u> GRA2141C AND GRA2834		3.0		
<u>GRA2930</u>	SPECIAL TOPICS		3.0		
<u>GRA2940</u>	GRAPHIC INTERN <u>Prerequisites:</u> ADV1212 OR GRA2100C OR GRA2124 OR GRA2203		4.0		

Appendix A16

Curriculum Comparison of UF’s BA in Digital Arts and Design and SF’s BAS in Multimedia and Video Production

Santa Fe College’s proposed Bachelor of Applied Science in Multimedia and Video Production is designed *exclusively* for students holding an AS in Digital Media Technology (Multimedia/Video Track) or similar AS degree. The focus of the proposed BAS degree will be multimedia, video production, motion graphics, and video editing. Santa Fe’s proposed BAS degree will train students in commercial production, narrative and documentary film, motion graphics, television production, and the growing fields of web-based video and commercial production including web-based video advertising and educational training videos.

Core Upper Division Courses in Santa Fe’s Proposed BAS in Multimedia and Video Production Technology	
Course #	Course Title
ADV 4202	Advanced Advertising Graphics
DIG 3025	History of Digital Media
DIG 3347C	Digital Cinema – Short Film Project
DIG 3823	Creative Digital Media Problem Solving
DIG 4345C	Digital Effects
DIG 4970	Thesis Project (6 credit hours)
DIG 4940	Internship
GRA 3734	New Media Production and Planning
PGY 3205	Digital Photographic Lighting
TPP 3246C	Acting and Directing on Camera

The proposed BAS would be composed of the following:

AS in Digital Media (Multimedia / Video Track)	64 credit hours
BAS in MVPT Upper Division Courses	33 credit hours
General Education Courses	21 credit hours
Elective	2 credit hours
Total	120 credit hours

The University of Florida’s Bachelor of Arts in Digital Arts and Design substantively blends aspects of digital arts, technology, communications and performance. The program will offer three distinct tracks:

1. **Systems Design** -- Focused on technical art and digital animation. Students will learn digital animation, interface protocols and programming, game design, and media systems development. Appropriate for those with strong interest and some background in technology or programming
2. **Media and Storytelling** -- Focused on using digital media to effectively communicate and craft new forms of stories. Students will learn strategic digital communication, linear and non-linear narrative, messaging, and branding using traditional and emerging technologies like social media. Appropriate for writers and communicators wishing to acquire fluency and expertise in the digital arts and sciences.
3. **Design and Production** -- Focused on using digital media to use and design virtual and augmented environments, digital projections and audio, and produce digitally-enhanced performances. Appropriate for students with identified interests in traditional areas including music, dance, theatre and design arts wishing to merge these interests with digital technology and production techniques.

Core Upper Division Courses in the University of Florida’s Bachelor of Arts in Digital Arts and Design			
Design & Production Track		Media & Storytelling Track	
CGS3063	Computers and Modern Society	CGS3063	Computers and Modern Society
THE3234	Diversity and Multiculturalism in American Theatre	THE3234	Diversity and Multiculturalism in American Theatre
DIG 3020	Foundations of Digital Culture	DIG 3020	Foundations of Digital Culture
DIG 3XXX	Theory of Digital Media Protocol	DIG 3XXX	Theory of Digital Media Protocol
DIG3XXX	Advanced Writing for Interactive Media	DIG3XXX	Advanced Writing for Interactive Media
DIG 3433	Interactive Storytelling	DIG 3433	Interactive Storytelling
DIG 3713C	Game Design Practices I	DIG 3713C	Game Design Practices I
DIG 4715C	Game Design Practices 2	DIG 4715C	Game Design Practices 2
DIG 4306	Advanced Animation Techniques	DIG 4306	Advanced Animation Techniques
DIG 3525C	DAS Production Studio 1	DIG 3525C	DAS Production Studio 1
DIG 3526C	DAS Production Studio 2	DIG 3526C	DAS Production Studio 2

DIG 4527C	DAS Production Studio 3	DIG 4527C	DAS Production Studio 3
DIG 4583C	DAS Production Studio 4	DIG 4583C	DAS Production Studio 4
DIG4841	Undergraduate Research Forum	DIG4841	Undergraduate Research Forum
DIG 4955	Senior Project	DIG 4955	Senior Project

The University of Florida’s proposed articulation agreement would enable Santa Fe students holding an AS in Digital Media Technology (Multimedia/Video Track) to transfer 45 credit hours of undergraduate courses. They would then have to complete the following list of courses in order to earn the BA in DAS:

AS in Digital Media (Multimedia / Video Track)	42 credit hours would transfer
BA in DAS Upper Division Courses	45 credit hours
General Education and Lower Division Courses	33 credit hours
Total	120 credit hours

Vilma Fuentes

From: Schaefer,Edward E <eschaef@arts.ufl.edu>
Sent: Wednesday, January 15, 2014 12:54 PM
To: Ed Bonahue; jorge.ibandez@sfcollge.edu; Eric Flagg; Vilma Fuentes; Oliverio,James Charles; Hodges,Jennifer F
Cc: Mccollough,William A; Schaefer,Edward E; Lavelli,Lucinda
Subject: meeting followup
Attachments: Meeting with UF-CFA and SFC re BA-DAS.docx

Thanks for a great meeting. Lot of ground covered.
See the attached for my summary and next steps.

Thanks.

Ed Schaefer

First, let me thank everyone for such a productive meeting. I am confident that we can move forward in ways that will create added value to the programs we offer our students.

Here is my outline of the major points of the meeting and next steps:

SFC Digital Media students transferring to UF – BA-DAS degree:

- There is general agreement on the proposal presented by UF
- Eric will review the proposal one more time to see if there are any corrections/tweaks that might be made. He'll do this by January 31.
 - In his review he will assume that the course descriptions on the website are accurate. If they are not, Digital Worlds will provide him with correct descriptions immediately.
- Once this is complete, UF will provide a memo outlining the understanding reached. This can be done in February.

SFC AA degree transfers

- Santa Fe is still interesting in exploring what AA students might be good fits for the BA-DAS degree.
- UF will provide SFC the four-year curriculum of the BA-DAS degree to facilitate that conversation. This will be done by January 20.

Advising matters

- Can UF provide SFC with some examples of the kinds of positions that graduates of the various tracks in the BA-DAS degree could successfully attain?
- SFC is assuming that the animation courses in the BA-DAS degree are largely oriented toward game design. If that is not correct, can UF correct?
- Can UF provide guidelines to SFC that can be used to better prepare students with their portfolios?

SFC four-year degree

- SFC believes that its proposed four-year degree, being oriented toward video production, is sufficiently different from any of the three tracks of the BA-DAS degree, still has merit. SFC would like UF's support for this degree.
- Ed Schaefer will review the major components of the degree with Digital Worlds to confirm this and reply by February 15. (Can SFC provide me with a digital copy of the document shared today?)
- In any case, CFA's support of this degree would be contingent on it having a reasonably differentiated orientation than the BA-DAS degree and on working out an acceptable path of transfer between SFC and UF for the degrees that are currently in place.

If I have missed something or represented something incorrectly, please advise.

Ed Schaefer

Vilma Fuentes

From: Ed Bonahue
Sent: Friday, January 24, 2014 1:28 PM
To: Schaefer,Edward E; amccollough@aa.ufl.edu; bamair@ufl.edu
Cc: Vilma Fuentes
Subject: RE: meeting followup

Dear Ed,

Thanks for this summary of our meeting, which is very accurate and complete. I concur that there is an opportunity here for us to create an articulation into the BA-DAS degree in the College of Fine Arts.

However, after our meeting, I am convinced more than ever that there is room for both a SF-to-UF articulation for BA-DAS *and* a very different Multimedia and Video Production degree that should stand alone at SF. Let me take this opportunity to summarize our case one more time, and to also bring Andy and Bernard back into this conversation, as I am now aggressively pursuing a different baccalaureate degree and would like to have UF's support.

1. The A.S.-to-B.A. pathway we discussed will require students to take six additional full-time semesters at UF. Despite the equivalencies we have noted, whereby UF will extend credit for prior learning equivalent to UF courses, the articulation will be a very long time to spend on a bachelor's degree. I think it will still be attractive to some traditional students who have a specific interest in DAS and in obtaining a degree from UF, and so I will continue pursuing the articulation. But for a generic A.S. student or graduate now working and also seeking access to a bachelor's degree, the notion of completing six more full-time terms (an additional three FT years) may make this pathway impractical. I continue to think an A.A.-to-B.A. pathway would likely be more successful, and I trust you will send information about the potential portfolio requirement when
2. As we discussed, the focus of UF's BA-DAS program appears to be in game development and animation. The focus of our program in Multimedia and Video Production has shifted over the last 18 months as we have continued to hear from employers in our area. Ironically, Dr. Mair expressed initial concern regarding potential for duplication of degrees two years ago, but I believe those concerns are now needless. As it has turned out, the program we are proposing will include video production in an interdisciplinary multimedia context that combines digital, print, audio, and video production, all oriented to the needs of integrated professional and commercial practice. (In its workplace orientation and interdisciplinarity, our multimedia program will also be distinct from any of the extant tracks in the College of Journalism and Mass Communication, all of which are oriented toward specific niches.)
3. Finally, while UF is clearly making progress on the BA-DAS degree, it has been exceedingly slow. As we discussed, the full curriculum for this degree (which we have been discussing in concept since 2010?) does not appear to have been fully implemented. On a related note, if the fully-implemented UF BA-DAS program is eventually offered online, then that could create access for A.S. graduates who are working and seeking only PT enrollment. However, the few BA-DAS courses that have been launched are currently not offered online. Rather, they appear to be daytime classes that meet at times appropriate for full-time students.

In summary, I believe we should work, jointly, to serve student with a choice of both programs—a pathway into the gaming and animation curriculum at UF, and a (shorter) pathway for multimedia and video production at SF. The programs are not unrelated, but they are now distinct. We had held back on pursuing such a program ever since Bernard's early letter of concern. However, given the limited progress of the BA-DAS program and the shift in our own focus, we are now once again moving forward, and I hope you will support our efforts.

If you would like to discuss further, please let me know.

Cheers,
--Ed

From: Schaefer,Edward E [<mailto:eschaefer@arts.ufl.edu>]

Sent: Wednesday, January 15, 2014 12:54 PM

To: Ed Bonahue; jorge.ibandez@sfcollge.edu; Eric Flagg; Vilma Fuentes; Oliverio,James Charles; Hodges,Jennifer F

Cc: Mccollough,William A; Schaefer,Edward E; Lavelli,Lucinda

Subject: meeting followup

Thanks for a great meeting. Lot of ground covered.
See the attached for my summary and next steps.

Thanks.

Ed Schaefer

Please note that Florida has a broad public records law, and that all correspondence to or from College employees via email may be subject to disclosure.

Vilma Fuentes

From: Ed Bonahue
Sent: Friday, February 21, 2014 5:00 PM
To: Mair,Bernard A; Glover,Jonathan D
Cc: Mccollough,William A; Schaefer,Edward E; Vilma Fuentes
Subject: RE: meeting followup
Attachments: Curriculum Comparison of UF-BADAS and SF-MVPT.docx; MVPT Proposal (Final).docx

Hey Bernard—

No problem, and thanks. I have attached two items for your review: first, a comparison of the curricula of the two programs (which was also shared with Ed Schaeffer in January), and second, a copy of our proposal as it now stands.

Please let me know what you think, or if you'd like to get together for any further discussion.

Cheers,
--Ed

Edward T. Bonahue, Ph.D.
Provost and Vice President
for Academic Affairs
Santa Fe College
Gainesville, FL 32606
(352) 381-3822

From: Mair,Bernard A [mailto:bamair@ufl.edu]
Sent: Friday, February 21, 2014 10:37 AM
To: Ed Bonahue; Glover,Jonathan D
Cc: Jackson Sasser; Mccollough,William A; Schaefer,Edward E
Subject: RE: meeting followup

Dear Ed:

My apologies for not replying to your earlier email. I am most willing to re-consider my objections as you have made a compelling case. It seems that you have changed your previous proposal for a degree in "Digital Arts and Design" to one in "Multimedia and Video Production", so the details may have changed significantly. However, I do not have any information on your new program in order to make a valid decision.

Sincerely
Bernard

Bernard A. Mair, Ph.D.
Associate Provost for Undergraduate Affairs
Professor of Mathematics
Office of the Provost & Sr. VP

University of Florida
238 Tigert Hall
PO Box 113175
Gainesville, FL 32611
Phone: (352) 846-1761
FAX: (352) 392-5155

From: Ed Bonahue [<mailto:ed.bonahue@sfcollge.edu>]
Sent: Thursday, February 20, 2014 11:10 AM
To: Glover,Jonathan D
Cc: Jackson Sasser; Mccollough,William A; Mair,Bernard A; Schaefer,Edward E
Subject: FW: meeting followup

Dear Joe,

As Andy or Bernard may have shared with you, Santa Fe has over the last two years revised a proposal for a baccalaureate program in digital arts and sciences into a different program in multimedia video production that will serve our own A.S. graduates. I spoke with Andy about this in December and met with Ed Schaeffer again in January. Ed and I also exchanged emails in January, in which I confirmed our commitment to recruit for the CFA BA-DAS degree, but also asked for the University's support for our revised Multimedia and Video Production degree. I wrote again on Tuesday but have received no response.

I'm sorry if this is coming fast and furious, but at this point, I would like our baccalaureate proposal, which is now under review by the state, to be as strong as possible. If UF is not willing to support our proposal for a degree program, would it be possible for the university to withdraw its objection to it? The basis for that early objection was an understandable concern with potential competition. However, since we have now revised our proposed curriculum, since we are committed to recruiting for the Fine Arts DAS program (a program that two years later remains under development), I believe both reasons for objection have been answered. So again, even if you feel you cannot support a proposed degree program at the moment, would you consider withdrawing your early objection?

I would be glad to discuss this further with you, at your convenience.

Thanks,
--Ed
(c) 352-682-4423

Edward T. Bonahue, Ph.D.
Provost and Vice President
for Academic Affairs
Santa Fe College
Gainesville, FL 32606
(352) 381-3822

From: Ed Bonahue
Sent: Tuesday, February 18, 2014 3:26 PM
To: 'Schaefer,Edward E'; amccollough@aa.ufl.edu; bamair@ufl.edu

Cc: Vilma Fuentes
Subject: RE: meeting followup

Dear Everyone,

Just following up on my last overlong email. Since I didn't hear back from you all, I wanted to let you know that we have submitted our revised baccalaureate program in Multimedia and Video Production to the Florida College System. I continue to be optimistic that there is room for both an applied video production baccalaureate for A.S. students at SD, and a transfer pathway into Digital Arts and Sciences at UF.

Ed, I have touched base with Eric Flagg in our digital media department, and he has no further course equivalencies to propose to go along with those you have already presented. If you can provide us with the information we discussed related to the portfolio requirement, we can begin recruitment for BADAS on our side, both from AA and AS students.

Andy and Bernard, in order to strengthen our application for the new Multimedia and Video Production degree program, I would appreciate your support. If you care to make that support conditional upon our active recruitment for the BADAS degree, that would be fine. However, if you continue to be concerned about potential competition between degree programs and are not willing to support our application, would you at least be willing to withdraw your early objection, and simply shoot me an email that you are neutral to the proposal?

Thank you for considering the request.

Cheers,
--Ed

Edward T. Bonahue, Ph.D.
Provost and Vice President
for Academic Affairs
Santa Fe College
Gainesville, FL 32606
(352) 381-3822

From: Ed Bonahue
Sent: Friday, January 24, 2014 1:28 PM
To: 'Schaefer,Edward E'; amccollough@aa.ufl.edu; bamair@ufl.edu
Cc: Vilma Fuentes
Subject: RE: meeting followup

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If you would like to discuss further, please let me know.

Cheers,
--Ed

From: Schaefer,Edward E [<mailto:eschaefer@arts.ufl.edu>]
Sent: Wednesday, January 15, 2014 12:54 PM
To: Ed Bonahue; jorge.ibandez@sfcollge.edu; Eric Flagg; Vilma Fuentes; Oliverio,James Charles; Hodges,Jennifer F
Cc: Mccollough,William A; Schaefer,Edward E; Lavelli,Lucinda
Subject: meeting followup

Thanks for a great meeting. Lot of ground covered.
See the attached for my summary and next steps.

Thanks.

Ed Schaefer

College of Medicine
Department of Medicine
Division of Hematology/Oncology

PO Box 100278
1600 SW Archer Road
Gainesville, FL 32610-0278
352-273-7493 / 352-273-5006 Fax
c@ufl.edu

Dr. Jackson Sasser, President
Santa Fe College
3000 NW 83rd St.
Gainesville, FL 32606-6200

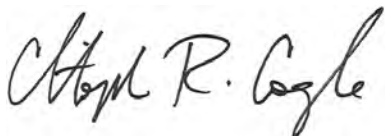
Dear Dr. Sasser:

I write in strong support of your digital media program.

Digital media is becoming more important in the medical and biomedical research community. The big breakthroughs are now on a molecular biology level, such as sequencing DNA to define a cancer cell's blueprint. The latest treatments are also targeted on molecular abnormalities. Unfortunately, very few physicians and biologists can effectively explain these molecular concepts to each other let alone to patients, the public and investors. Communication of ideas is necessary to avoid duplication of work, to inspire others and to kindle new collaborations. Digital media has a unique advantage in this setting because it permits construction of visual and audio presentations that fully showcase the complexity of inter- and intracellular interactions.

As a physician-scientist who is active in clinical research and laboratory research, I would readily consult with your digital media faculty and students. As the demand for digital media grows, I can also envision hiring several of your graduates.

Sincerely,



Christopher R. Cogle, M.D.
Associate Professor of Medicine
Director, UF Program in Myelodysplastic Syndromes
Scholar in Clinical Research, Leukemia and Lymphoma Society

Andre R. Frattino
ARF! Studios
726 NW 8th Ave.
Gainesville, Florida
32601



February 18, 2013

To Whom It May Concern,

As a former graduate of Santa Fe College and a professional artist in the commercial industry, I put my full support behind the college's new Bachelor program in Multimedia and Video Tech. Santa Fe has a proven track record for providing quality education for students seeking rewarding careers and I believe this program would not only enhance the school's reputation, but the reputation of higher education in the commercial arts throughout Florida.

While attending Santa Fe in 2004, I served as a Student Ambassador, speaking on behalf of the college to prospective students and touring them about the campus. In that time, I became familiar with a number of departments, including Multimedia, which was of high interest to many incoming students. Not only was the facility and faculty of such quality and professionalism, but also the work produced by the students themselves was of such high caliber. Parents and students alike were very pleased to hear of the high success rate of the department's graduates and how its standards rivaled those of both state and private colleges.

Since my graduation from Santa Fe, I have gone on to attend Savannah College of Art and Design as well as the University of Florida. I have pursued and succeeded as a commercial artist in a number of fields including illustration, advertising design, graphic design and video game production. I have been invited back recently to Santa Fe as a guest speaker and was amazed by the students in Multimedia, who showed me that the department has continued its mission for inspiring and educating future professionals in the field of commercial design.

With a Bachelor program installed at Santa Fe, I believe the college will be able provide students with an affordable and enriched experience that will lead them down successful paths in the Multimedia industries. Instead of being considered an alternative to larger state colleges, Santa Fe's BA program in Multimedia and Video Tech will stand as a rival of equal level.

Respectfully Yours,
Andre R. Frattino

A handwritten signature in black ink, appearing to read 'Andre R. Frattino', written in a cursive style.

Martin J. Goldberg



Jonathan A. Goldberg

To: Digital Media Technology,
Santa Fe College
Gainesville, FL

It has recently come to my attention that your department is considering offering a bachelor's degree in multimedia and video production; I would like to offer my opinion. From my perspective the legal community could significantly benefit from having a more robust competition in the field of video production. Currently, the cost of production for day-in-the life/life story videos is cost prohibitive in all but the most high-value cases. We are typically not inclined to incur significant costs (which come out of our clients' recoveries) on a case if that case is not likely to generate a settlement or verdict nearing seven figures.

A couple of years ago we represented the interests of a family who lost a daughter/sister in a tragic automobile accident. We presented her life story through video. It had a powerful impact and even brought the insurance adjuster to tears. She specifically told us that the video brought our client's story to life and showed her what could never have been conveyed with words. According to the adjuster, her settlement offer was hundreds of thousands more than she originally intended because of the video. The value of the video immeasurably exceeded its cost. However, these types of cases are rare.

While resources are expended on video for high value yet rare cases, many lower value cases go underserved by this medium. I have often thought that if there were a more economical way to produce these types of videos we could use them much more frequently. My hope is that the availability of a more economical video production degree and thus more producers would help push costs to a price point that would allow us to share the benefits of day-in-the-life videos with more of our clients.

Yours Truly,


Jonathan Goldberg, Esq.



March 13, 2013

To: Digital Media Technology
Santa Fe College
Gainesville, FL

In today's social media world, a strong video presence is required to retain and increase market share. To strengthen our efforts, Trendy Entertainment expanded into the video frontier. When we searched for candidates in the Gainesville area, we discovered that our local graduates were not as qualified for the position as candidates elsewhere. Other local tech companies who have expanded their online marketing efforts have encountered the same issue.

Central Florida needs a cheap, extensive multimedia and video degree program. Over the past five years, this area has become a hotbed for tech companies. Most of these companies are looking for specialized videographers, not photographers with an interest in video. There are appropriate degree programs from Full Sail and SCAD, but these programs saddle students with burdensome student loans. These loans make it difficult for up-and-coming tech companies to hire people.

The proposed degree is essential to the longevity and vitality of this area. Please consider adding this field to the Santa Fe program of Art and Design.

Sincerely,
Josh Isom
Lead Community Manager
Trendy Entertainment

Email: Josh.isom@trendyent.com
Phone: 352.792.4505
Twitter: @iamisom

To: Digital Media Technology

Santa Fe College, Gainesville, FL

March 5, 2013

I am the owner of a start-up audio and video recording company in Gainesville, FL. The majority of our work at Medusa has been studio recording and high-quality sound-production and post-production for independent musicians both local and touring. Since December of 2012, we have created a 'value-added' component to our recording sessions by including high-quality video production to our recording sessions.

Since we introduced music-videos to our recording sessions, our number of clients has multiplied to the point that we are struggling to keep up with this video component and we are in great need of interns and technician-level production support to help produce these videos.

At Medusa, we are finding that having the video and web presence through tutorial videos and music videos is integral in helping independent artists gain a foothold in a very competitive field. Having the local resource of graduates from a video production degree at Santa Fe College would not only benefit my company, but I also believe there are many other untapped opportunities for other small local businesses that would like to add a web-video aspect to their business, start-up or non-profit organization.

I think that a bachelor's degree in video production at Santa Fe College fills a niche that is in need of support through quality training and education that Santa Fe is known for.

Sincerely,

David Melosh

Medusa Productions

Gainesville, FL



3302 W University Ave, Suite B
Gainesville, FL 32607
Office 352.377.5560 // Fax 352.872.5220

PARISLEAF

February 12, 2013

To: Digital Media Technology
Santa Fe College
Gainesville, FL

As the owner of a quickly growing Creative Agency, we have a tremendous need for grads in the multimedia, graphic animation, and multimedia fields. This is undoubtedly a growing field and will be more and more essential in our line of work as we begin to offer video production at our firm. Video has become SUCH an extremely important way to communicate a feeling, one that our clients' can't express to their customers affordably because of the high demand and lack of supply.

Video is receiving an entirely new breath of life because of websites like Vimeo.com and YouTube.com. Because of this, we are getting innumerable requests for this kind of service, but there unfortunately is such a small talent pool to choose from. We are being forced to squeeze photographers' square peg into a videographers round hole. The remaining talent that we do have to choose from (true specialists in the videography field) are students coming from Full Sail or SCAD with \$100,000 in student loans. These loans make it difficult for us to afford the talent we NEED.

PLEASE consider adding this field to the Santa Fe program of Art and Design. Thank you for your time and consideration.

Warm regards,

Chad Paris

Owner, CEO, and CRO (Chief Relationship Officer)

Chad@parisleaf.com

Office 352.377.5560 // **Fax** 352.872.5220

3302 W University Ave, Suite B

Gainesville, FL 32607

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HIGHER EDUCATION

Alison Rodal
Acquisitions Editor
1301 Sansome Street
San Francisco, CA 94111

March 4, 2013

To: Digital Media Technology
Santa Fe College
Gainesville, FL

As an Acquisitions Editor for the world's leading publisher in k-12 and Higher Education we have a tremendous need for graduates with expertise in multimedia, graphic animation, and digital video production. With the increasing use of technology in the classroom, and the call within the science education community for more innovative and learner-centric teaching resources, multimedia fulfills a vital role in the products I work to develop every day. Video in particular has become a crucial medium we must offer to instructors, as they look for unique ways to engage students in science content. While our instructors have access to a myriad of options on YouTube, in my line of work I gather market feedback everyday that asks us to produce high quality video and animation, something they can not find reliably on the web.

Because of the importance of video and multimedia, we are constantly searching for highly qualified video professionals to help us achieve our goals of creating educational tools for all levels of student. Videographers have a unique set of skills that will have a place within instructional product development for years to come. In fact, though I am based in San Francisco, CA I have routinely called upon professional videographer resources in locations such as Gainesville, Florida.

No longer do students sit down at night to read a textbook. Rather, they log onto a website and watch a series of videos as their homework. Having said that, increasing the pool of videographer talent over the next several years is very important to our industry, and it is a profession that is not limited by geographic boundary from our perspective. Please consider adding this field to the Santa Fe program of Digital Media. Students in your program would have the potential to make a true and lasting impact on the way students learn and instructors teach, with innovative video based learning materials.

Kind regards,

Alison Rodal
Acquisitions Editor
Pearson Biology
San Francisco, CA

Library Services/Resources Summary for Multimedia & Video Production Technology

Mission

The mission of the L. W. Tyree Library, located on the Northwest campus, is to serve all Santa Fe College students, faculty and staff, thus supporting the SF mission. The Library provides knowledgeable staff, appropriate resources and an environment that promotes user success and life-long learning.

History/Facility

The present Library opened in January 2002. Named in honor of SF's former President, Dr. Lawrence W. Tyree, the facility is 65,000 square feet and three stories high, with generous space for the collection, leisure seating, quiet study, and media viewing.

A service desk located on each floor is staffed whenever the library is open. The Circulation desk is on the first floor, as are reserve materials and all media. Two computer classrooms (seating 68 students total) are located off the main lobby, as well as a formal conference room. The library conference room may be reserved by any faculty or staff pending availability. A café is also located on the first floor. Reference librarians staff a reference desk on the second and on the third floor. Reference materials, the print journal collection, 8 small study rooms (seating 2-4 students each), and 3 large group study rooms (seating a maximum of 16 students each) are located on the second floor. In response to user demand, the library designated the microfilm room on the second floor for individual study in Fall 2011. The third floor houses the circulating collection and serves as a quiet study area. There are copy rooms on the first and second floors and media viewing stations in each of the 12 study rooms and in the public seating area of the second floor.

A total of 134 public access computers are dispersed throughout the building (18 on 1st floor, 25 on 2nd floor, 23 on 3rd floor, and 68 in 2 computer classrooms on the 1st floor). These public computers ensure access on every floor to the online catalog, databases, Internet and Microsoft Office software. The library is committed to providing equitable access to library materials, programs, and services to all patrons. All staff working in public service areas of the library will accommodate any reasonable request from a user with a disability. If more assistance is needed than can be provided on demand, users are directed to make an appointment of extended service with a member of the reference staff. The library has a designated computer workstation set up by the Disabilities Resource Center which provides adaptive software programs, scanning, and Internet access to support SF computer users.

The library is open a total of 84 hours, 7 days a week. During final exams, the library provides additional extended hours, staying open Saturday and Sunday from 10 am until 10pm. One of the reference librarians is always on duty to assist users whenever the library is open.

Personnel

The director and all reference librarians hold Masters Degrees in Library and Information Science from accredited universities. The director is an experienced administrator with background in university, special, public and community college libraries. The reference librarians have a wide range of professional experience and skills. They are classified as faculty and enjoy both the privileges and the responsibilities of that rank.

Every member of the library staff is professional and service-oriented. In the course of accomplishing their jobs, all levels of library staff interact with users and colleagues throughout the Northwest campus and the six Centers. All interactions are characterized by mutual respect and customer service. The entire staff is available to users in person, by phone, and by email. All contact information is readily accessible from the library website.

Reference Service

All of the librarians routinely provide reference assistance in person, on the phone, via email, by appointment and online chat (Ask a Librarian). Each of the six full-time library faculty serves as a liaison to assigned departments, guaranteeing that the collection reflects the academic needs of the college's many programs. The librarians meet with individual teaching faculty on an ongoing basis and attend departmental meetings as schedules permit. The collection development policy is reviewed on an ongoing basis and revised to reflect program needs and college faculty input.

Library Instruction

The librarians teach information literacy sessions in the library and all Centers every semester showing users how to maximize the online, print and Internet resources the library provides, and orienting them if needed, to the library. These instruction sessions are tailored to faculty classes and specific assignments. All sessions support SF's Information Literacy learning outcome, defined as the skills necessary to collect, verify, document, and organize information from a variety of sources. The librarians produce tailored lesson plans and handouts for each session. The sessions may be requested online, on the phone, in email or in person by stopping by the library. The instruction schedule is posted on the Library website. The librarians have produced a faculty and student guides to the library. The librarians have also created tutorials, a list of selected websites, research guides, bibliographies and genre reading lists. A new project is the creation of a Learning Object Repository of library tools within the ANGEL LMS that is available to all faculty teaching online.

Collections

Library users have access to SF's collection comprised of 81,602 unique print titles, 90,657 print volumes, a comprehensive selection of 319 print journals, 4,490 media titles, 6,682 media volumes and 110 online databases—82% of which are full-text. These databases are topical and include journals and newspapers as well as international resources. Core databases are

purchased on behalf of all 28 college libraries from state appropriations; all library directors collaboratively select the core databases. The relevancy of these databases to SF degree or certificate programs is illustrated by the annotated list the librarians created and posted on the website. All physical collections are easily accessible on open shelves and cataloged using Library of Congress classification and subject headings. The library also maintains a classroom collection of 3,483 films.

All 28 state colleges share the online catalog LINCCweb that includes over 4 million books, eBooks, journals, CDs, DVDs, VHS tapes, and audio books. Through LINCCweb, library users share a core collection of 64 databases and 28,756 eBooks collaboratively selected by all library directors and funded centrally by the state. In addition, library users have access to 25,430 eBooks purchased by the library to support the SF curriculum. All preceding data is from the 2011-2012 academic year.

In their capacities as department and program liaisons, the reference librarians have ongoing communication with teaching faculty alerting them of new additions in their respective disciplines. Instructors may request additions to the collection by contacting their liaisons, or the reference desk, by email, phone, in person, or by using the online request form.

The reference librarians routinely review the collection in their respective liaison areas for relevance, depth, currency, condition and usage. Librarians annually review and deselect items collaboratively with the teaching faculty in the respective discipline.

The library maintains a collection of 1,175 items in the Course Reserve collection to support current classes. These items are selected for inclusion by faculty and frequently include textbooks and media. This collection ensures the widest availability of critical items to the broadest range of students in these classes. The circulation staff manages this collection, interfacing with both teaching faculty and students.

Access

The library holdings are accessible through the Florida Library Information Network for Community Colleges Library Online Catalog known as LINCCweb. This online catalog is available 24/7 from any computer that has access to the Internet. Databases are available to users 24/7 through SF's portal eSantaFe or through LINCCweb, and via the library database webpage. Students, faculty and staff may access databases and request items through Interlibrary Loan using their 8 digit SF ID number. Loan periods are generous and vary by type of user. Individuals may renew items online, by phone, email, in person, or using their My Account feature from the library catalog. Users at the Centers may access all online resources, have items sent to them at their Center location, and ask for reference assistance through online chat or by phoning the reference desk.

Interlibrary Loan

SF students enjoy reciprocal borrowing from the collections of all 28 colleges and 11 universities in Florida. In addition, the library has agreements with the two local county libraries in its service district, Alachua County Library District and the Bradford County Public Library. The library has excellent relationships with colleagues in other libraries and traditionally has been a net lender, loaning about twice as many items as it borrows. The library uses the Online Computer Library

Center (OCLC) system to borrow from national and international libraries. All costs for ILL service are borne by the library and provided free of charge to all SF students, faculty and staff.

SF users may request ILL items by using the LINCCWeb online catalog or by email, phone, in person, or using the online form. Users at the Centers may use the online form to request books and articles to be sent to their Center location. Other libraries may submit ILL requests electronically using OCLC, Aleph, email, facsimile or the submission form on the website.

Library Resources for Multimedia & Video Production Technology

The library provides access to the following resources to supplement course materials:

- Collection of multimedia and video production technology books and media that may be borrowed from the library and/or utilized within the library
- Electronic books relating to multimedia and video production technology, accessible via the Library Catalog
- Print and electronic journals relevant to multimedia and video production technology
- Articles from magazines, journals, and newsletters accessible via the library's databases
- Research Guide for Digital Media to assist students in locating information:
http://dept.sfcollege.edu/library/library_guides/subject/digital_media/

To ensure that the Multimedia & Video Production Technology program will have access to bibliographic holdings equivalent to those supporting similar state college programs, SF's library faculty engaged in a benchmarking assessment process. The Digital Media program at Indian River State College (IRSC) was found to be similar in demographics and course offerings, so IRSC was selected as a benchmark. The IRSC library utilizes the same library management system (Aleph) as SF, facilitating parallel comparisons of book collections. Due to the strong technology component of this program, sources were limited to the past five years (2007 to present). Other sources used to gather recommended multimedia and video production technology resources for the library included *Resources for College Libraries* online and CHOICE.

The results of the benchmarking analysis are summarized in a comparison chart below. A number of the titles related to more than one Library of Congress subject heading, so they are counted multiple times. Unique titles are totaled at the bottom of the table.

Comparison of SF and IRSC Book and eBook Holdings, 2007 - 2012						
Subject	SF		SF Total	IRSC		IRSC Total
	Print Books	eBooks		Print Books	eBooks	
Acting	22	14	36	12	9	21
Animation (Cinematography)	2	4	6	13	6	19
Cinematography -- Lighting	0	0	0	0	0	0
Cinematography -- Special effects	0	1	1	8	0	8
Computer animation	3	52	55	25	6	31

Computer art	1	6	7	0	0	0
Computer drawing	0	2	2	3	0	3
Computer games -- Design	1	22	23	12	3	15
Computer graphics	11	66	77	47	9	56
Computer-aided design	1	14	15	11	3	14
Computer sound processing	3	6	9	3	1	4
Design -- History	2	0	2	1	0	1
Digital art	2	6	8	5	3	8
Digital audio editors	1	16	17	2	0	2
Digital cinematography	2	4	6	2	2	4
Digital media	7	19	26	22	15	37
Digital video	4	13	17	9	6	15
Graphic arts	19	11	30	49	3	52
Graphic design (Typography)	11	2	13	12	0	12
Image processing -- Digital techniques	6	21	27	19	4	23
Interactive multimedia	2	4	6	8	4	12
Low budget films	1	2	3	1	0	1
Motion pictures -- Distribution	2	3	5	1	3	4
Motion pictures -- Editing -- Data processing	1	2	3	3	0	3
Motion pictures -- Production and direction	3	11	14	5	2	7
Multimedia systems	3	20	23	12	11	23
Short films	1	1	2	3	0	3
Sound -- Recording and reproducing -- Digital techniques	4	6	10	1	2	3
Television acting	1	0	1	1	0	1
Television advertising	1	1	2	1	0	1
Television -- Production and direction	2	1	3	2	0	2
Three-dimensional display systems	2	29	31	10	1	11
Video games -- Design	2	19	21	6	6	12
Video recordings -- Production and direction	2	0	2	2	0	2
Total	125	378	503	311	99	410
Total Unique Titles	80	259	339			

The full title list for Santa Fe's print holdings is included in Appendix A and online at http://dept.sfcollege.edu/library/content/pdf/accred/digital_book_report.pdf.

The full title list for Santa Fe's eBook holdings is included in Appendix B and online at http://dept.sfcollege.edu/library/content/pdf/accred/digital_ebook_report.pdf.

In addition to existing holdings, library faculty identified new print resources to support the Multimedia & Video Production Technology program that will be purchased during the 2012-2013 fiscal year. A list of these resources can be found in Appendix C and online at http://dept.sfcollege.edu/library/content/pdf/accred/digital_2012-2013_selections.pdf

As this chart illustrates, students within SF's baccalaureate program will have access to book holdings comparable to those accessed by their peers.

The library subscribes to many databases that include full-text articles from journals and magazines that support the Multimedia & Video Production Technology program. Of these databases, five were selected that best support this program. The table below summarizes the number of full text journals and magazines within these databases that specifically support the proposed curriculum. Both the number of peer-reviewed sources and the total number of sources are given. Since many of these journals are offered with a delay (e.g., the most recent 12 months are not available), the numbers available without delay are listed separately. Across all the relevant databases, students would have access to 261 unique periodicals of which 103 are peer-reviewed for scientific and research rigor, as shown below. 201 titles are offered without delay. This program does not have a heavy research component, focusing instead on hands-on experience.

Database Name	# of titles	# of titles: peer-reviewed	# of titles: no delay
Academic Search Complete	98	59	55
Art Full Text	38	26	31
Associates Programs Source Plus	83	15	68
Computer Database	30	3	28
General OneFile	81	14	75
Total	330	117	257
Total Unique Titles	261	103	201

A complete list of unique periodical titles is available in Appendix D and online at http://dept.sfcollege.edu/library/content/pdf/accred/digital_journals.pdf.

Appendices

- A. Existing Print Book Titles, 2007-2012
- B. Existing eBook Titles, 2007-2012
- C. Titles to Be Added During the 2012-2013 Fiscal Year
- D. Electronic Periodical Titles Relevant to Multimedia & Video Production Technology

Appendix A: Existing Book Titles, 2007-2012

Title	Subject(s)	Year
<i>Acting in Television Commercials for Fun and Profit</i>	Television advertising; Television acting	2009
<i>Adobe Photoshop Unmasked: The Art and Science of Selections, Layers, and Paths</i>	Computer graphics	2007
<i>Adobe Creative Suite 4 Design Premium</i>	Computer graphics	2009
<i>Adobe Creative Suite 4 Design Premium All-in-One for Dummies</i>	Computer graphics	2009
<i>Adobe Digital Video How-Tos: 100 Essential Techniques with Adobe Production Studio</i>	Digital video; Image processing -- Digital techniques; Interactive multimedia; Digital audio editors	2007
<i>Adobe Fireworks CS4: Classroom in a Book: The Official Training Workbook from Adobe Systems</i>	Computer graphics	2009
<i>Adobe Flash CS4 Professional: Classroom in a Book: The Official Training Workbook from Adobe Systems</i>	Computer animation; Interactive multimedia	2009
<i>Adobe Illustrator CS4: Classroom in a Book: The Official Training Workbook from Adobe Systems</i>	Computer graphics	2009
<i>Adobe Photoshop CS4: Classroom in a Book: The Official Training Workbook from Adobe Systems</i>	Computer graphics	2009
<i>Adobe Photoshop CS5 On Demand</i>	Image processing -- Digital techniques	2010
<i>Acting: The First Six Lessons: Documents from the American Laboratory Theatre</i>	Acting	2010
<i>The Acting Bible: The Complete Resource for Aspiring Actors</i>	Acting	2010
<i>Acting in Television Commercials for Fun and Profit</i>	Acting	2009
<i>Acting Professionally: Raw Facts About Careers in Acting</i>	Acting	2009
<i>Actor Training</i>	Acting	2010
<i>Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement</i>	Acting	2008
<i>The Actor Within: Intimate Conversations with Great Actors</i>	Acting	2011

Title	Subject(s)	Year
<i>Actor's Alchemy: Finding the Gold in the Script</i>	Acting	2011
<i>An Actor's Work: A Student's Diary</i>	Acting	2008
<i>An Actor's Work On a Role</i>	Acting	2010
<i>Advanced Digital Photography: Techniques & Tips for Creating Professional Quality Images</i>	Image processing -- Digital techniques	2007
<i>AGI: Graphic Design Since 1950</i>	Graphic arts	2007
<i>American Illustration 26</i>	Graphic arts	2007
<i>The Art of Digital Audio Recording: A Practical Guide for Home and Studio</i>	Sound -- Recording and reproducing -- Digital techniques	2011
<i>The Art of the Actor: The Essential History of Acting, from Classical Times to the Present Day</i>	Acting	2007
<i>Asian Graphics Now!</i>	Graphic arts	2010
<i>AutoCAD 2012 & AutoCAD LT 2012 Bible</i>	Computer graphics; Computer-aided design	2011
<i>Basics of Game Design</i>	Computer games -- Design; Video games -- Design	2011
<i>Because Digital Writing Matters: Improving Student Writing in Online and Multimedia Environments</i>	Multimedia systems	2010
<i>The Big Picture: Filmmaking Lessons From a Life On the Set</i>	Motion pictures -- Production and direction	2009
<i>Born Digital: Understanding the First Generation of Digital Natives</i>	Digital media	2008
<i>Cameras in the Classroom: Educating the Post-TV Generation</i>	Television -- Production and direction; Video recordings -- Production and direction	2007
<i>Camtasia Studio 4: The Definitive Guide</i>	Multimedia systems	2007
<i>Celebration Graphics Sourcebook: Festive Designs From All Cultures</i>	Graphic arts	2009
<i>Computers in Music Education: Amplifying Musicality</i>	Computer sound processing	2007
<i>Creating Games with Unity and Maya: How to Develop Fun and Marketable 3D Games</i>	Video games -- Design; Three-dimensional display systems	2012
<i>Design for Special Events: 500 of the Best Logos, Invitations, and Graphics</i>	Graphic arts	2008
<i>Design: Intelligence Made Visible</i>	Design -- History	2007

Title	Subject(s)	Year
<i>Design Thinking</i>	Graphic arts; Graphic design (Typography)	2010
<i>The Designer's Guide to Business and Careers: How to Succeed On the Job Or On Your Own</i>	Graphic arts	2009
<i>Digital Art Revolution: Creating Fine Art With Photoshop</i>	Digital art	2010
<i>The Digital Art Technique Manual For Illustrators & Artists: The Essential Guide to Creating Digital Illustration and Artworks Using Photoshop, Illustrator, and Other Software</i>	Digital art	2012
<i>Digital Photography Masterclass</i>	Image processing -- Digital techniques	2008
<i>Do-It-Yourself PC Upgrade Projects: 24 Cool Things You Didn't Know You Could Do!</i>	Digital video; Computer sound processing	2008
<i>The Elements of Graphic Design: Space, Unity, Page Architecture, and Type</i>	Graphic design (Typography)	2011
<i>Emotion on Demand: An Actor's Workbook for Mastering Emotional Triggers</i>	Acting	2010
<i>Exploring the Elements of Design</i>	Graphic arts	2008
<i>Fast, Cheap, and Written That Way: Top Screenwriters on Writing for Low-Budget Movies</i>	Low budget films	2007
<i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>	Digital cinematography; Digital video; Motion pictures -- Production and direction	2007
<i>From Text to Txtng: New Media in the Classroom</i>	Digital media	2012
<i>The Fundamentals of Creative Design</i>	Graphic arts; Graphic design (Typography)	2011
<i>The Future of the First Amendment: The Digital Media, Civic Education, and Free Expression Rights in America's High Schools</i>	Digital media	2008
<i>Get the Callback: The Art of Auditioning for Musical Theatre</i>	Acting	2009
<i>Graphic Design: A New History</i>	Graphic arts	2007

Title	Subject(s)	Year
<i>Graphic Design, Referenced: A Visual Guide to the Language, Applications, and History of Graphic Design</i>	Graphic arts	2009
<i>How To Be a Graphic Designer</i>	Graphic arts	2009
<i>How To Be a Working Actor: The Insider's Guide to Finding Jobs in Theater, Film and Television</i>	Acting	2008
<i>How To Do Accents</i>	Acting	2009
<i>How To Wow With Illustrator</i>	Computer graphics	2007
<i>iBrain: Surviving the Technological Alteration of the Modern Mind</i>	Digital media	2008
<i>The Improv Handbook: The Ultimate Guide to Improvising in Comedy, Theatre, and Beyond</i>	Acting	2008
<i>The Independent Filmmaker's Law and Business Guide: Financing, Shooting, and Distributing Independent and Digital Films</i>	Motion pictures -- Distribution	2009
<i>Just My Type: A Book About Fonts</i>	Graphic design (Typography)	2011
<i>Kazan on Directing</i>	Motion pictures -- Production and direction	2009
<i>The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles</i>	Graphic arts	2011
<i>Lettering: A Reference Manual of Techniques</i>	Graphic design (Typography)	2011
<i>Life Guide to Digital Photography</i>	Image processing -- Digital techniques	2010
<i>Macromedia Flash Professional 8 Game Graphics</i>	Computer games -- Programming; Computer animation	2007
<i>Mastering Audio: The Art and the Science</i>	Sound -- Recording and reproducing -- Digital techniques	2007
<i>Media in the Digital Age</i>	Digital media	2008
<i>Mixing Audio: Concepts, Practices and Tools</i>	Computer sound processing; Sound -- Recording and reproducing -- Digital techniques	2008
<i>Multimedia Foundations: Core Concepts for Digital Design</i>	Digital media; Multimedia systems	2012
<i>New Ornamental Type: Decorative Lettering in the Digital Age</i>	Graphic design (Typography)	2010

Title	Subject(s)	Year
<i>Opportunities in Cartooning and Animation Careers</i>	Animation (Cinematography)	2008
<i>Painting the Web</i>	Computer graphics	2008
<i>A Philosophy of Computer Art</i>	Computer art -- Philosophy	2010
<i>The Photographer's Mind: Creative Thinking for Better Digital Photos</i>	Image processing -- Digital techniques	2011
<i>Photoshop 3D for Animators</i>	Computer animation; Three-dimensional display systems	2011
<i>Photoshop CS/CS2 Wow! Book</i>	Computer graphics	2007
<i>Photoshop CS4: The Missing Manual</i>	Computer graphics	2009
<i>Pop: How Graphic Design Shapes Popular Culture</i>	Graphic arts	2010
<i>Recording Tips for Engineers: For Cleaner, Brighter Tracks</i>	Sound -- Recording and reproducing -- Digital techniques	2010
<i>Regular: Graphic Design Today</i>	Graphic arts; Graphic design (Typography)	2009
<i>The Rough Guide to Anime</i>	Animation (Cinematography)	2009
<i>Short Films: How to Make and Distribute Them</i>	Short films; Motion pictures -- Distribution	2007
<i>Small Screen, Big Picture: A Writer's Guide to the TV Business</i>	Television -- Production and direction	2008
<i>The Space to Move: Essentials of Movement Training</i>	Acting	2009
<i>Stagecraft: Stanislavsky and External Acting Techniques: A Companion to Using the Stanislavsky System</i>	Acting	2011
<i>The Story of Graphic Design: From the Invention of Writing to the Birth of Digital Design</i>	Graphic arts; Graphic design (Typography)	2010
<i>Street-Smart Advertising: How to Win the Battle of the Buzz</i>	Graphic design (Typography)	2007
<i>Sustainable Graphic Design: Tools, Systems, and Strategies For Innovative Print Design</i>	Graphic arts	2010
<i>Television, Film, and Digital Media Programs: 556 Outstanding Programs at Top Colleges and Universities Across the Nation</i>	Digital media	2007
<i>Telling Stories: A Grand Unifying Theory of Acting Techniques</i>	Acting	2008

Title	Subject(s)	Year
<i>The Thames & Hudson Dictionary of Graphic Design and Designers</i>	Graphic arts; Graphic design (Typography)	2012
<i>Theater as Life: Practical Wisdom Drawn from Great Acting Teachers, Actors & Sctresses</i>	Acting	2011
<i>Theater Careers: A Realistic Guide</i>	Acting	2012
<i>20th Century Design: The Definitive Illustrated Sourcebook</i>	Design -- History	2009
<i>Typography, Referenced: A Comprehensive Visual Guide to the Language, History, and Practice of Typography</i>	Graphic design (Typography)	2012
<i>The Ultimate Field Guide to Digital Video</i>	Digital cinematography; Digital video	2007
<i>Video Production Handbook</i>	Video recordings -- Production and direction	2008
<i>Visual Language for Designers: Principles for Creating Graphics That People Understand</i>	Graphic arts	2009
<i>Working in American Theatre: A Brief History, Career Guide and Resource Book for Over 1,000 Theatres</i>	Acting	2011

Appendix B: Existing eBook Titles, 2007-2012

Title	Subject(s)	Year
<i>21st Century Hollywood: Movies in the Era of Transformation</i>	Digital cinematography; Digital media	2011
<i>3D and HD Broadband Video Networking</i>	Digital video	2010
<i>3D Game Programming All In One</i>	Three-dimensional display systems	2007
<i>3D Game Programming for Teens</i>	Computer graphics	2009
<i>3ds Max 2011 Bible</i>	Computer animation; Computer graphics	2010
<i>3ds Max at a Glance</i>	Computer animation; Computer graphics	2008
<i>The 30-Second Storyteller: The Art and Business of Directing Commercials</i>	Television advertising	2007
<i>Ableton Live 6 Power! The Comprehensive Guide</i>	Digital audio editors	2007
<i>Ableton Live 7 Power! The Comprehensive Guide</i>	Digital audio editors	2008
<i>Acting Characters: 20 Essential Steps from Rehearsal to Performance</i>	Acting	2011
<i>Acting: The Basics</i>	Acting	2010
<i>Acting in Musical Theatre: A Comprehensive Course</i>	Acting	2008
<i>ActionScript 3.0 Bible</i>	Computer animation	2010
<i>Actor Training</i>	Acting	2010
<i>Adobe Creative Suite 5 Bible</i>	Computer graphics; Graphic arts	2010
<i>Adobe Creative Suite 5 Design Premium All-In-One for Dummies</i>	Computer graphics; Graphic arts	2010
<i>Adobe CS3 Web Workflows: Building Web Sites with Adobe Creative Suite 3</i>	Computer graphics	2008
<i>Adobe Photoshop CS3 Extended: Retouching Motion Pictures</i>	Digital video	2008
<i>Adobe PhotoShop Forensics: Sleuths, Truths, and Fauxtography</i>	Image processing -- Digital techniques	2008
<i>The Advanced Art of Stop-Motion Animation</i>	Computer animation	2011
<i>Advanced Biomedical Image Analysis</i>	Image processing -- Digital techniques	2011
<i>Advanced Maya Texturing and Lighting</i>	Computer animation	2008
<i>Advanced Photoshop CS3 Trickery & Fx</i>	Computer graphics	2007

Title	Subject(s)	Year
<i>Advanced Techniques in Multimedia Watermarking: Image, Video, and Audio Applications</i>	Multimedia systems	2010
<i>AI and Artificial Life in Video Games</i>	Video games -- Design	2008
<i>Alfredo 3 Business Solutions</i>	Digital media	2011
<i>Algorithms for Image Processing and Computer Vision</i>	Image processing -- Digital techniques	2011
<i>American Classic Screen Interviews</i>	Motion pictures -- Production and direction	2010
<i>Anime Studio: The Official Guide</i>	Computer animation	2008
<i>Anime Studio 6: The Official Guide</i>	Computer graphics	2009
<i>Apple Aperture 1.5: Photographers' Guide</i>	Image processing -- Digital techniques	2007
<i>The Art of Flash Animation: Creative Cartooning</i>	Computer animation	2007
<i>The Art of Poser and Photoshop: The Official Guide</i>	Computer animation; Computer graphics	2009
<i>The Artist's Guide to GIMP: Creative Techniques for Photographers, Artists, and Designers</i>	Computer graphics	2012
<i>AutoCAD 2008 for Dummies</i>	Computer-aided design	2007
<i>AutoCAD 2009 & AutoCAD LT 2009: All-In-One Desk Reference for Dummies</i>	Computer-aided design	2008
<i>AutoCAD 2009 & AutoCAD LT 2009 Bible</i>	Computer-aided design	2008
<i>AutoCAD 2009 and AutoCAD LT 2009: No Experience Required</i>	Computer-aided design	2008
<i>AutoCAD 2011 & AutoCAD LT 2011 Bible</i>	Computer-aided design	2010
<i>AutoCAD 2011 and AutoCAD LT 2011: No Experience Required</i>	Computer graphics	2010
<i>Beginning Game Programming</i>	Computer graphics	2007
<i>Beginning Game Programming With Flash</i>	Computer animation; Computer games -- Programming	2008
<i>Beginning Java Game Programming</i>	Computer graphics	2008
<i>Beginning Math Concepts for Game Developers</i>	Video games -- Design	2007
<i>Beginning Pre-Calculus for Game Developers</i>	Video games -- Design	2007
<i>Blender 3D 2.49: Architecture, Buildings, and Scenery</i>	Computer graphics; Three-dimensional display systems	2010

Title	Subject(s)	Year
<i>Blender Studio Projects: Digital Movie-Making</i>	Computer animation; Motion pictures -- Editing -- Data processing; Three-dimensional display systems	2010
<i>Blu-Ray Disc Demystified</i>	Digital video	2009
<i>Born Digital: Understanding the First Generation of Digital Natives</i>	Digital media	2008
<i>Bounce, Tumble, and Splash! Simulating the Physical World with Blender 3D</i>	Computer animation; Computer graphics; Three-dimensional display systems	2008
<i>Camtasia Studio 4: The Definitive Guide</i>	Multimedia systems	2007
<i>Camtasia Studio 5: The Definitive Guide</i>	Digital video; Multimedia systems	2008
<i>Career as a Video Game Developer, Designer</i>	Video games -- Design	2009
<i>Career Opportunities in the Internet, Video Games, and Multimedia</i>	Digital video	2007
<i>Careers In Focus: Computer and Video Game Design</i>	Video games -- Design	2009
<i>Careers in Motion Picture Theater Management: Film Distribution</i>	Motion pictures -- Distribution	2007
<i>Challenges for Game Designers</i>	Video games -- Design	2008
<i>Character Animation with Direct3D</i>	Computer animation	2009
<i>Character Animation with Poser Pro</i>	Computer animation; Computer graphics	2009
<i>Character Emotion in 2d and 3d Animation</i>	Computer animation	2008
<i>Cinema 4D R10 Handbook</i>	Computer animation; Computer graphics; Three-dimensional display systems	2007
<i>Cinema Today: A Conversation with Thirty-Nine Filmmakers from Around the World</i>	Motion pictures -- Production and direction	2011
<i>Cinema, Space, and Polylocality in a Globalizing China</i>	Motion pictures -- Production and direction	2010
<i>Collaborative Online Game Creation</i>	Computer games -- Design	2009
<i>Complete Digital Photography (6th ed.)</i>	Image processing -- Digital techniques	2011
<i>Complete Digital Photography (5th ed.)</i>	Image processing -- Digital techniques	2010
<i>Complete Digital Photography (4th ed.)</i>	Image processing -- Digital techniques	2007

Title	Subject(s)	Year
<i>Complete Photoshop CS3 for Digital Photographers</i>	Computer graphics	2007
<i>The Configuration Space Method for Kinematic Design of Mechanisms</i>	Computer-aided design	2010
<i>Context Providers: Conditions of Meaning in Media Arts</i>	Digital art	2011
<i>CorelDRAW X5: The Official Guide</i>	Computer graphics	2011
<i>Creating Content Management Systems in Java</i>	Digital media; Multimedia systems	2007
<i>Creating Game Art for 3D Engines</i>	Computer games -- Design; Video games -- Design; Computer graphics	2008
<i>Creating Music and Sound for Games</i>	Computer sound processing	2007
<i>DarkBasic Pro Game Programming</i>	Computer graphics	2007
<i>David Busch's Nikon D3100 Guide to Digital SLR Photography</i>	Image processing -- Digital techniques	2012
<i>David Busch's Quick Snap Guide to Adobe Photoshop: An Instant Start-Up Manual for Editing and Sharing Your Photos Online</i>	Computer graphics	2008
<i>Declarations of Independence: American Cinema and the Partiality of Independent Production</i>	Motion pictures -- Production and direction; Low budget films	2008
<i>The Designer: Half a Century of Change in Image, Training, and Techniques</i>	Graphic arts	2008
<i>Digital and Other Virtualities: Renegotiating the Image</i>	Digital cinematography; Digital art	2010
<i>Digital Animation</i>	Computer animation; Computer drawing	2008
<i>Digital Audio Watermarking Techniques and Technologies: Applications and Benchmarks</i>	Multimedia systems; Sound -- Recording and reproducing -- Digital techniques	2008
<i>Digital Character Painting Using Photoshop CS3</i>	Computer art -- Technique; Digital art -- Technique; Computer graphics	2008
<i>Digital Color Management: Encoding Solutions</i>	Image processing -- Digital techniques	2008
<i>Digital Cultures</i>	Digital media	2009
<i>Digital Dilemmas: The State, the Individual, and Digital Media in Cuba</i>	Digital media	2010
<i>Digital Imagery and Informational Graphics in E-learning</i>	Image processing -- Digital techniques	2010

Title	Subject(s)	Year
<i>Digital Literacy: Tools and Methodologies for Information Society</i>	Digital media	2008
<i>Digital Material: Tracing New Media in Everyday Life and Technology</i>	Digital media	2009
<i>Digital Media and Democracy: Tactics in Hard Times</i>	Digital media	2008
<i>Digital Painting Fundamentals with Corel Painter 11</i>	Computer art; Computer graphics	2009
<i>Digital Painting Fundamentals with Corel Painter X</i>	Computer art; Computer graphics	2008
<i>Digital Performer 5 Power! The Comprehensive Guide</i>	Sound -- Recording and reproducing -- Digital techniques	2008
<i>Digital Performer 6 Power! The Comprehensive Guide</i>	Digital audio editors	2009
<i>The Digital Photographer's Software Guide</i>	Image processing -- Digital techniques	2009
<i>Directing Fiction</i>	Motion pictures -- Production and direction	2010
<i>Do-It-Yourself PC Upgrade Projects: 24 Cool Things You Didn't Know You Could Do!</i>	Digital video; Computer sound processing	2008
<i>Drawing for Animation</i>	Animation (Cinematography)	2009
<i>E-habits: What You Must Do to Optimize Your Professional Digital Presence</i>	Digital media	2010
<i>E-learning Methodologies and Computer Applications in Archaeology</i>	Multimedia systems	2008
<i>Emergence in Games</i>	Computer games -- Design	2008
<i>The End of the Virtual: Digital Methods</i>	Digital media	2009
<i>Essential Lightwave v9: The Fastest and Easiest Way to Master LightWave 3D</i>	Computer animation; Computer graphics	2007
<i>Ethics and Game Design: Teaching Values Through Play</i>	Video games -- Design	2010
<i>Fight Choreography: The Art of Non-Verbal Dialogue</i>	Motion pictures -- Production and direction; Acting	2008
<i>Figures, Characters and Avatars: The Official Guide to Using DAZ Studio to Create Beautiful Art</i>	Computer animation; Computer drawing	2009
<i>Flash Animation for Teens</i>	Computer animation	2007
<i>Flash CS4 for Dummies</i>	Computer animation	2008

Title	Subject(s)	Year
<i>Flash Facebook Cookbook: Over 60 Recipes for Integrating Flash Applications with the Graph API and Facebook</i>	Computer animation	2011
<i>Flash Multiplayer Virtual Worlds: Build Immersive, Full Featured Interactive Worlds for Games, Online Communities, and More</i>	Computer animation	2010
<i>Flash Professional CS5 Bible</i>	Computer animation -- Computer programs; Computer graphics -- Computer programs; Digital video -- Editing -- Data processing	2010
<i>The Fundamentals of Film-Making</i>	Motion pictures -- Production and direction	2008
<i>Future Directions in Distance Learning and Communications Technologies</i>	Multimedia systems	2007
<i>Game Character Animation All In One</i>	Computer animation; Computer games -- Design; Video games -- Design	2007
<i>Game Character Design Complete: Using 3ds Max 8 and Adobe Photoshop CS2</i>	Computer games -- Design; Computer graphics	2007
<i>Game Character Development</i>	Computer animation; Three-dimensional display systems	2008
<i>Game Development with Unity</i>	Video games -- Design	2012
<i>Game Graphics Programming</i>	Computer graphics	2008
<i>Garageband '08 Power! The Comprehensive Recording and Podcasting Guide</i>	Digital audio editors	2009
<i>Gardner's Guide to Pitching and Selling Animation</i>	Animation (Cinematography)	2008
<i>Generation Digital: Politics, Commerce, and Childhood in the Age of the Internet</i>	Digital media	2007
<i>Get Seen: Online Video Secrets to Building Your Business</i>	Digital video	2010
<i>Get the Callback: The Art of Auditioning for Musical Theatre</i>	Acting	2009
<i>GIMP 2.6 Cookbook: Over 50 Recipes to Produce Amazing Graphics With the GIMP</i>	Computer graphics	2011
<i>Global Contexts</i>	Graphic arts; Computer art	2009

Title	Subject(s)	Year
<i>Going Pro with Logic Pro 8</i>	Digital audio editors	2009
<i>Going to War: Creating Computer War Games</i>	Computer [war] games -- Design	2009
<i>Graphic Design: The New Basics</i>	Graphic arts	2008
<i>The Guerilla Film Makers Pocketbook</i>	Motion pictures -- Production and direction; Low budget films	2010
<i>The H.264 Advanced Video Compression Standard</i>	Digital video	2010
<i>Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media</i>	Digital media	2010
<i>Home Recording for Beginners</i>	Sound -- Recording and reproducing -- Digital techniques	2009
<i>How to Create Fantasy Art for Computer Games</i>	Computer games -- Design; Video games -- Design; Computer art	2010
<i>How to Do Everything with Online Video</i>	Digital video	2008
<i>How to Do Everything with Windows Vista Media Center</i>	Interactive multimedia; Multimedia systems	2008
<i>How to Grow As an Illustrator</i>	Graphic arts	2007
<i>How To Improvise a Full-Length Play: The Art of Spontaneous Theater</i>	Acting	2007
<i>How To Think Like a Great Graphic Designer</i>	Graphic arts	2007
<i>iLife '11 Portable Genius</i>	Multimedia systems	2011
<i>Illustrator CS5 Bible</i>	Computer graphics	2010
<i>The International Film Business: A Market Guide Beyond Hollywood</i>	Motion pictures -- Distribution	2010
<i>Introducing 3ds Max 2008</i>	Computer animation; Three-dimensional display systems	2008
<i>Introducing AutoCAD 2009 and AutoCAD LT 2009</i>	Computer-aided design	2008
<i>Introducing AutoCAD Civil 3D 2009</i>	Three-dimensional display systems	2009
<i>Introducing Autodesk 3ds Max 2011: Autodesk Official Training Guide</i>	Computer animation; Three-dimensional display systems	2010
<i>Introducing Autodesk Maya 2012</i>	Computer animation; Computer graphics; Three-dimensional display systems	2011
<i>Introducing Character Animation with Blender</i>	Computer animation; Computer graphics; Three-dimensional display systems	2011

Title	Subject(s)	Year
<i>Introducing Maya 2008</i>	Computer animation; Three-dimensional display systems	2008
<i>Introducing Maya 2011</i>	Computer animation; Three-dimensional display systems	2010
<i>Introducing Microsoft Expression Studio: Using Design, Web Blend and Media to Create Professional Digital Content</i>	Graphic arts; Interactive multimedia	2008
<i>Introducing Zbrush</i>	Computer graphics	2008
<i>Introduction to 3D Data: Modeling with ArcGIS 3D Analyst and Google Earth</i>	Three-dimensional display systems	2009
<i>Introduction to Game Development</i>	Computer games -- Design; Video games -- Design	2009
<i>IP Multicast with Applications to IPTV and Mobile DVB-H</i>	Digital video	2008
<i>Iwao Takamoto: My Life with a Thousand Characters</i>	Animation (Cinematography)	2009
<i>jQuery 1.4 Animation Techniques Beginner's Guide: Quickly Master All of jQuery's Animation Methods and Build a Toolkit of Ready-to-Use Animations Using jQuery 1.4</i>	Computer animation	2011
<i>Level[up arrow] Up! The Guide to Great Video Game Design</i>	Computer games -- Design	2010
<i>LightWave v9 Lighting</i>	Computer animation; Computer graphics	2007
<i>LightWave v9 Texturing</i>	Computer animation; Computer graphics	2007
<i>Logic Pro 8 Power! The Comprehensive Guide</i>	Digital audio editors	2009
<i>Marketing to Moviegoers: A Handbook of Strategies and Tactics</i>	Motion pictures -- Distribution	2009
<i>The Mask Handbook: A Practical Guide</i>	Acting	2007
<i>Mastering AutoCAD 2011 and AutoCAD LT 2011</i>	Computer graphics	2010
<i>Mastering AutoCAD Civil 3D 2008</i>	Three-dimensional display systems	2007
<i>Mastering AutoCAD Civil 3D 2011</i>	Three-dimensional display systems	2010
<i>Mastering Autodesk Maya 2011</i>	Computer animation; Computer graphics	2010
<i>Mastering Autodesk VIZ 2008</i>	Computer animation; Computer graphics	2007

Title	Subject(s)	Year
<i>Mastering Blender</i>	Computer animation; Computer graphics; Three-dimensional display systems	2009
<i>Mastering Mental Ray: Rendering Techniques for 3D & CAD Professionals</i>	Computer-aided design; Three-dimensional display systems	2010
<i>Maya 8 Character Modeling</i>	Computer animation; Three-dimensional display systems	2007
<i>Maya Feature Creature Creations</i>	Computer animation; Three-dimensional display systems	2008
<i>Maya Plugin Power</i>	Computer animation; Computer graphics	2008
<i>Maya Studio Projects: Photorealistic Characters</i>	Computer graphics; Three-dimensional display systems	2011
<i>Maya Studio Projects: Texturing and Lighting</i>	Computer animation; Three-dimensional display systems	2011
<i>Maya Studio Projects: Game Environments and Props</i>	Computer animation; Computer games -- Programming; Digital video; Computer graphics	2010
<i>Mental Ray for Maya, 3ds Max, and XSI: A 3d Artist's Guide to Rendering</i>	Computer animation; Computer graphics; Three-dimensional display systems	2008
<i>The Michael Chekhov Handbook: For the Actor</i>	Acting	2010
<i>Microsoft Silverlight 3: A Beginner's Guide</i>	Multimedia systems	2010
<i>Microsoft Silverlight Graphics</i>	Multimedia systems	2008
<i>MIDI Editing in Cubase: Skill Pack</i>	Digital audio editors	2007
<i>Mobile Fraphtics 3D SoC: From Algorithm to Chip</i>	Computer graphics; Three-dimensional display systems	2010
<i>Modular Design for Machine Tools</i>	Computer-aided design	2008
<i>More Than One Way to Skin a Cat: Create Eye-Popping Effects Using Aviary (Without Paying for Photoshop)</i>	Computer graphics	2009
<i>Moving the Eye Through 2-D Design: A Visual Primer</i>	Graphic arts	2011
<i>Multimedia Information Storage and Retrieval: Techniques and Technologies</i>	Multimedia systems	2008
<i>The New Social Learning: A Guide to Transforming Organizations Through Social Media</i>	Digital media	2010

Title	Subject(s)	Year
<i>Nintendo Wii Flash Game Creator's Guide: Design, Develop, and Share Your Games Online</i>	Video games -- Design	2008
<i>The Official Guide to 3D GameStudio</i>	Computer games -- Design	2007
<i>The Official Luxology Modo Guide: Version 301</i>	Computer animation; Computer graphics; Three-dimensional display systems	2008
<i>Paint or Pixel: The Digital Divide in Illustration Art</i>	Digital art	2007
<i>Panda3D 1.6 Game Engine Beginner's Guide</i>	Computer animation; Computer games -- Design	2011
<i>Panda3D 1.6 Game Engine Beginner's Guide</i>	Computer animation; Computer games -- Design	2011
<i>Panda3D 1.7 Game Developer's Cookbook: Over 80 Recipes for Developing 3D Games With Panda3D, a Full-Scale 3D Game Engine</i>	Three-dimensional display systems	2011
<i>Peer Production and Software: What Mozilla Has to Teach Government</i>	Digital media	2010
<i>Photo Restoration and Retouching Using Corel Paint Shop Pro Photo: Learn How to Rescue Old Photos and Improve Your Digital Pictures!</i>	Image processing -- Digital techniques	2008
<i>Photocine: Digital Filmmaking with DSLRs</i>	Digital cinematography	2012
<i>Photoshop CS3 Extended Video and 3D Bible</i>	Computer animation; Computer graphics; Three-dimensional display systems; Image processing -- Digital techniques	2008
<i>Photoshop CS3 for Screen Printers</i>	Computer graphics	2008
<i>Photoshop CS4 for Dummies</i>	Computer graphics	2008
<i>Photoshop Elements 9</i>	Computer graphics; Graphic arts	2011
<i>Photoshop Elements 9: Top 100 Simplified Tips & Tricks</i>	Computer graphics	2010
<i>Picture Yourself Creating Video Games</i>	Computer games -- Design; Video games -- Design	2008
<i>Picture Yourself Directing a Movie: Step-by-Step Instruction for Short Films and More</i>	Motion pictures -- Production and direction; Short films	2008

Title	Subject(s)	Year
<i>Picture Yourself Getting the Most Out of Your Digital SLR Camera: Step-by-Step Instruction for Taking Great Photographs of Your World</i>	Image processing -- Digital techniques	2009
<i>Picture Yourself Learning Corel Paint Shop Pro Photo X2</i>	Image processing -- Digital techniques	2008
<i>Picture Yourself Learning Corel PaintShop Photo Pro X3</i>	Image processing -- Digital techniques	2011
<i>Playing the Other: Dramatizing Personal Narratives in Playback Theatre</i>	Acting	2007
<i>Politics on Demand: The Effects of 24-Hour News on American Politics</i>	Digital media	2010
<i>Poser 8 Revealed: The Official Guide</i>	Computer animation	2010
<i>A Practical Guide to Working in Theatre</i>	Acting	2009
<i>Practical Poser 8: The Official Guide</i>	Computer animation; Computer graphics	2010
<i>Pro Tools 101: Official Courseware Version 8.0</i>	Digital audio editors	2009
<i>Pro Tools 101: Version 7.4: Official Courseware</i>	Digital audio editors	2007
<i>Pro Tools 7 Power! The Comprehensive Guide</i>	Digital audio editors	2008
<i>Pro Tools All-In-One Desk Reference for Dummies</i>	Computer sound processing	2008
<i>Pro Tools for Video, Film, and Multimedia</i>	Digital video; Multimedia systems; Digital audio editors	2008
<i>Pro Tools LE 7 Ignite! The Visual Guide for New Users</i>	Digital audio editors; Computer sound processing; Sound -- Recording and reproducing -- Digital techniques	2008
<i>Processing: A Programming Handbook for Visual Designers and Artists</i>	Computer graphics; Digital art	2007
<i>Producing</i>	Motion pictures -- Production and direction	2009
<i>Professional Papervision3D</i>	Computer animation; Computer games -- Programming	2010
<i>Professional Silverlight 4</i>	Multimedia systems	2010
<i>Professional Windows Phone 7 Game Development: Creating Games Using XNA Game Studio 4</i>	Computer animation; Computer games -- Design	2011

Title	Subject(s)	Year
<i>Programming Video Games for the Evil Genius</i>	Computer games -- Design; Video games -- Design	2008
<i>Project5 Power! The Comprehensive Guide</i>	Digital audio editors	2008
<i>Quality and Communicability for Interactive Hypermedia Systems: Concepts and Practices for Design</i>	Interactive multimedia	2010
<i>The Quotable Actor: 1001 Pearls of Wisdom from Actors Talking About Acting</i>	Acting	2009
<i>Reinventing Cinema: Movies in the Age of Media Convergence</i>	Digital cinematography; Digital media	2009
<i>The Rhythm of Space and the Sound of Time: Michael Chekhov's Acting Technique in the 21st Century</i>	Acting	2008
<i>Secrets of Poser Experts: Tips, Techniques, and Insights for Users of All Abilities--The eFrontier Official Guide</i>	Computer animation	2007
<i>Semantic-Based Visual Information Retrieval</i>	Image processing -- Digital techniques	2007
<i>Serious Game Design and Development: Technologies for Training and Learning</i>	Video games -- Design	2010
<i>Silverlight 1.0</i>	Multimedia systems	2008
<i>Silverlight 2 Bible</i>	Multimedia systems	2008
<i>Silverlight 3 Programmer's Reference</i>	Multimedia systems	2009
<i>Silverlight 4: Problem, Design, Solution</i>	Multimedia systems	2010
<i>SIP: Understanding the Session Initiation Protocol</i>	Multimedia systems	2009
<i>Smashing Photoshop CS5: 100 Professional Techniques</i>	Computer graphics; Image processing -- Digital techniques	2010
<i>SolidWorks 2007 Bible</i>	Computer-aided design	2007
<i>SolidWorks 2010: No Experience Required</i>	Computer graphics; Computer-aided design	2010
<i>SolidWorks 2010 Bible</i>	Computer-aided design	2010
<i>SolidWorks 2011 Parts Bible</i>	Computer-aided design	2011
<i>Sonar X1 Power! The Comprehensive Guide</i>	Digital audio editors; Computer sound processing	2012
<i>Spaces Speak, Are You Listening? Experiencing Aural Architecture</i>	Sound -- Recording and reproducing -- Digital techniques	2007
<i>SpecLab: Digital Aesthetics and Projects in Speculative Computing</i>	Image processing -- Digital techniques	2009

Title	Subject(s)	Year
<i>Stage Presence</i>	Acting	2008
<i>Statistical Graphics in SAS: An Introduction to the Graph Template Language and the Statistical Graphics Procedures</i>	Computer graphics	2010
<i>Stop Motion</i>	Cinematography -- Special effects	2010
<i>Street-Smart Advertising: How to Win the Battle of the Buzz</i>	Graphic design (Typography)	2010
<i>Structures of Image Collections: From Chauvet-Pont-d'Arc to Flickr</i>	Image processing -- Digital techniques	2008
<i>Teach Yourself Visually Photoshop CS4</i>	Computer graphics	2009
<i>Technology-Assisted Problem Solving for Engineering Education: Interactive Multimedia Applications</i>	Interactive multimedia	2010
<i>Television Field Production and Reporting</i>	Television -- Production and direction	2009
<i>Template Matching Techniques in Computer Vision: Theory and Practice</i>	Image processing -- Digital techniques	2009
<i>Theorizing Digital Cultural Heritage: A Critical Discourse</i>	Digital art	2007
<i>Thinking Animation: Bridging the Gap Between 2D and CG</i>	Computer animation; Computer graphics	2007
<i>Thinking With Type: A Critical Guide for Designers, Writers, Editors, & Students</i>	Graphic design (Typography)	2010
<i>Torque for Teens</i>	Video games -- Design; Computer graphics; Three-dimensional display systems	2010
<i>The Twenty-First-Century Media Industry: Economic and Managerial Implications in the Age of New Media</i>	Digital media	2010
<i>Unity 3.x Game Development By Example: Beginner's Guide; A Seat of Your Pants Manual for Building Fun, Groovy Little Games Quickly With Unity 3.x</i>	Computer games -- Design; Computer graphics; Three-dimensional display systems	2011
<i>Videogames and Art</i>	Video games -- Design; Computer art; Computer graphics	2007
<i>Visual Design Fundamentals: A Digital Approach</i>	Computer-aided design; Image processing -- Digital techniques; Graphic arts	2009
<i>Watch This Space: The Future of Australian Journalism</i>	Digital media	2010

Title	Subject(s)	Year
<i>Working With Audio</i>	Sound -- Recording and reproducing -- Digital techniques	2012
<i>Working With Beats in Pro Tools: Skill Pack</i>	Digital audio editors	2007
<i>World Directors in Dialogue: Conversations on Cinema</i>	Motion pictures -- Production and direction	2011
<i>World of Warcraft Programming: A Guide and Reference for Creating WoW Addons</i>	Computer games -- Design	2010
<i>Xara Xtreme 5: The Official Guide</i>	Computer animation; Computer graphics	2010
<i>The Young and the Digital: What the Migration to Social Network Sites, Games, and Anytime, Anywhere Media Means for Our Future</i>	Digital media	2009
<i>Your Cubase Studio</i>	Digital audio editors	2008
<i>Your Pro Tools Studio</i>	Computer sound processing	2008
<i>ZBrush Character Creation: Advanced Digital Sculpting</i>	Computer graphics	2008
<i>ZBrush Digital Sculpting: Human Anatomy</i>	Computer graphics	2010

Appendix C: Titles to Be Added During the 2012-2013 Fiscal Year

Title	Subject(s)	Year	Price
<i>Action! Acting Lessons for CG Animators</i>	Computer animation; Animation (Cinematography); Acting	2009	49.99
<i>Adobe After Effects CS6 Classroom in a Book: The Official Training Workbook from Adobe Systems</i>	Cinematography -- Special effects; Computer graphics; Image processing -- Digital techniques; Computer animation; Computer drawing	2012	37.02
<i>Autodesk Maya 2013 Essentials</i>	Computer animation	2012	29.10
<i>The Business of Media Distribution: Monetizing Film, TV, and Video Content</i>	Motion pictures -- Marketing; Television broadcasting -- Marketing	2010	23.48
<i>Color Correction Handbook: Professional Techniques for Video and Cinema</i>	Digital video	2011	39.21
<i>Complete Digital Illustration: A Master Class in Image-Making</i>	Computer drawing; Graphic arts	2010	28.94
<i>The Complete Film Production Handbook</i>	Motion pictures -- Production and direction	2010	39.25
<i>The Complete Guide to Writing, Producing, and Directing a Low-Budget Short Film</i>	Short films -- Production and direction; Low budget films -- Production and direction	2011	15.59
<i>Compositing Visual Effects: Essentials for the Aspiring Artist</i>	Cinematography -- Special effects; Image processing -- Digital techniques	2011	30.62
<i>Corporate Video Production: Beyond the Board Room (and Out of the Bored Room)</i>	Video recordings -- Production and direction	2011	22.48
<i>Cracking Animation: The Aardman Book of 3-D Animation</i>	Animation (Cinematography)	2010	21.42
<i>The Creative Artist's Legal Guide: Copyright, Trademark, and Contracts in Film and Digital Media Production</i>	Digital media	2012	15.00
<i>Design Essentials for the Motion Media Artist: A Practical Guide to Principles & Techniques</i>	Animation (Cinematography)	2011	37.40
<i>Design Fundamentals for New Media</i>	Digital media; Multimedia systems	2012	73.97
<i>The Design History Reader</i>	Design -- History	2010	33.90
<i>The Design Manual</i>	Computer drawing; Graphic design (Typography)	2009	39.95

Title	Subject(s)	Year	Price
<i>Digital Design for Print and Web: An Introduction to Theory, Principles, and Techniques</i>	Graphic arts	2010	55.19
<i>Digital Compositing for Film and Video</i>	Cinematography -- Special effects; Computer graphics; Image processing -- Digital techniques	2010	43.46
<i>Digital Filmmaking for Beginners: A Practical Guide to Video Production</i>	Digital cinematography -- Amateurs' manuals; Digital media	2012	16.58
<i>The Digital Filmmaking Handbook</i>	Digital cinematography; Digital video	2012	30.69
<i>Digital Media Primer: Digital Audio, Video, Imaging and Multimedia Programming</i>	Digital media	2013	97.36
<i>Digital Media: Concepts & Applications</i>	Digital media	2013	51.27
<i>Digital Modeling</i>	Computer graphics; Three-dimensional display systems; Computer animation	2012	32.59
<i>Digital Visual Effects in Cinema: The Seduction of Reality</i>	Digital cinematography	2011	25.95
<i>Directing Animation</i>	Animation (Cinematography)	2010	17.56
<i>Everyone is a Designer in the Age of Social Media</i>	Design -- History	2010	15.56
<i>Filming the Fantastic: A Guide to Visual Effects Cinematography</i>	Cinematography -- Special effects	2011	37.82
<i>Frame-by-Frame Stop Motion: The Guide to Non-Traditional Animation Techniques</i>	Animation (Cinematography)	2011	26.37
<i>Graphic Design Portfolio Strategies for Print and Digital Media</i>	Graphic arts	2010	30.18
<i>The Green Screen Handbook: Real-World Production Techniques</i>	Cinematography -- Special effects; Computer graphics; Image processing -- Digital techniques; Computer animation	2010	31.01
<i>Greenscreen Made Easy: Keying and Compositing Techniques for Indie Filmmakers</i>	Cinematography -- Special effects	2009	13.38
<i>Hybrid Animation: Integrating 2D and 3D Assets</i>	Computer animation; Computer drawing	2010	39.95
<i>Illuminated Pixels</i>	Computer graphics; Three-dimensional display systems	2011	37.40

Title	Subject(s)	Year	Price
<i>Interactive Design: An Introduction to the Theory and Application of User-Centered Design</i>	Interactive multimedia; Graphic arts	2012	27.72
<i>Introduction to Media Production: The Path to Digital Media Production</i>	Digital media; Motion pictures -- Production and direction; Television -- Production and direction	2009	46.15
<i>Make Your Movie: What You Need to Know About the Business and Politics of Filmmaking</i>	Motion pictures -- Production and direction	2012	18.62
<i>Make Your Music Video and Put It Online</i>	Music videos -- Production and direction; Digital video	2010	21.08
<i>Meggs' History of Graphic Design</i>	Design -- History	2011	58.15
<i>Motion Graphic Design: Applied History and Aesthetics</i>	Animation (Cinematography)	2013	46.77
<i>Motion Picture and Video Lighting</i>	Cinematography -- Lighting	2008	36.39
<i>Moving Graphics: New Directions in Motion Design</i>	Computer Animation	2012	44.43
<i>MP3: The Meaning of a Format</i>	Digital media	2012	24.95
<i>The New Digital Storytelling: Creating Narratives with New Media</i>	Interactive multimedia	2011	42.30
<i>Picture Yourself Directing a Movie: Step-by-Step Instruction for Short Films and More</i>	Motion pictures -- Production and direction; Short films	2008	29.99
<i>Producing Animation</i>	Animation (Cinematography)	2011	32.90
<i>Professional Digital Compositing: Essential Tools and Techniques</i>	Cinematography -- Special effects; Image processing -- Digital techniques; Computer animation	2010	38.00
<i>A Shot in the Dark: A Creative DIY Guide to Digital Video Lighting on (Almost) No Budget</i>	Cinematography -- Lighting; Digital video	2011	23.77
<i>The Twenty-First-Century Media Industry: Economic and Managerial Implications in the Age of New Media</i>	Digital media	2010	83.99
<i>Understanding Media Industries</i>	Mass media	2012	49.84
<i>Voice and the Young Actor</i>	Acting	2012	29.95
<i>Writing for Digital Media</i>	Digital media	2010	39.53
Total			\$ 1,834.17

Appendix D: Electronic Periodical Titles Relevant to Multimedia & Video Production Technology

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Acta Graphica</i>	Graphic Design	2011 - present	yes	Art Full Text
<i>Adgully</i>	Advertising	2011 - present	no	General OneFile
<i>AdMedia</i>	Advertising	2002 - present	no	General OneFile
<i>Advertising Age</i>	Advertising	1992 - present	no	Academic Search Complete
<i>ADWEEK</i>	Advertising	2003 - present	no	General OneFile
<i>Afterimage</i>	Photography; Film; Visual Arts; Television	1994 - present	no	Academic Search Complete; Art Full Text; Associates Programs Source Plus; General OneFile
<i>Algorithms</i>	Computer Science	2009 - present	yes	Academic Search Complete
<i>American Art</i>	Visual Arts; Film; Graphic Design	2011 - 12 month delay	yes	Art Full Text
<i>American Cinematographer</i>	Digital Video; Film; Television	1998 - present	no	Art Full Text; Associates Programs Source Plus
<i>American Printer</i>	Visual Arts	1997 - present	no	Associates Programs Source Plus
<i>American Theatre</i>	Theater	1992 - present	no	Academic Search Complete; General OneFile
<i>Animation</i>	Computer Graphics; Animation	1998 - present	no	Art Full Text; Associates Programs Source Plus
<i>Animation Xpress</i>	Computer Graphics; Animation	2009 - present	no	General OneFile
<i>APC</i>	Computer Science	2010 - 2011	no	Computer Database
<i>Applied Artificial Intelligence</i>	Computer Science	1996 - 18 month delay	yes	Academic Search Complete
<i>Applied Arts Magazine</i>	Visual Arts	2003 - present	no	Art Full Text
<i>Art Book</i>	Visual Arts	1997 - 2010	yes	Academic Search Complete
<i>Art Business News</i>	Visual Arts	2000 - present	no	General OneFile
<i>Art in America</i>	Visual Arts	2002 - present	no	Academic Search Complete
<i>Art Journal</i>	Visual Arts	1974 - present	yes	Academic Search Complete; General OneFile
<i>Art Monthly</i>	Visual Arts	2003 - present	no	Academic Search Complete
<i>Artforum International</i>	Visual Arts	1993 - present	yes	General OneFile
<i>ArtsBeat: The Culture at Large</i>	Visual Arts	2010 - present	no	General OneFile
<i>ArtUS</i>	Visual Arts	2003 - present	no	Academic Search Complete
<i>Asia Image</i>	Film; Television	2000 - present	no	General OneFile
<i>Asian Theatre Journal</i>	Theater	2001 - 12 month delay	yes	Academic Search Complete
<i>AV Technology</i>	Film; Television	2010 - present	no	General OneFile
<i>Back Stage (National Edition)</i>	Theater	2008 - present	no	General OneFile

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Back Stage East</i>	Theater	1995 - present	no	Associates Programs Source Plus
<i>Berkeley Technology Law Journal</i>	Law	2001 - present	yes	Academic Search Complete; Associates Programs Source Plus
<i>Billboard</i>	Music	1991 - present	no	Associates Programs Source Plus; General OneFile
<i>Border Crossings</i>	Visual Arts	1998 - present	no	Art Full Text
<i>Boxoffice</i>	Film	2006 - present	no	Associates Programs Source Plus
<i>Brandweek</i>	Advertising	1992 - 2011	no	Academic Search Complete; General OneFile
<i>British Journal of Educational Technology</i>	Technology	1998 - 12 month delay	yes	Academic Search Complete
<i>Broadcast Engineering</i>	Television	1999 - present	no	Associates Programs Source Plus
<i>Broadcasting & Cable C: International</i>	Television	1999 - present	no	Associates Programs Source Plus
<i>Contemporary Art</i>	Visual Arts	1996 - present	no	General OneFile
<i>CAD/CAM Update</i>	Computer Science	1998 - present	no	Academic Search Complete; Associates Programs Source Plus; Computer Database; General OneFile
<i>Cadalyst</i>	Computer Science	2001 - 2009; 2010 - present	no	Associates Programs Source Plus; Computer Database; General OneFile
<i>Call Sheet by Back Stage</i>	Film; Television	2009 - present	no	General OneFile
<i>Camera Obscura</i>	Film	1997 - 12 month delay	yes	Academic Search Complete
<i>Camera Operator</i>	Film	2009 - present	no	Associates Programs Source Plus
<i>Campaign</i>	Advertising	1991 - present	no	General OneFile
<i>Canadian Journal of Film Studies</i>	Film; Television	2007 - present	yes	Art Full Text
<i>Canadian Musician</i>	Music	2001 - present	no	General OneFile
<i>CD Computing News</i>	Computer Science	1998 - present	no	Academic Search Complete; Associates Programs Source Plus; Computer Database; General OneFile
<i>CD-ROM Databases</i>	Computer Science	1999 - present	no	Academic Search Complete
<i>CD-ROM Professional</i>	Computer Science	1995 - present	yes	Academic Search Complete
<i>CineAction</i>	Film	2001 - present	yes	General OneFile
<i>Cineaste</i>	Film	1990 - present	no	Academic Search Complete; Art Full Text; Associates Programs Source Plus; General OneFile
<i>Cinema Journal</i>	Film	1996 - 12 month delay	yes	Academic Search Complete; Art Full Text

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Cinema Scope</i>	Film	2006 - present	no	Associates Programs Source Plus
<i>Cinema Technology</i>	Film	1987 - present	no	Associates Programs Source Plus
<i>CoDesign</i>	Visual Arts	2005 - 18 month delay	yes	Academic Search Complete
<i>Comparative Drama</i>	Drama	2007 - present	yes	Academic Search Complete
<i>Computational Intelligence</i>	Computer Science	1998 - 12 month delay	yes	Academic Search Complete
<i>Computer Animation & Virtual Worlds</i>	Computer Graphics	2004 - 12 month delay	yes	Associates Programs Source Plus
<i>Computer Artist</i>	Computer Graphics	1995 - 1997	no	Academic Search Complete
<i>Computer Graphics Forum</i>	Computer Graphics	1998 - 12 month delay	yes	Academic Search Complete
<i>Computer Graphics World</i>	Computer Graphics	1995 - present	no	Academic Search Complete; Associates Programs Source Plus; General OneFile
<i>Computer Music Journal</i>	Digital Music	1997 - 12 month delay	yes	Academic Search Complete
<i>Computer Technology Journal</i>	Computer Science	2009 - present	no	Computer Database
<i>Computer Weekly</i>	Computer Science	1990 - present	no	Associates Programs Source Plus; General OneFile
<i>Computer Weekly News</i>	Computer Science	2008 - present	no	Computer Database
<i>Computerworld</i>	Computer Science	1999 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Computing</i>	Computer Science	1999 - 12 month delay	yes	Academic Search Complete
<i>Computing Japan</i>	Computer Science	1997 - 2009	no	Academic Search Complete
<i>Creative Review</i>	Advertising; Film; Television; Visual Arts	1997 - present	no	Art Full Text; General OneFile
<i>Criticism</i>	Visual Arts	1993 - present	yes	General OneFile
<i>CRM Magazine</i>	Marketing	2004 - present	no	Academic Search Complete
<i>Crossings: Electronic Journal of Art & Technology</i>	Visual Arts	2001 - present	yes	Art Full Text
<i>CT Reports</i>	Sound; Digital Video	2006 - present	no	General OneFile
<i>Cultural Trends</i>	Visual Arts	1998 - 18 month delay	yes	Academic Search Complete
<i>CyberPsychology, Behavior & Social Networking</i>	Computer Science	2000 - present	yes	Academic Search Complete
<i>Data Strategy</i>	Computer Science	2005 - 2010	no	Associates Programs Source Plus
<i>Dataquest</i>	Computer Science	2009 - present	no	Computer Database; General OneFile

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Design Issues</i>	Visual Arts	1997 - 12 month delay	yes	Academic Search Complete
<i>Design Week</i>	Visual Arts	2001 - present	no	Associates Programs Source Plus
<i>Design Week Online</i>	Visual Arts	2011 - present	no	General OneFile
<i>Digit</i>	Computer Science	2010 - present	no	Computer Database
<i>Digital Content Producer</i>	Video Production	2003 - 2009	no	Academic Search Complete; Associates Programs Source Plus
<i>Digital Video</i>	Video Production	2010 - present	no	Associates Programs Source Plus
<i>DVD News</i>	Film	2002 - present	no	General OneFile
<i>ECN: Electronic Component News</i>	Technology	1999 - present	no	Associates Programs Source Plus
<i>Electro Manufacturing</i>	Computer Science	1999 - present	no	Associates Programs Source Plus
<i>Electronic Design</i>	Computer Science	1984 - present	no	Associates Programs Source Plus; General OneFile
<i>Electronic Media</i>	Digital Media	1996 - 2009	no	Academic Search Complete
<i>Electronic Musician</i>	Digital Music	1996 - present	no	Academic Search Complete; Associates Programs Source Plus; Computer Database; General OneFile
<i>Electronic News</i>	Computer Science	1993 - 2010	no	Academic Search Complete; Associates Programs Source Plus
<i>Electronics Weekly</i>	Technology	2002 - present	no	Associates Programs Source Plus
<i>Encore Magazine</i>	Film; Television	2003 - present	no	General OneFile
<i>Entertainment Close-up</i>	Film; Television; Visual Arts	2006 - present	no	General OneFile
<i>Entertainment Design</i>	Drama; Film; Television	1997 - 2005	no	Academic Search Complete
<i>EURASIP Journal on Image & Video Processing</i>	Video Production	2007 - 2011	yes	Associates Programs Source Plus
<i>EventDV</i>	Computer Science; Digital Video; Lighting; Sound	1995 - present	yes	Academic Search Complete; Associates Programs Source Plus; General OneFile
<i>eWeek</i>	Computer Science	1998 - present	no	Associates Programs Source Plus
<i>Film & History</i>	Film	2003 - present	yes	Art Full Text
<i>Film Comment</i>	Film	2002 - present	no	Academic Search Complete
<i>Film Criticism</i>	Film	1976 - present	yes	Academic Search Complete; Art Full Text; General OneFile
<i>Film History</i>	Film	2000 - present	yes	Art Full Text; General OneFile
<i>Film International</i>	Film	2006 - present	yes	Art Full Text
<i>Film Journal International</i>	Film	2001 - present	no	Associates Programs Source Plus; Art Full Text; General OneFile

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Filmmaker: The Magazine of Independent Film</i>	Film	2007 - 2010	no	Art Full Text
<i>Films in Review</i>	Film	1990 - 1996	no	Academic Search Complete
<i>Foundations & Trends in Computer Graphics & Vision</i>	Computer Science	2006 - 12 month delay	yes	Associates Programs Source Plus
<i>Framework: The Journal of Cinema & Media</i>	Film	2002 - present	yes	Art Full Text
<i>Game Developer</i>	Video Games	2001 - present	no	Computer Database
<i>GUI Program News</i>	Computer Science	1999 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Hollywood Reporter</i>	Film; Television; Visual Arts; Video Games	2001 - present	no	General OneFile
<i>Hollywood Scriptwriter</i>	Film	2005 - present	no	Associates Programs Source Plus
<i>Holography News</i>	Computer Science	2000 - present	no	Computer Database; General OneFile
<i>Home Media Retailing</i>	Digital Media	2003 - present	no	Associates Programs Source Plus
<i>HOW</i>	Visual Arts	2010 - present	no	General OneFile
<i>Hyphen Magazine</i>	Visual Arts	2009 - present	no	General OneFile
<i>IBE: International Broadcast Engineer</i>	Television	2003 - present	no	Associates Programs Source Plus
<i>IET Computers & Digital Techniques</i>	Computer Science	2003 - 12 month delay	yes	Academic Search Complete
<i>IET Software</i>	Computer Science	2003 - 12 month delay	yes	Academic Search Complete
<i>Imaging Science Journal</i>	Imaging Technology	1999 - 12 month delay	yes	Academic Search Complete
<i>Imaging Update</i>	Computer Graphics	1998 - present	no	Associates Programs Source Plus; General OneFile
<i>Information Executive</i>	Computer Science	2002 - present	no	Associates Programs Source Plus
<i>Information Today</i>	Computer Science	1996 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Information Week</i>	Computer Science	1995 - present	no	Computer Database; General OneFile
<i>Information World Review</i>	Computer Science	2006 - present	no	Associates Programs Source Plus
<i>Instrumentation Newsletter</i>	Computer Science	2001 - present	no	Associates Programs Source Plus
<i>Intelligent Data Analysis</i>	Computer Science	2000 - 12 month delay	yes	Academic Search Complete
<i>Interactive Week</i>	Computer Science	1998 - present	no	Academic Search Complete
<i>International Journal of Art & Design Education</i>	Visual Arts	1998 - 12 month delay	yes	Academic Search Complete

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>International Journal of Computer Games Technology</i>	Computer Games	2008 - present	yes	Associates Programs Source Plus
<i>International Journal of Computer Graphics</i>	Computer Graphics	2010 - present	yes	Associates Programs Source Plus
<i>International Journal of Design</i>	Computer Graphics; Animation	2007 - present	yes	Art Full Text; Associates Programs Source Plus
<i>International Journal of Human-Computer Interaction</i>	Computer Science	1997 - 18 month delay	yes	Academic Search Complete
<i>International Journal of Interactive Worlds</i>	Computer Science	2010 - present	yes	Academic Search Complete
<i>International Journal of Performance Arts & Digital Media</i>	Video Production	2005 - present	yes	Associates Programs Source Plus
<i>International Journal of Smart Home</i>	Computer Science	2010 - present	yes	Associates Programs Source Plus
<i>International Journal of Technology & Design Education</i>	Computer Science	2003 - 12 month delay	yes	Academic Search Complete
<i>International Journal of the Image</i>	Visual Arts	2011 - present	yes	Art Full Text
<i>International Journal of Video & Image Processing & Network Security</i>	Digital Media	2009 - present	yes	Associates Programs Source Plus
<i>International Review of Law, Computers & Technology</i>	Law	1996 - 18 month delay	yes	Academic Search Complete
<i>Journal of Advertising</i>	Advertising	1989 - present	yes	General OneFile
<i>Journal of Aesthetics & Art Criticism</i>	Visual Arts	1974 - 12 month delay	yes	Academic Search Complete
<i>Journal of Art & Design Education</i>	Visual Arts	1998 - present	yes	Academic Search Complete
<i>Journal of Art, Technology & Intellectual Property Law</i>	Law	2009 - present	yes	Academic Search Complete
<i>Journal of Arts Management, Law & Society</i>	Law	1990 - present	yes	Academic Search Complete
<i>Journal of Broadcasting & Electronic Media</i>	Telecommunications	1985 - present	yes	Academic Search Complete
<i>Journal of Chinese Cinemas</i>	Film	2007 - 2011	yes	Art Full Text
<i>Journal of Computation & Modeling</i>	Computer Science	2011 - present	yes	Computer Database

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Journal of Computer Science</i>	Computer Science	2005 - present	yes	Computer Database; General OneFile
<i>Journal of Computer Science & Technology</i>	Computer Science	1999 - present	yes	Computer Database
<i>Journal of Film & Video</i>	Film	2000 - present	yes	Art Full Text; Associates Programs Source Plus
<i>Journal of Film and Video</i>	Film	2009 - present	yes	General OneFile
<i>Journal of Gaming & Virtual Worlds</i>	Video Games	2009 - present	yes	Associates Programs Source Plus
<i>Journal of International Entertainment & Media Law</i>	Law	2009 - present	yes	Academic Search Complete
<i>Journal of Multimedia</i>	Multimedia	2007 - present	yes	Associates Programs Source Plus
<i>Journal of Popular Culture</i>	Drama; Film; Television	1990 - 12 month delay	yes	Academic Search Complete
<i>Journal of Popular Film & Television</i>	Film; Television	1990 - 18 month delay	yes	Academic Search Complete; Art Full Text
<i>Journal of Technology Research</i>	Computer Science	2009 - present	yes	Academic Search Complete
<i>Journal of Technology Studies</i>	Computer Science	2002 - present	yes	Academic Search Complete; Associates Programs Source Plus
<i>Journal of the Fantastic in the Arts</i>	Visual Arts	2007 - present	yes	Art Full Text
<i>Journal of Visual Art Practice</i>	Visual Arts	2001 - present	yes	Academic Search Complete
<i>KM World</i>	Computer Science	2004 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Leonardo</i>	Visual Arts	1997 - 12 month delay	yes	Academic Search Complete; Art Full Text
<i>Leonardo Electronic Almanac</i>	Digital Media	2003 - 2007	yes	Academic Search Complete
<i>Leonardo Music Journal</i>	Sound	1997 - 12 month delay	yes	Academic Search Complete
<i>License!</i>	Advertising	2003 - present	no	General OneFile
<i>Lighting Research & Technology</i>	Lighting	2001 - present	yes	Academic Search Complete
<i>Literature Film Quarterly</i>	Film	1973 - present	yes	Academic Search Complete
<i>Literature-Film Quarterly</i>	Film	2005 - present	yes	General OneFile
<i>Live Design</i>	Visual Arts	1997 - present	no	Art Full Text; Associates Programs Source Plus; General OneFile
<i>Living Digital</i>	Computer Science	2010 - present	no	Computer Database

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Macworld</i>	Computer Science	1993 - present	no	Academic Search Complete; Associates Programs Source Plus; Computer Database; General OneFile
<i>Marketing Week</i>	Advertising	1997 - present	no	General OneFile
<i>Mechademia</i>	Animation; Video Games	2010 - present	yes	Art Full Text
<i>MediaWeek</i>	Television; Advertising	1991 - 2011	no	Associates Programs Source Plus; General OneFile
<i>Michigan Telecommunications & Technology Law Review</i>	Law	2010 - present	yes	Academic Search Complete
<i>Millennium Film Journal</i>	Film	2005 - present	no	Art Full Text
<i>Millimeter</i>	Film	2003 - 2009	no	Associates Programs Source Plus
<i>Millimeter (Online Exclusive)</i>	Film; Television	2005 - present	no	General OneFile
<i>Mix</i>	Music	2002 - present	no	Associates Programs Source Plus
<i>movieScope Magazine</i>	Film	2009 - present	no	Associates Programs Source Plus
<i>Moving Image</i>	Film	2005 - present	yes	Art Full Text
<i>Music & the Moving Image</i>	Film; Music	2008 - 2011	yes	Art Full Text
<i>Music Education Technology</i>	Music	2004 - 2007	no	Associates Programs Source Plus
<i>Music Industry Newswire</i>	Music	2009 - present	yes	General OneFile
<i>Music Week</i>	Music	1997 - present	no	Associates Programs Source Plus; General OneFile
<i>Music, Sound & the Moving Image</i>	Film; Music	2007 - present	yes	Art Full Text
<i>NerdTV</i>	Computer Science	2005 - present	no	Computer Database
<i>New Media Age</i>	Computer Science	1999 - 2011	no	Computer Database
<i>New Media Age Online</i>	Advertising	2010 - present	no	General OneFile
<i>October</i>	Visual Arts	1997 - 12 month delay	yes	Academic Search Complete
<i>Online</i>	Computer Science	1994 - 2012	no	Academic Search Complete; Associates Programs Source Plus
<i>Online Product News</i>	Computer Science	1998 - present	no	Associates Programs Source Plus; Computer Database; General OneFile
<i>PC Business Products</i>	Computer Science	1999 - present	no	Associates Programs Source Plus; General OneFile
<i>PC Magazine</i>	Computer Science	1999 - present	no	Academic Search Complete; Associates Programs Source Plus; General OneFile

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>PC Magazine Online</i>	Computer Science	2002 - present	no	Computer Database; General OneFile
<i>PC Quest</i>	Computer Science	2009 - present	no	Computer Database; General OneFile
<i>PC World</i>	Computer Science	1991 - present	no	Academic Search Complete; Associates Programs Source Plus; General OneFile
<i>Print</i>	Visual Arts	1995 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Print Week</i>	Visual Arts	2001 - present	no	General OneFile
<i>Pro AV</i>	Sound; Film	2005 - 2011	no	Associates Programs Source Plus
<i>Pro Sound News</i>	Music; Sound	1995 - present	no	Associates Programs Source Plus
<i>ProAudio Review</i>	Sound	2010 - present	no	Associates Programs Source Plus; Computer Database; General OneFile
<i>Remix</i>	Music	2002 - present	no	Associates Programs Source Plus
<i>Response</i>	Advertising	2002 - present	no	General OneFile
<i>Rutgers Computer & Technology Law Journal</i>	Law	1997 - present	no	Computer Database
<i>Screen Digest</i>	Film; Television; Visual Arts	1997 - present	no	General OneFile
<i>Sight & Sound</i>	Film	2000 - present	no	Art Full Text; Associates Programs Source Plus
<i>Sing Out!</i>	Music	2001 - present	no	General OneFile
<i>Skoar!</i>	Video Games	2010 - present	no	Computer Database
<i>Software World</i>	Computer Science	2000 - present	no	General OneFile
<i>Sound & Video Contractor</i>	Sound; Digital Video	1998 - present	no	Academic Search Complete; Associates Programs Source Plus; General OneFile
<i>Soundtrack</i>	Sound; Film	2008 - present	yes	Academic Search Complete
<i>SPIN Magazine</i>	Music	2008 - 2012	no	General OneFile
<i>Streaming Media</i>	Computer Science	2007 - present	no	Computer Database
<i>Studies in Australasian Cinema</i>	Film	2007 - present	yes	Art Full Text
<i>Studies in Documentary Film</i>	Film	2007 - present	yes	Art Full Text
<i>Studies in French Cinema</i>	Film	2001 - present	yes	Academic Search Complete
<i>Studies in Russian & Soviet Cinema</i>	Film	2007 - present	yes	Art Full Text
<i>Studio & Location Photography</i>	Photography	2006 - 2009	no	Associates Programs Source Plus

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>TCI: Theatre Crafts International</i>	Theater; Lighting; Sound; Television; Film	1997 - 2005	no	Academic Search Complete
<i>TD&T: Theatre Design & Technology</i>	Stage Production	1998 - present	yes	Art Full Text
<i>Tech Directions</i>	Technology	1995 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Technoetic Arts: A Journal of Speculative Research</i>	Technology; Visual Arts	2003 - present	yes	Academic Search Complete; Art Full Text
<i>Technology Review</i>	Computer Science	1998 - present	no	Computer Database; General OneFile
<i>TechTree.com</i>	Computer Science	2010 - present	no	Computer Database; General OneFile
<i>Telecom Tiger</i>	Computer Science	2009 - present	no	Computer Database
<i>Television Week</i>	Television	1996 - 2009	no	Academic Search Complete; Associates Programs Source Plus
<i>The Online Reporter</i>	Computer Science	2011 - present	no	General OneFile
<i>Theatre History Studies</i>	Theater	2003 - present	yes	Academic Search Complete
<i>Theatre Notebook</i>	Theater	2006 - present	yes	Academic Search Complete; General OneFile
<i>Theatre Research in Canada</i>	Theater	2002 - present	yes	Academic Search Complete; General OneFile
<i>TheatreForum</i>	Theater	2004 - present	no	Academic Search Complete
<i>Third Text</i>	Visual Arts	2002 - 18 month delay	yes	Academic Search Complete
<i>TWICE: This Week in Consumer Electronics</i>	Technology	1999 - present	no	Associates Programs Source Plus
<i>UCLA Entertainment Law Review</i>	Law	2007 - present	yes	Academic Search Complete
<i>UCLA Journal of Law & Technology</i>	Law	2007 - present	yes	Academic Search Complete
<i>UNIX Update</i>	Computer Science	1999 - present	no	Academic Search Complete; Associates Programs Source Plus
<i>Vanderbilt Journal of Entertainment & Technology Law</i>	Law	2009 - present	yes	Academic Search Complete
<i>Velvet Light Trap: A Critical Journal of Film & Television</i>	Film; Television	1990 - present	yes	Academic Search Complete; General OneFile
<i>Video Systems</i>	Digital Media	2003 - 2009	no	Academic Search Complete; Associates Programs Source Plus
<i>Videomaker</i>	Video Production; Digital Video	1997 - present	no	Associates Programs Source Plus; General OneFile

Periodical Title	Subject(s)	FT Holdings	P/R?	Database(s)
<i>Wired</i>	Computer Science	2008 - present	no	Computer Database; General OneFile

FASTEST-GROWING INDUSTRIES*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the job growth projected in this forecast includes the recapturing of jobs lost since that time.

Florida

Rank	Industry		Employment		Annual Change	
	Code	Title	2012	2020	Total	Percent
1	236	Construction of Buildings	61,493	88,576	3,385	5.51
2	237	Heavy and Civil Engineering Construction	42,846	57,216	1,796	4.19
3	238	Specialty Trade Contractors	231,615	303,510	8,987	3.88
4	327	Nonmetallic Mineral Product Manufacturing	14,843	18,473	454	3.06
5	621	Ambulatory Health Care Services	409,882	503,623	11,718	2.86
6	561	Administrative and Support Services	513,095	625,202	14,013	2.73
7	540	Professional, Scientific, and Technical Services	457,359	550,795	11,680	2.55
8	610	Educational Services	157,890	190,151	4,033	2.55
9	624	Social Assistance	113,665	136,341	2,834	2.49
10	623	Nursing and Residential Care Facilities	180,918	214,449	4,191	2.32
11	519	Other Information Services	5,219	6,069	106	2.04
12	448	Clothing and Clothing Accessories Stores	106,896	122,924	2,004	1.87
13	722	Food Services and Drinking Places	622,048	713,994	11,493	1.85
14	713	Amusement, Gambling, and Recreation Industries	153,193	175,550	2,795	1.82
15	531	Real Estate	116,479	133,018	2,067	1.77
16	562	Waste Management and Remediation Service	18,032	20,515	310	1.72
17	332	Fabricated Metal Product Manufacturing	30,054	34,123	509	1.69
18	442	Furniture and Home Furnishings Stores	31,745	36,003	532	1.68
19	452	General Merchandise Stores	196,622	222,740	3,265	1.66
20	441	Motor Vehicle and Parts Dealers	115,128	130,273	1,893	1.64

This table includes industries with a minimum of 3,500 jobs in 2012.

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Florida		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
Occupation Code	Title	2012	2020		Due To Growth	Due To Separations	Total		
000000	Total, All Occupations	8,087,670	9,092,891	1.55	127,865	195,475	323,340	NA	NA
110000	Management Occupations	358,190	386,407	0.98	3,739	7,009	10,748	NA	NA
270000	Arts, Design, Entertainment, Sports, and Media Occupations	140,694	154,025	1.18	1,776	3,618	5,394	NA	NA
271000	<i>Art and Design Workers</i>	36,565	39,722	1.08	400	1,073	1,473	NA	NA
271011	Art Directors	1,725	1,829	0.75	13	41	54	34.92	5
271012	Craft Artists	828	911	1.25	10	20	30	11.55	1
271013	Fine Artists, Including Painters, Sculptors, & Illustrators	1,951	2,159	1.33	26	46	72	15.68	3
271014	Multi-Media Artists and Animators	2,152	2,293	0.82	18	51	69	26.00	4
271019	Artists and Related Workers, All Other	466	479	0.35	2	11	13	30.97	3
271021	Commercial and Industrial Designers	861	994	1.93	17	26	43	28.61	4
271022	Fashion Designers	367	378	0.37	1	11	12	31.02	4
271023	Floral Designers	3,982	3,940	-0.13	0	122	122	12.03	3
271024	Graphic Designers	15,518	16,945	1.15	178	477	655	21.22	4
271025	Interior Designers	4,045	4,643	1.85	75	124	199	23.28	4
271026	Merchandise Displayers and Window Trimmers	3,947	4,355	1.29	51	121	172	13.78	2
271027	Set and Exhibit Designers	394	422	0.89	4	12	16	22.19	4
271029	Designers, All Other	329	374	1.71	6	10	16	19.95	4
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	45,849	51,315	1.49	683	1,188	1,871	NA	NA
272012	Producers and Directors	5,877	6,412	1.14	67	172	239	32.07	5
272021	Athletes and Sports Competitors	3,729	4,220	1.65	61	96	157	27.46	2
272022	Coaches and Scouts	8,886	10,822	2.72	242	229	471	26.44	2
272023	Umpires, Referees, and Other Sports Officials	1,058	1,254	2.32	24	27	51	15.85	3
272031	Dancers	397	438	1.29	5	16	21	16.21	1
272032	Choreographers	64	72	1.56	1	3	4	21.01	3
272041	Music Directors and Composers	3,952	4,338	1.22	48	95	143	25.21	5
272042	Musicians and Singers	12,392	13,556	1.17	146	299	445	16.05	1
272099	Entertainers, Athletes and Related Workers, All Other	7,787	8,430	1.03	80	206	286	14.17	1
273000	<i>Media and Communication Workers</i>	36,367	39,298	1.01	470	982	1,452	NA	NA
273011	Radio and Television Announcers	2,508	2,558	0.25	6	69	75	21.74	3
273012	Public Address System and Other Announcers	356	383	0.95	3	10	13	20.59	1
273021	Broadcast News Analysts	265	273	0.38	1	9	10	61.75	5
273022	Reporters and Correspondents	2,742	2,297	-2.03	0	97	97	23.43	5
273031	Public Relations Specialists	12,673	14,792	2.09	265	335	600	28.57	5
273041	Editors	4,623	4,243	-1.03	0	132	132	32.18	5

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Florida

Occupation Code	Title	Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
		2012	2020		Due To Growth	Due To Separations	Total		
273042	Technical Writers	2,060	2,310	1.52	31	40	71	27.56	5
273043	Writers and Authors	6,861	7,238	0.69	47	177	224	25.39	5
273091	Interpreters and Translators	2,340	3,008	3.57	84	62	146	20.02	4
273099	Media and Communications Workers, All Other	1,939	2,196	1.66	32	51	83	18.06	4
274000	<i>Media and Communication Equipment Workers</i>	21,913	23,690	1.01	224	375	599	NA	NA
274011	Audio and Video Equipment Technicians	2,888	3,197	1.34	39	82	121	19.29	4
274012	Broadcast Technicians	2,451	2,579	0.65	16	70	86	15.92	4
274014	Sound Engineering Technicians	1,287	1,316	0.28	4	36	40	19.25	4
274021	Photographers	9,884	10,786	1.14	113	92	205	14.65	3
274031	Camera Operators, Television, Video, and Motion Picture	1,775	1,782	0.05	1	31	32	18.03	4
274032	Film and Video Editors	3,054	3,468	1.69	52	54	106	18.53	4
274099	Media and Communication Equipment Workers, All Other	573	561	-0.26	0	10	10	31.45	4

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 9 - Alachua and Bradford Counties

Occupation Code	Title	Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
		2012	2020		Due To Growth	Due To Separations	Total		
000000	Total, All Occupations	142,096	151,973	0.87	1,369	3,254	4,623	NA	NA
110000	Management Occupations	4,973	5,146	0.43	24	101	125	NA	NA
270000	Arts, Design, Entertainment, Sports, and Media Occupations	2,663	2,731	0.32	15	69	84	NA	NA
271000	<i>Art and Design Workers</i>	557	545	-0.27	1	16	17	NA	NA
271013	Fine Artists, Including Painters, Sculptors, & Illustrators	128	124	-0.39	0	3	3	13.42	3
271024	Graphic Designers	214	217	0.18	0	7	7	17.07	4
271026	Merchandise Displayers and Window Trimmers	53	59	1.42	1	2	3	12.42	2
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	1,121	1,187	0.74	8	29	37	NA	NA
272012	Producers and Directors	43	43	0.00	0	1	1	31.78	5
272022	Coaches and Scouts	187	201	0.94	2	5	7	26.10	2
272042	Musicians and Singers	79	82	0.47	0	2	2	23.18	1
273000	<i>Media and Communication Workers</i>	759	777	0.30	6	21	27	NA	NA
273011	Radio and Television Announcers	76	73	-0.49	0	2	2	16.61	3
273031	Public Relations Specialists	361	397	1.25	4	10	14	24.83	5
273041	Editors	154	143	-0.89	0	4	4	26.96	5
273042	Technical Writers	19	16	-1.97	0	0	0	30.62	5
273099	Media and Communications Workers, All Other	75	79	0.67	0	2	2	22.59	4
274000	<i>Media and Communication Equipment Workers</i>	226	222	-0.22	0	4	4	NA	NA
274012	Broadcast Technicians	53	52	-0.24	0	2	2	14.57	4
274021	Photographers	117	112	-0.53	0	1	1	12.32	3

* Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

NA - Not available for this occupation

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 10 - Citrus, Levy, and Marion Counties

Occupation Code	Title	Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
		2012	2020		Due To Growth	Due To Separations	Total		
000000	Total, All Occupations	144,357	170,622	2.27	3,348	3,478	6,826	NA	NA
110000	Management Occupations	4,656	5,149	1.32	68	92	160	NA	NA
270000	Arts, Design, Entertainment, Sports, and Media Occupations	1,478	1,685	1.75	28	38	66	NA	NA
271000	<i>Art and Design Workers</i>	317	365	1.89	6	9	15	NA	NA
271023	Floral Designers	66	75	1.70	1	2	3	11.39	3
271024	Graphic Designers	130	143	1.25	2	4	6	19.24	4
271025	Interior Designers	16	20	3.12	0	0	0	18.02	4
271026	Merchandise Displayers and Window Trimmers	34	39	1.84	1	1	2	14.20	2
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	471	583	2.97	14	12	26	NA	NA
272012	Producers and Directors	36	47	3.82	1	1	2	36.92	5
272022	Coaches and Scouts	100	124	3.00	3	3	6	22.42	2
272041	Music Directors and Composers	146	175	2.48	4	4	8	20.09	5
272042	Musicians and Singers	135	165	2.78	4	3	7	18.62	1
273000	<i>Media and Communication Workers</i>	521	557	0.86	7	14	21	NA	NA
273022	Reporters and Correspondents	51	41	-2.45	0	2	2	22.07	5
273031	Public Relations Specialists	151	186	2.90	4	4	8	19.55	5
273041	Editors	181	171	-0.69	0	5	5	26.58	5
273042	Technical Writers	19	21	1.32	0	0	0	NA	5
273043	Writers and Authors	50	56	1.50	1	1	2	14.30	5
274000	<i>Media and Communication Equipment Workers</i>	169	180	0.81	1	2	3	NA	NA
274021	Photographers	135	142	0.65	1	1	2	12.88	3

* Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

NA - Not available for this occupation

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this is recapturing of jobs lost since that time.

Workforce Region 11 - Flagler and Volusia Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings		
		2012	2020		Due To Growth	Due To Separations	Total
Code	Title						
000000	Total, All Occupations	192,142	217,689	1.66	3,328	4,702	8,030
110000	Management Occupations	7,371	7,927	0.94	76	142	218
270000	Arts, Design, Entertainment, Sports, and Media Occupations	2,592	2,852	1.25	40	66	106
271000	<i>Art and Design Workers</i>	696	744	0.86	7	21	28
271011	Art Directors	40	43	0.94	0	1	1
271014	Multi-Media Artists and Animators	51	53	0.49	0	1	1
271023	Floral Designers	100	92	-1.00	0	3	3
271024	Graphic Designers	343	372	1.06	4	10	14
271025	Interior Designers	29	34	2.16	1	1	2
271026	Merchandise Displayers and Window Trimmers	57	57	0.00	0	2	2
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	880	1,072	2.73	24	23	47
272012	Producers and Directors	93	98	0.67	1	3	4
272022	Coaches and Scouts	323	416	3.60	12	8	20
272042	Musicians and Singers	109	118	1.03	1	3	4
273000	<i>Media and Communication Workers</i>	684	689	0.09	7	19	26
273011	Radio and Television Announcers	29	28	-0.43	0	1	1
273012	Public Address System and Other Announcers	37	40	1.01	0	1	1
273022	Reporters and Correspondents	79	59	-3.16	0	3	3
273031	Public Relations Specialists	259	301	2.03	5	7	12
273041	Editors	127	100	-2.66	0	4	4
273042	Technical Writers	20	19	-0.62	0	0	0
273043	Writers and Authors	78	78	0.00	0	2	2
273091	Interpreters and Translators	30	35	2.08	1	1	2
273099	Media and Communications Workers, All Other	25	29	2.00	0	1	1
274000	<i>Media and Communication Equipment Workers</i>	332	347	0.56	2	4	6
274011	Audio and Video Equipment Technicians	28	36	3.57	1	1	2
274012	Broadcast Technicians	18	20	1.39	0	0	0
274021	Photographers	271	276	0.23	1	2	3

* Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this table is due to the recapturing of jobs lost since that time.

Workforce Region 11 - Flagler and Volusia Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings		
Code	Title	2012	2020		Due To Growth	Due To Separations	Total

NA - Not available for this occupation

forecast includes the

2012 Average Hourly* Wage (\$)	Education Code
NA	NA
NA	NA
NA	NA
NA	NA
34.65	5
21.56	4
11.77	3
19.57	4
28.80	4
13.52	2
NA	NA
30.30	5
21.56	2
20.35	1
NA	NA
32.04	3
19.64	1
21.22	5
21.11	5
40.93	5
26.61	5
24.73	5
17.53	4
20.10	4
NA	NA
16.75	4
13.76	4
14.59	3

forecast includes the

2012 Average Hourly* Wage (\$)	<u>Education Code</u>
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FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Title	Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
		2012	2020		Due To Growth	Due To Separations	Total		
000000	Total, All Occupations	1,156,906	1,343,591	2.02	23,566	28,946	52,512	NA	NA
110000	Management Occupations	51,689	58,028	1.53	813	1,008	1,821	NA	NA
270000	Arts, Design, Entertainment, Sports, and Media Occupations	27,781	31,387	1.62	454	710	1,164	NA	NA
271000	Art and Design Workers	6,619	7,374	1.43	94	193	287	NA	NA
271011	Art Directors	273	296	1.05	3	6	9	37.55	5
271012	Craft Artists	97	107	1.29	1	2	3	14.88	1
271013	Fine Artists, Including Painters, Sculptors, & Illustrators	473	522	1.29	6	11	17	19.66	3
271014	Multi-Media Artists and Animators	497	538	1.03	5	12	17	25.33	4
271022	Fashion Designers	32	35	1.17	0	1	1	40.80	4
271023	Floral Designers	758	803	0.74	6	23	29	11.20	3
271024	Graphic Designers	2,831	3,227	1.75	50	87	137	22.65	4
271025	Interior Designers	595	664	1.45	9	18	27	21.29	4
271026	Merchandise Displayers and Window Trimmers	513	566	1.29	7	16	23	12.16	2
271027	Set and Exhibit Designers	137	155	1.64	2	4	6	24.85	4
271029	Designers, All Other	154	174	1.62	2	5	7	19.19	4
272000	Entertainers and Performers, Sports and Related Workers	8,838	10,021	1.67	148	233	381	NA	NA
272011	Actors	237	247	0.53	1	6	7	14.09	3
272012	Producers and Directors	1,294	1,496	1.95	25	38	63	31.50	5
272021	Athletes and Sports Competitors	146	175	2.48	4	4	8	18.60	2
272022	Coaches and Scouts	1,201	1,525	3.37	40	31	71	22.98	2
272023	Umpires, Referees, and Other Sports Officials	175	220	3.21	6	4	10	19.62	3
272031	Dancers	118	135	1.80	2	5	7	14.13	1
272041	Music Directors and Composers	353	396	1.52	5	8	13	19.49	5
272042	Musicians and Singers	1,703	1,870	1.23	21	41	62	12.74	1
272099	Entertainers, Athletes and Related Workers, All Other	3,594	3,937	1.19	43	95	138	15.73	1
273000	Media and Communication Workers	7,433	8,459	1.73	132	199	331	NA	NA
273011	Radio and Television Announcers	325	370	1.73	6	9	15	32.04	3
273021	Broadcast News Analysts	53	63	2.36	1	2	3	66.57	5
273022	Reporters and Correspondents	488	462	-0.67	0	17	17	28.57	5
273031	Public Relations Specialists	2,081	2,525	2.67	56	55	111	27.86	5
273041	Editors	817	843	0.40	3	23	26	36.08	5
273042	Technical Writers	481	551	1.82	9	9	18	27.79	5
273043	Writers and Authors	1,878	2,060	1.21	23	48	71	27.89	5
273091	Interpreters and Translators	573	745	3.75	22	15	37	19.72	4

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
273099	Media and Communications Workers, All Other	703	804	1.80	13	19	32	15.58	4
274000	<i>Media and Communication Equipment Workers</i>	4,891	5,533	1.64	80	86	166	NA	NA
274011	Audio and Video Equipment Technicians	1,036	1,236	2.41	25	29	54	19.76	4
274012	Broadcast Technicians	290	344	2.33	7	8	15	19.33	4
274014	Sound Engineering Technicians	347	379	1.15	4	10	14	15.71	4
274021	Photographers	2,229	2,516	1.61	36	21	57	13.90	3
274031	Camera Operators, Television, Video, and Motion Picture	409	444	1.07	4	7	11	19.02	4
274032	Film and Video Editors	463	491	0.76	4	8	12	16.19	4

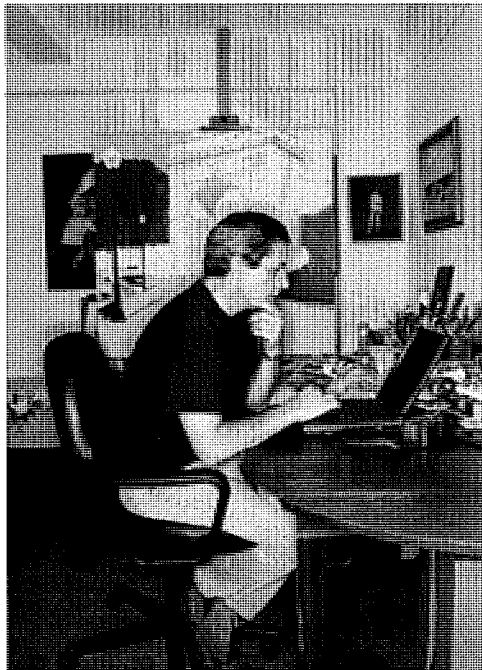
* Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

NA - Not available for this occupation

U.S. Bureau of Labor Statistics

Multimedia Artists and Animators

Summary



Multimedia artists and animators create animation and visual effects for television, movies, video games, and other forms of media.

Quick Facts: Multimedia Artists and Animators

2010 Median Pay	\$58,510 per year \$28.13 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2010	66,500
Job Outlook, 2010-20	8% (Slower than average)
Employment Change, 2010-20	5,500

What Multimedia Artists and Animators Do

Multimedia artists and animators create animation and visual effects for television, movies, video games, and other media. They create two- and three-dimensional models and animation.

Work Environment

Although most multimedia artists are self-employed, some work for the motion picture and video industry. They often work long hours, especially when deadlines are approaching.

How to Become a Multimedia Artist or Animator

Many multimedia artists and animators pursue a bachelor's degree in computer graphics, art, or a related field to develop a good portfolio of work and learn the strong technical skills that many employers prefer.

Pay

The median annual wage of multimedia artists and animators was \$58,510 in May 2010.

Job Outlook

Employment of multimedia artists and animators is expected to grow by 8 percent from 2010 to 2020, slower than the average for all occupations. Expected growth will be due to increased demand for animation and visual effects in video games, movies, and television. However, growth will be slow as companies increasing hire animators who are overseas. In addition, competition for jobs will be tough because there are many people interested in entering the occupation.

Similar Occupations

Compare the job duties, education, job growth, and pay of multimedia artists and animators with similar occupations.

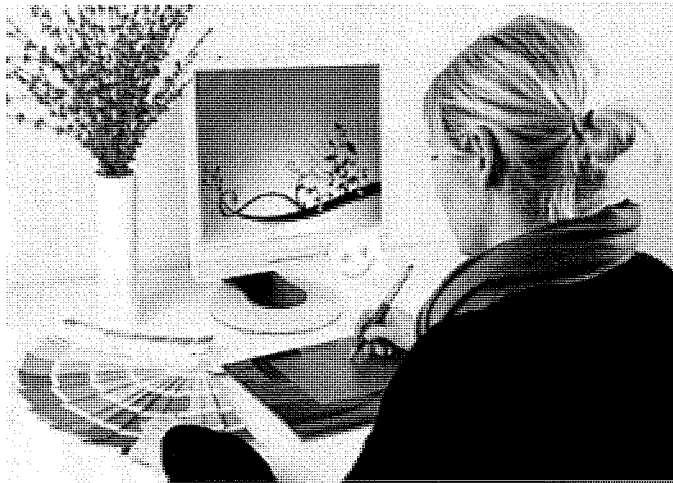
O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

Contacts for More Information

Learn more about multimedia artists and animators by contacting these additional resources.

What Multimedia Artists and Animators Do



Multimedia artists and animators often work in a specific form of media, such as animated movies, video games, or visual effects.

Multimedia artists and animators create animation and visual effects for television, movies, video games, and other forms of media. They create two- and three-dimensional models and animation.

Duties

Multimedia artists and animators typically do the following:

- Create graphics and animation using computer programs and illustration
- Work with a team of animators and artists to create a movie, game, or visual effect

- Research upcoming projects to help create a realistic design or animation
- Develop storyboards that map out key scenes in the animation
- Edit animation and effects based on feedback from directors, head animators, game designers, or clients
- Meet with clients, head animators, games designers, and directors to review deadlines and development timelines

Multimedia artists and animators often work in a specific medium. Some focus on creating animated movies or video games. Others create visual effects for movies and television shows. Visual effects, also called computer generated images or CGI, include creating animation from images of actors performing or designing scenery or backgrounds for locations.

Artists and animators can further specialize within these fields. Within animated movies and video games, artists often specialize in characters or scenery and background design. Video game artists may focus on level design: creating the look, feel, and layout for the levels of a video game.

Animators work in teams to develop a movie, visual effect, or electronic game. Each animator works on a portion of the project, and then they put the pieces together to create one cohesive animation.

Some multimedia artists and animators create their work primarily using computer software or by writing their own computer code. Many animation companies have their own computer animation software that artists must learn to use.

Other artists and animators prefer to work by drawing and painting by hand and then translating that work into computer programs. Some multimedia artists use storyboards, which look like a comic strip, to help visualize the final product during the design process.

Work Environment



Multimedia artists and animators frequently work in offices.

Multimedia artists and animators held 66,500 jobs in 2010. In 2010, 59 percent of workers were self-employed. They often work from home. Some work for motion picture or video game studios. They frequently work in offices.

In 2010, the industries employing the most multimedia artists were as follows:

Motion picture and video industries	11%
Software publishers	5
Computer systems design and related services	5

Work Schedules

Multimedia artists and animators often work long hours; it is not unusual for them to work 50-hour weeks. When deadlines are approaching, they may work nights and weekends.

How to Become a Multimedia Artist or Animator



Employers look for workers who have a good portfolio of work and strong technical skills.

Many multimedia artists and animators pursue a bachelor's degree in computer graphics, art, or a related field to develop a good portfolio of work and learn the strong technical skills that many employers prefer.

Education

Employers typically do not require a degree, but they look for workers who have a good portfolio of work and strong technical skills. However, many multimedia artists and animators have a bachelor's degree in fine art, computer graphics, animation, or a related field. Programs in computer graphics often include courses in computer science, such as programming, and in graphics.

Bachelor's degree programs in art include courses in painting, drawing, and sculpture. Degrees in animation often require classes in drawing, animation, and film. Some schools have specialized degrees in topics such as interactive media or game design.

Training

Some animation studios have their own software and computer applications that they use to create films. They give workers on-the-job training to use this software. Animators may be hired for a probationary period while they prove that they have the skills and talent to become a permanent employee.

Important Qualities

Artistic talent. Animators and artists should have artistic ability and a good understanding of color, texture, and light. However, they may be able to compensate for a lack of artistic ability with better technical skills.

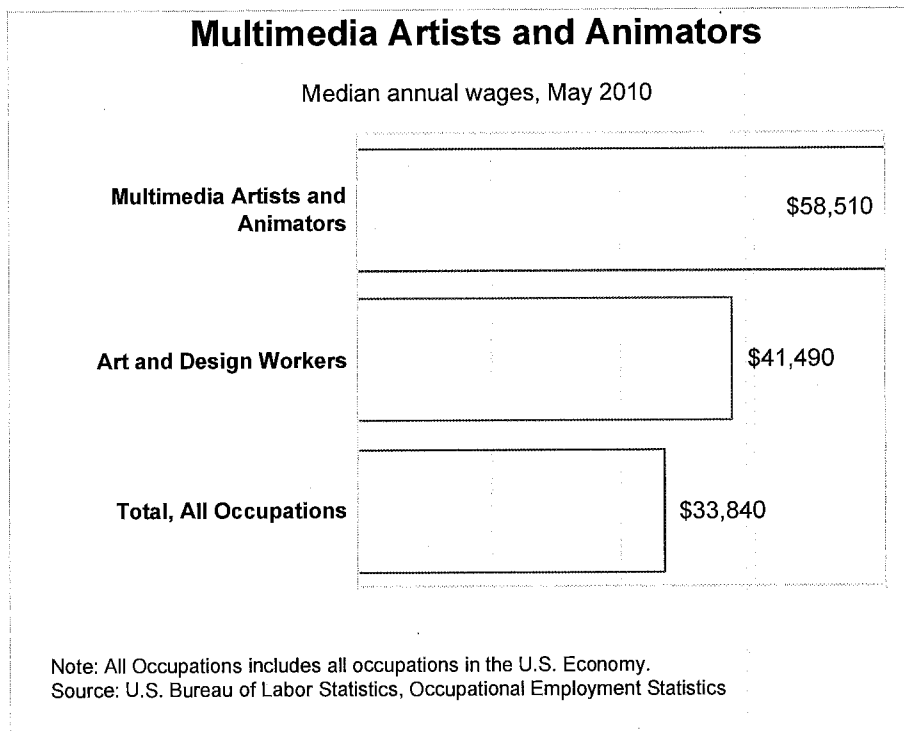
Computer skills. Many multimedia artists and animators do most of their work using computer programs or writing programming code. However, those with artistic talent may be able to find work without strong computer skills.

Creativity. Artists and animators must be able to think creatively to develop original ideas and make their ideas come to life.

People skills. Multimedia artists and animators need to work as part of a team and respond well to criticism and feedback.

Physical stamina. The hours required by most studio and game design companies are long, particularly when there are tight deadlines. Artists and animators need to be able to keep up with the long hours and challenging work.

Pay



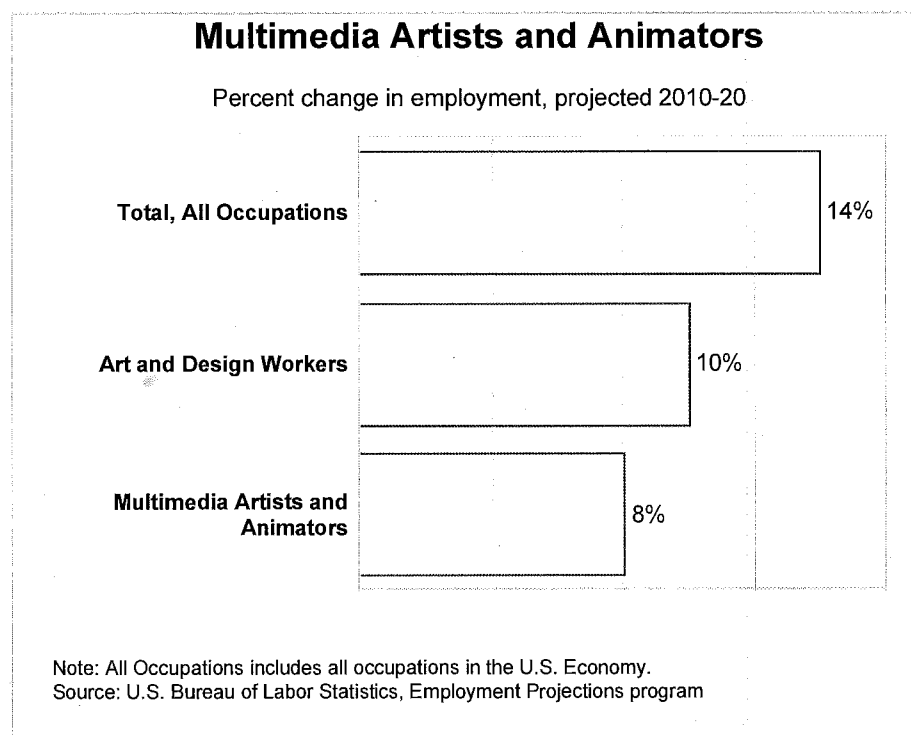
The median annual wage of multimedia artists and animators was \$58,510 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$33,840, and the top 10 percent earned more than \$99,830.

In May 2010, annual median wages of multimedia artists and animators in the industries employing the most multimedia artists and animators were as follows:

Motion picture and video industries	\$66,190
Software publishers	65,290
Computer systems design and related services	56,000
Advertising, public relations, and related services	55,890

Multimedia artists and animators often work long hours; it is not unusual for them to work 50-hour weeks. When deadlines are approaching, they may work nights and weekends.

Job Outlook



Employment of multimedia artists and animators is expected to grow by 8 percent from 2010 to 2020, slower than the average for all occupations. Expected growth will be due to increased demand for animation and visual effects in video games, movies, and television. However, it will be slowed by companies hiring animators who work overseas.

Consumers will continue to demand more realistic video games, movie and television special effects, and three-dimensional movies. Video game studios will require additional multimedia artists and animators to meet this increased demand.

In addition, an increased demand for computer graphics for mobile devices, such as smart phones, will lead to more job opportunities. Multimedia artists will be needed to create animation for games and applications for mobile devices.

However, growth will likely be limited because some animation work is being sent to other countries. Studios can often save money on animation by using lower-paid workers outside of the United States.

From 2010 to 2020, employment growth of multimedia artists and animators in the industries employing the most multimedia artists and animators is expected to be as follows:

Software publishers	49%
Computer systems design and related services	43
Advertising, public relations, and related services	17
Motion picture and video industries	-5

Job Prospects

Despite job growth, there will be competition for job openings because many people are interested in entering the occupation. Opportunities should be best for those who have artistic talent or who are highly skilled in creating computer graphics.




Employment projections data for multimedia artists and animators, 2010-20



Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Multimedia Artists and Animators	27-1014	66,500	72,000	8	5,500	[XLS]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of multimedia artists and animators.

	Pa age 1 oPf	OP Mulg1 oti	tf 1mdAts trutlg a 1oPfu	n:O: uctlo fue du
	<p><u>Art Directors</u></p>	<p>Art directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design and direct others who develop artwork or layouts.</p>	<p>Bachelor's degree</p>	<p>\$80,630</p>
	<p><u>Computer Programmers</u></p>	<p>Computer programmers write code to create software programs. They turn the program designs created by software developers and engineers into instructions that a computer can follow.</p>	<p>Bachelor's degree</p>	<p>\$71,380</p>
	<p><u>Craft and Fine Artists</u></p>	<p>Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, or other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than a functional one.</p>	<p>High school diploma or equivalent</p>	<p>\$43,470</p>

	<p>\$5 58,10 \$p</p> <p><u>Graphic Designers</u></p>	<p>e\$ rya80 2.</p> <p>Graphic designers create visual concepts, by hand or using computer software, to communicate ideas that inspire, inform, or captivate consumers. They help to make an organization recognizable by selecting color, images, or logo designs that represent a particular idea or identity to be used in advertising and promotions.</p>	<p>2p 03h a12B 2uy2a8 51 o \$ py</p> <p>Bachelor's degree</p>	<p>cl'1 ys2a 1py,1hy</p> <p>\$43,500</p>
	<p><u>Information Security Analysts, Web Developers, and Computer Network Architects</u></p>	<p>Information security analysts, web developers, and computer network architects all use information technology (IT) to advance their organization's goals. Security analysts ensure a firm's information stays safe from cyberattacks. Web developers create websites to help firms have a public face. Computer network architects create the internal networks all workers within organizations use.</p>	<p>Bachelor's degree</p>	<p>\$75,660</p>

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For more information about careers in video game design, read the Occupational Outlook Quarterly article titled "Work for Play: Careers in Video Game Development."

For information accredited schools of art and design, visit

National Association of Schools of Art and Design

Suggested citation:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Multimedia Artists and Animators, on the Internet at <http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm> (visited March 26, 2013).

Publish Date: Thursday, March 29, 2012

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Occupational Employment Statistics

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Occupational Employment and Wages, May 2011

27-1014 Multimedia Artists and Animators

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

- [National estimates for this occupation](#)
- [Industry profile for this occupation](#)
- [Geographic profile for this occupation](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
28,400	4.0 %	\$32.72	\$68,060	1.5 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$16.73	\$22.00	\$29.25	\$39.84	\$52.58
Annual Wage (2)	\$34,800	\$45,750	\$60,830	\$82,860	\$109,370

Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motion Picture and Video Industries	8,180	2.32	\$40.02	\$83,250
Computer Systems Design and Related Services	3,990	0.27	\$29.72	\$61,820
Software Publishers	3,620	1.36	\$31.16	\$64,820
Advertising, Public Relations, and Related Services	3,070	0.73	\$30.68	\$63,820
Specialized Design Services	1,260	1.10	\$31.14	\$64,780

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motion Picture and Video Industries	8,180	2.32	\$40.02	\$83,250
Independent Artists, Writers, and Performers	870	1.82	\$35.11	\$73,030
Software Publishers	3,620	1.36	\$31.16	\$64,820
Specialized Design Services	1,260	1.10	\$31.14	\$64,780
Advertising, Public Relations, and Related Services	3,070	0.73	\$30.68	\$63,820

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motion Picture and Video Industries	8,180	2.32	\$40.02	\$83,250
Sporting Goods, Hobby, and Musical Instrument Stores	(8)	(8)	\$37.28	\$77,540
Independent Artists, Writers, and Performers	870	1.82	\$35.11	\$73,030

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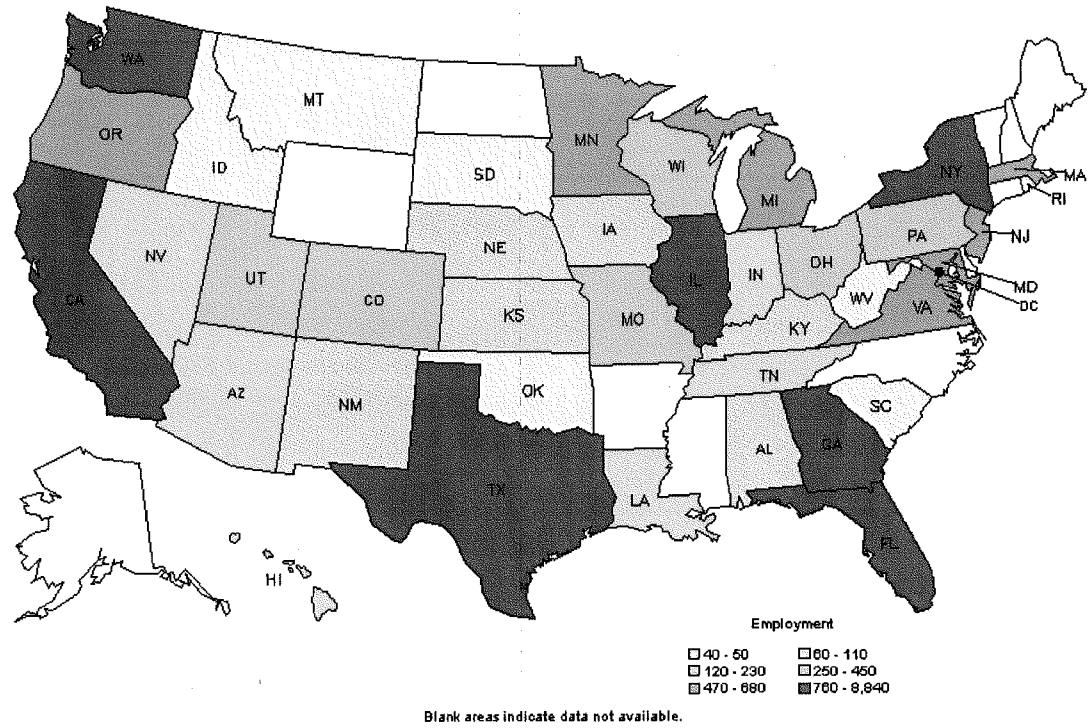
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Data Processing, Hosting, and Related Services	160	0.07	\$34.97	\$72,730
Aerospace, Product and Parts Manufacturing	120	0.03	\$33.39	\$69,440

Geographic profile for this occupation: Top

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.

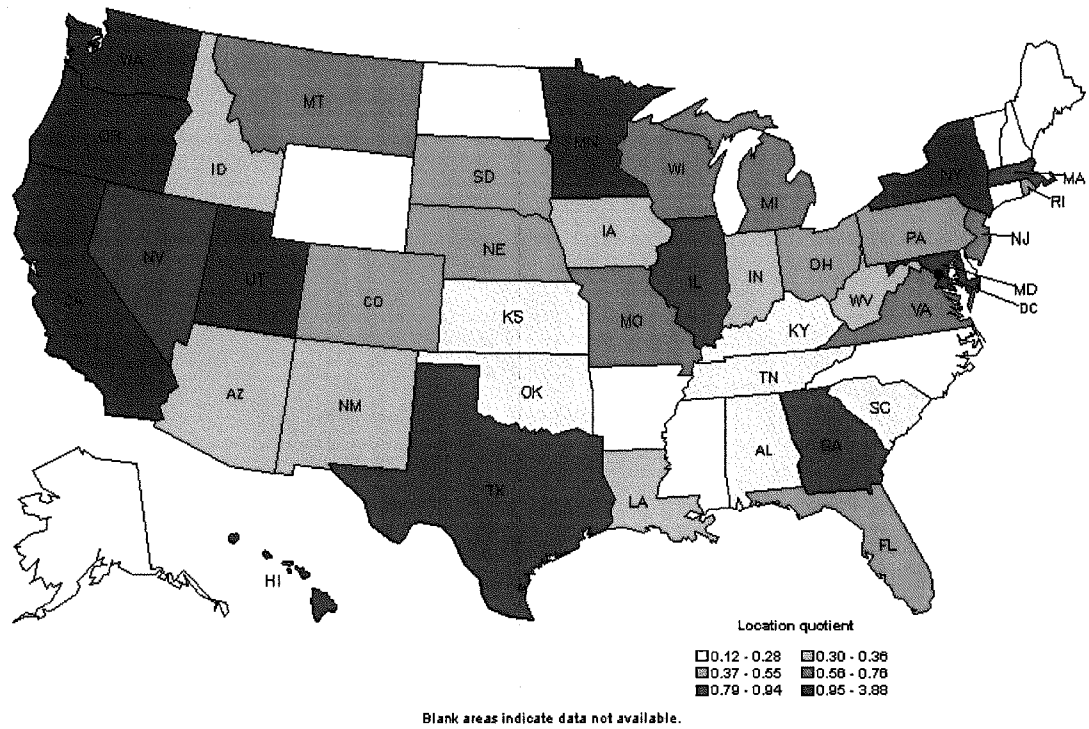
Employment of multimedia artists and animators, by state, May 2011



States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	8,840	0.63	2.85	\$40.26	\$83,730
New York	2,770	0.33	1.48	\$33.98	\$70,670
Washington	2,340	0.86	3.88	\$32.28	\$67,140
Texas	1,790	0.17	0.79	\$27.48	\$57,160
Illinois	1,040	0.19	0.84	\$28.21	\$58,680

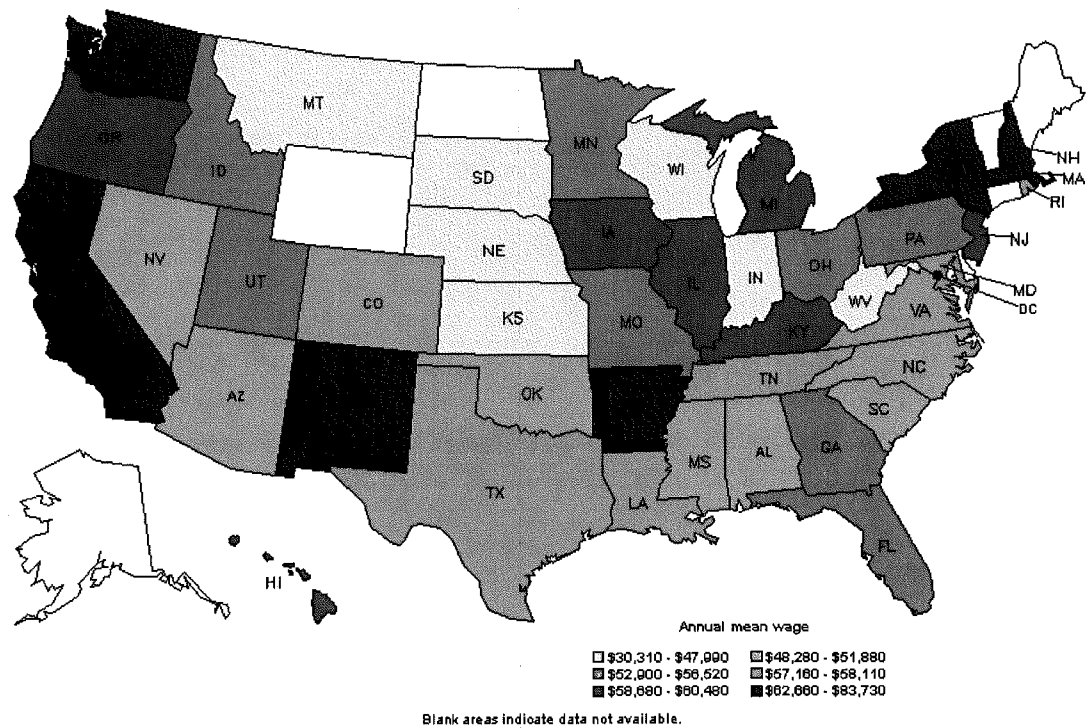
Location quotient of multimedia artists and animators, by state, May 2011



States with the highest concentration of jobs and location quotients in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington	2,340	0.86	3.88	\$32.28	\$67,140
California	8,840	0.63	2.85	\$40.26	\$83,730
Oregon	530	0.34	1.52	\$28.90	\$60,110
Hawaii	200	0.34	1.55	\$29.08	\$60,480
New York	2,770	0.33	1.48	\$33.98	\$70,670

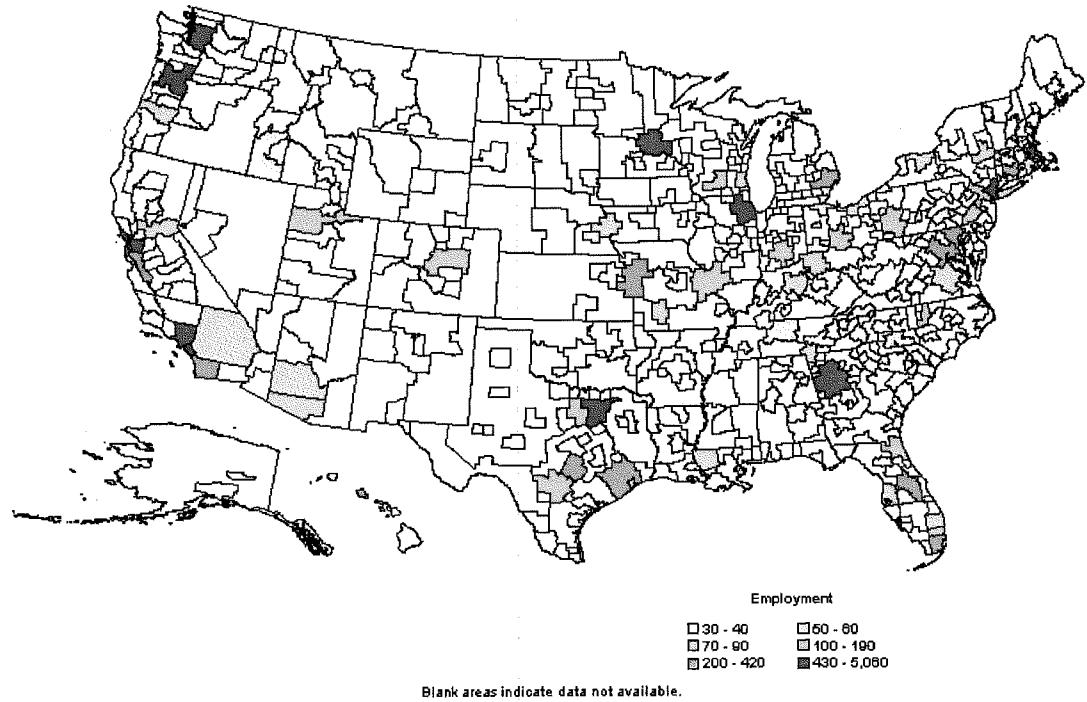
Annual mean wage of multimedia artists and animators, by state, May 2011



Top paying States for this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	8,840	0.63	2.85	\$40.26	\$83,730
New York	2,770	0.33	1.48	\$33.98	\$70,670
Washington	2,340	0.86	3.88	\$32.28	\$67,140
Massachusetts	580	0.18	0.83	\$31.23	\$64,960
District of Columbia	110	0.18	0.80	\$31.11	\$64,710

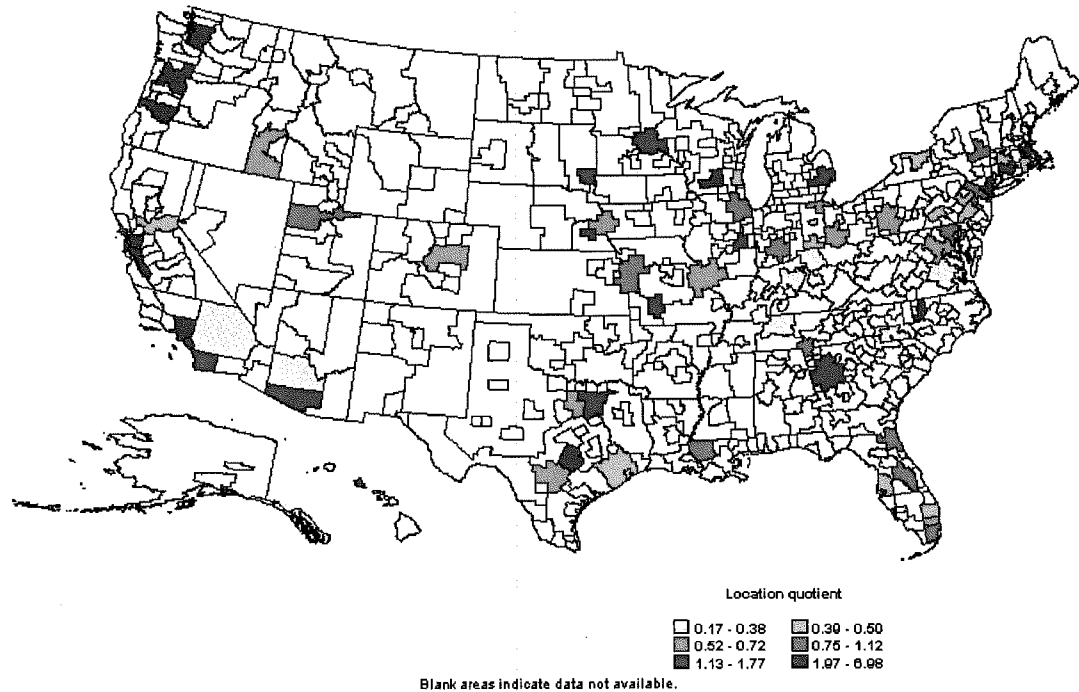
Employment of multimedia artists and animators, by area, May 2011



Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Los Angeles-Long Beach-Glendale, CA Metropolitan Division	5,060	1.32	5.98	\$43.20	\$89,860
New York-White Plains-Wayne, NY-NJ Metropolitan Division	2,210	0.44	1.97	\$34.73	\$72,240
Seattle-Bellevue-Everett, WA Metropolitan Division	2,120	1.54	6.98	\$32.34	\$67,270
San Francisco-San Mateo-Redwood City, CA Metropolitan Division	1,260	1.32	5.94	\$35.06	\$72,920
Chicago-Joliet-Naperville, IL Metropolitan Division	890	0.25	1.12	\$29.02	\$60,360
Dallas-Plano-Irving, TX Metropolitan Division	800	0.39	1.77	\$29.44	\$61,230
Atlanta-Sandy Springs-Marietta, GA	660	0.30	1.34	\$26.76	\$55,660
Oakland-Fremont-Hayward, CA Metropolitan Division	640	0.68	3.06	(8)	(8)
Minneapolis-St. Paul-Bloomington, MN-WI	590	0.34	1.55	\$25.64	\$53,330
Boston-Cambridge-Quincy, MA NECTA Division	470	0.28	1.26	\$32.12	\$66,810

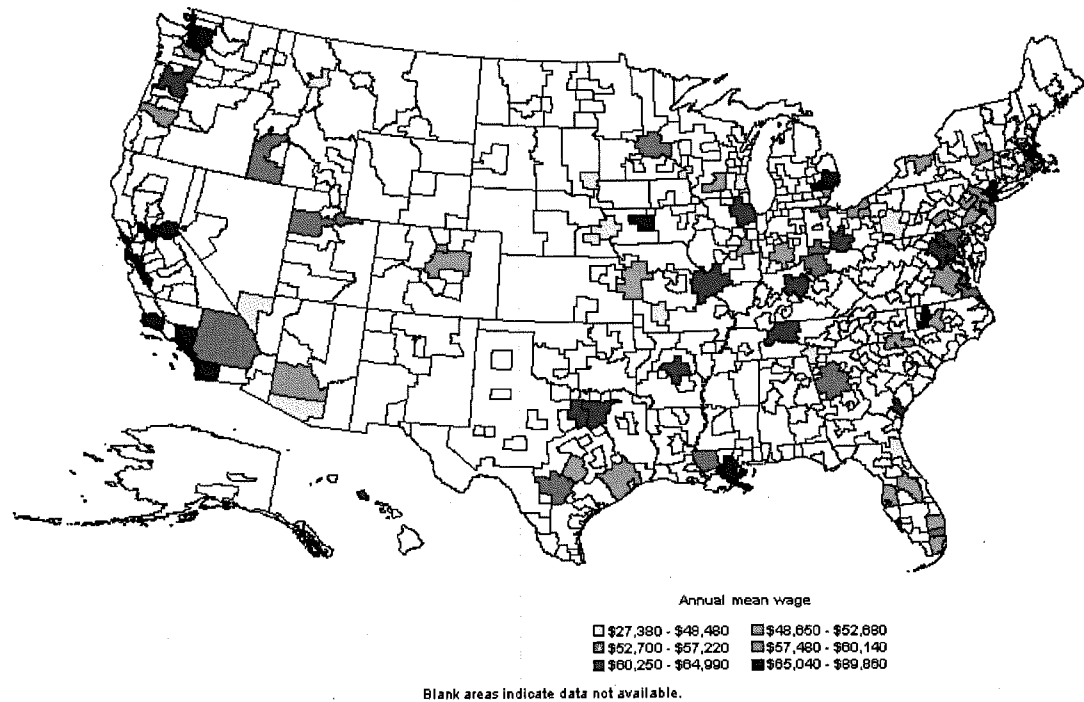
Location quotient of multimedia artists and animators, by area, May 2011



Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>Seattle-Bellevue-Everett, WA Metropolitan Division</u>	2,120	1.54	6.98	\$32.34	\$67,270
<u>San Francisco-San Mateo-Redwood City, CA Metropolitan Division</u>	1,260	1.32	5.94	\$35.06	\$72,920
<u>Los Angeles-Long Beach-Glendale, CA Metropolitan Division</u>	5,060	1.32	5.98	\$43.20	\$89,860
<u>Oakland-Fremont-Hayward, CA Metropolitan Division</u>	640	0.68	3.06	(8)	(8)
<u>Madison, WI</u>	170	0.52	2.36	\$24.92	\$51,820
<u>Eugene-Springfield, OR</u>	70	0.50	2.25	\$28.87	\$60,060
<u>San Jose-Sunnyvale-Santa Clara, CA</u>	420	0.48	2.19	\$36.06	\$75,010
<u>Austin-Round Rock-San Marcos, TX</u>	380	0.48	2.18	\$24.98	\$51,960
<u>Honolulu, HI</u>	200	0.46	2.10	\$29.00	\$60,320
<u>Durham-Chapel Hill, NC</u>	120	0.46	2.08	\$31.27	\$65,040

Annual mean wage of multimedia artists and animators, by area, May 2011



Top paying metropolitan areas for this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Los Angeles-Long Beach-Glendale, CA Metropolitan Division	5,060	1.32	5.98	\$43.20	\$89,860
Santa Ana-Anaheim-Irvine, CA Metropolitan Division	430	0.31	1.39	\$38.07	\$79,180
San Jose-Sunnyvale-Santa Clara, CA	420	0.48	2.19	\$36.06	\$75,010
Sacramento-Arden-Arcade--Roseville, CA	90	0.11	0.50	\$35.91	\$74,680
Des Moines-West Des Moines, IA	(8)	(8)	(8)	\$35.54	\$73,920
San Francisco-San Mateo-Redwood City, CA Metropolitan Division	1,260	1.32	5.94	\$35.06	\$72,920
New York-White Plains-Wayne, NY-NJ Metropolitan Division	2,210	0.44	1.97	\$34.73	\$72,240
Trenton-Ewing, NJ	30	0.16	0.72	\$33.59	\$69,870
Santa Barbara-Santa Maria-Goleta, CA	(8)	(8)	(8)	\$33.50	\$69,680
San Diego-Carlsbad-San Marcos, CA	420	0.34	1.54	\$33.28	\$69,230

About May 2011 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages.](#)

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Other OES estimates and related information:

[May 2011 National Occupational Employment and Wage Estimates](#)

[May 2011 State Occupational Employment and Wage Estimates](#)

[May 2011 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

[May 2011 National Industry-Specific Occupational Employment and Wage Estimates](#)

[List of Occupations in SOC Code Number Order](#)

[List of Occupations in Alphabetical Order](#)

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[Technical Notes](#)

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www.bls.gov/OES | Telephone: 1-202-691-6569 | [Contact OES](#)

Santa Fe College FL



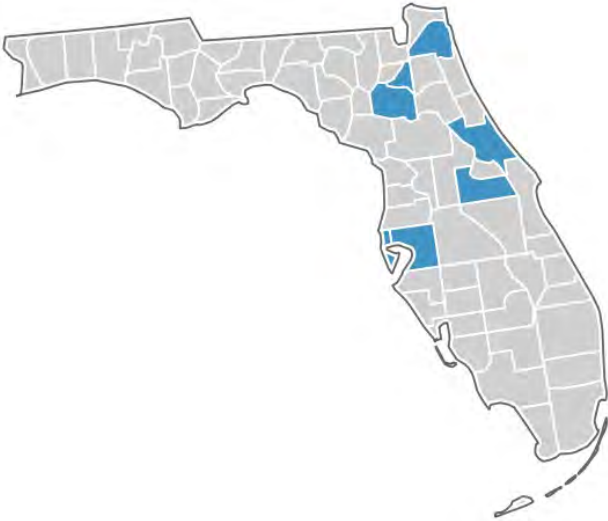
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352.395.5000

Occupation Report

DMT - Large Population Areas of N/C Fla



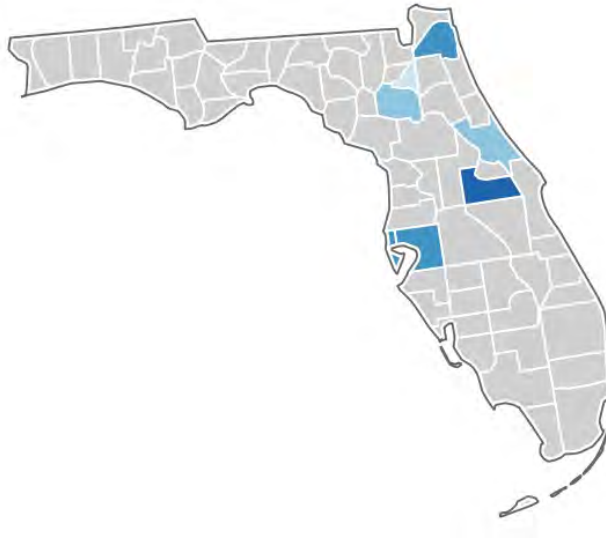
Report Info

Dataset Version	2013.1
Timeframe	2013 - 2017
Region Name	DMT - Large Population Areas of N/C Fla
Region Description	Large Population/Employer Areas of northern half of Florida.
Counties	Alachua, FL (12001)
	Bradford, FL (12007)
	Duval, FL (12031)
	Hillsborough, FL (12057)
	Orange, FL (12095)
	Pinellas, FL (12103)
	Volusia, FL (12127)








Occupation Group

Advertising and Promotions Managers (11-2011)
Audio-Visual and Multimedia Collections Specialists (25-9011)
Multimedia Artists and Animators (27-1014)
Artists and Related Workers, All Other (27-1019)
Graphic Designers (27-1024)
Producers and Directors (27-2012)
Sound Engineering Technicians (27-4014)
Camera Operators, Television, Video, and Motion Picture (27-4031)
Film and Video Editors (27-4032)

Job Distribution



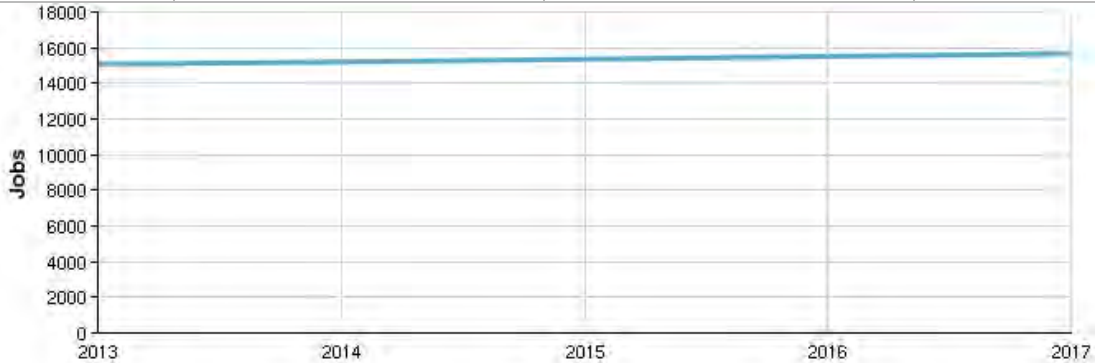
Overview

Annual Openings Estimate (2012)	587
Related Completions (2011)	6,525
Current Job Postings	N/A for Multiple Codes
Gender	
Male	56% 
Female	44% 
Age	
14-18	0% 
19-24	4% 
25-44	48% 
45-64	41% 
65+	6% 

14,941 Jobs (2012) National Location Quotient: 0.96	3.9% % Change (2013-2017) Nation: 5.5%	\$18.74/hr Median Earnings Nation: \$21.05/hr
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DMT - Large Population Areas of N/C Fla | Growth for Target Occupations

15,069 2013 Jobs	15,658 2017 Jobs	588 Change (2013-2017)	3.9% % Change (2013-2017)
----------------------------	----------------------------	----------------------------------	-------------------------------------



Occupation	2013 Jobs	2017 Jobs	Change	% Change
Advertising and Promotions Managers (11-2011)	591	609	18	3%
Audio-Visual and Multimedia Collections Specialists (25-9011)	165	174	9	5%
Multimedia Artists and Animators (27-1014)	2,238	2,373	135	6%
Artists and Related Workers, All Other (27-1019)	795	853	58	7%
Graphic Designers (27-1024)	7,194	7,516	322	4%
Producers and Directors (27-2012)	2,179	2,230	51	2%
Sound Engineering Technicians (27-4014)	537	550	13	2%
Camera Operators, Television, Video, and Motion Picture (27-4031)	670	670	0	0%
Film and Video Editors (27-4032)	700	683	-17	-2%

DMT - Large Population Areas of N/C Fla | Percentile Earnings

\$13.14/hr

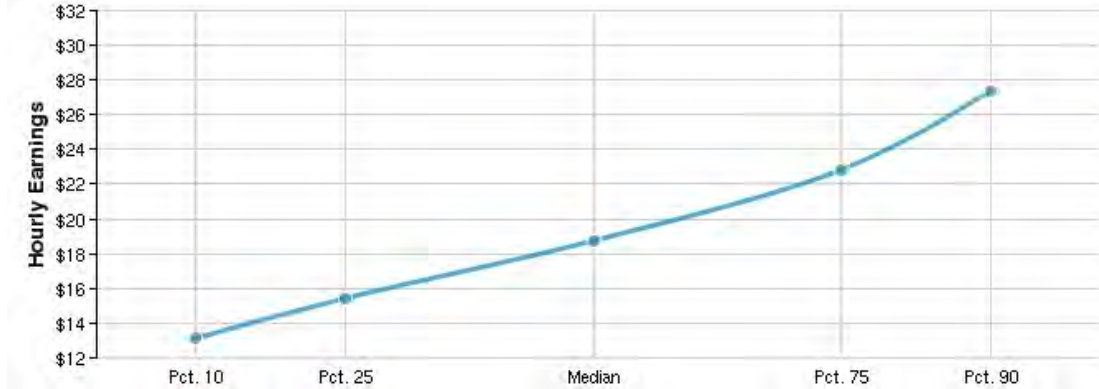
10th Percentile Earnings

\$18.74/hr

Median Earnings

\$27.40/hr

90th Percentile Earnings



Occupation	10th Percentile Earnings	Median Earnings	90th Percentile Earnings
Advertising and Promotions Managers (11-2011)	\$20.68	\$37.66	\$54.39
Audio-Visual and Multimedia Collections Specialists (25-9011)	\$11.25	\$20.03	\$32.47
Multimedia Artists and Animators (27-1014)	\$10.21	\$13.23	\$17.02
Artists and Related Workers, All Other (27-1019)	\$8.79	\$11.62	\$15.07
Graphic Designers (27-1024)	\$12.61	\$17.54	\$25.85
Producers and Directors (27-2012)	\$15.93	\$25.05	\$40.72
Sound Engineering Technicians (27-4014)	\$15.41	\$20.45	\$28.87
Camera Operators, Television, Video, and Motion Picture (27-4031)	\$12.64	\$17.56	\$24.39
Film and Video Editors (27-4032)	\$16.55	\$19.91	\$25.37

Regional Trends



Region	2013 Jobs	2017 Jobs	% Change
● DMT - Large Population Areas of N/C Fla	15,069	15,658	3.9%
■ AlachuaBradford	612	641	4.7%

Educational Programs

30
Programs (2011)

6,525
Completions (2011)

Program	2007	2008	2009	2010	2011
Marketing/Marketing Management, General (52.1401)	1,212	1,310	1,224	1,213	1,139
Cinematography and Film/Video Production (50.0602)	839	751	1,047	924	1,023
Recording Arts Technology/Technician (10.0203)	32	1,134	1,198	787	526
Commercial and Advertising Art (50.0402)	242	191	457	396	451
Animation, Interactive Technology, Video Graphics and Special Effects (10.0304)	34	333	429	353	352

Inverse Staffing Patterns

Industry	Occupation Group Jobs in Industry (2012)	% of Occupation Group in Industry (2012)	% of Total Jobs in Industry (2012)
Independent Artists, Writers, and Performers (711510)	1,834	12.3%	9.9%
Interior Design Services (541410)	1,079	7.2%	39.0%
Graphic Design Services (541430)	966	6.5%	37.6%
Television Broadcasting (515120)	776	5.2%	29.1%
Motion Picture and Video Production (512110)	760	5.1%	46.6%

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: Florida Department of Economic Opportunity

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Staffing Patterns Data

The staffing patterns data in this report is compiled from several sources using a specialized process. Sources include Occupational Employment Statistics, and the National Occupation Matrix. EMSI uses ratios from the national matrix and inputs regional jobs by industry, converting these to jobs by occupation. The ratios derived from this are adjusted to equal actual regional data, resulting in a unique regional staffing pattern.

Santa Fe College FL



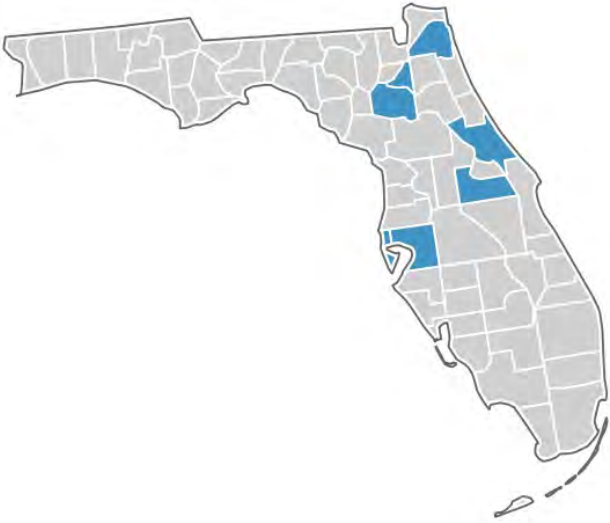
3000 NW 83rd Street

Gainesville, Florida 32606

352.395.5000

Industry Report

DMT - Large Population Areas of N/C Fla



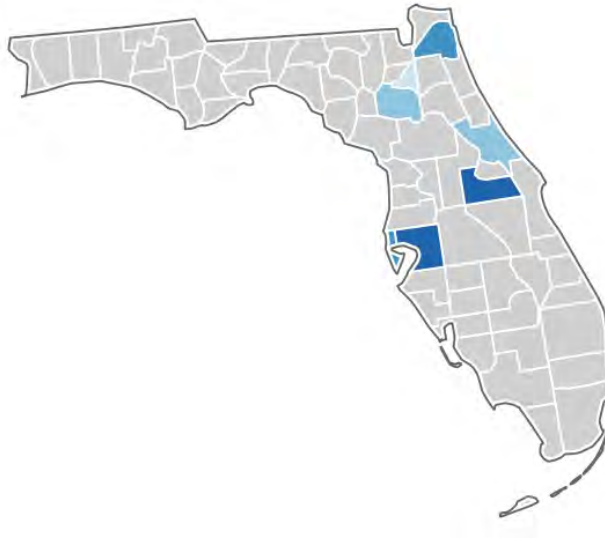
Report Info

Dataset Version	2013.1
Timeframe	2013 - 2017
Dataset Category	EMSI Complete
Region Name	DMT - Large Population Areas of N/C Fla
Region Description	Large Population/Employer Areas of northern half of Florida.
Counties	Alachua, FL (12001)
	Bradford, FL (12007)
	Duval, FL (12031)
	Hillsborough, FL (12057)
	Orange, FL (12095)
	Pinellas, FL (12103)
	Volusia, FL (12127)








Industry Group

Software Publishers (51121)
Motion Picture and Video Production (51211)
Motion Picture and Video Distribution (51212)
Motion Picture and Video Exhibition (51213)
Postproduction Services and Other Motion Picture and Video Industries (51219)
Television Broadcasting (51512)
Graphic Design Services (54143)
Computer Systems Design and Related Services (54151)

Job Distribution



Overview

Establishments (2012)	3838
Jobs Multiplier	
Unemployed (11/2012)	Only Available for 2-Digit
Gender	
Male	66% 
Female	34% 
Age	
14-18	1% 
19-24	6% 
25-44	51% 
45-64	39% 
65+	4% 

48,589 Jobs (2012) National Location Quotient: 0.88	11.4% % Change (2013-2017) Nation: 9.5%	\$77,982 Average Earnings Per Job (2012) Nation: \$93,933
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Regional Trends



Region	2013 Jobs	2017 Jobs	% Change
● DMT - Large Population Areas of N/C Fla	50,203	55,903	11.4%
■ AlachuaBradford	1,734	1,878	8.3%

Staffing Patterns

Occupation	Employed in Industry Group (2012)	% of the Total Jobs in Industry Group (2012)
Software Developers, Applications (15-1132)	4,149	8.5%
Computer Programmers (15-1131)	3,582	7.4%
Computer Systems Analysts (15-1121)	3,348	6.9%
Information Security Analysts, Web Developers, and Computer Network Architects (15-1179)	3,127	6.4%
Computer Support Specialists (15-1159)	3,038	6.3%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Motion Picture and Video Production (512110)	\$200,053,193	26%	74%
Temporary Help Services (561320)	\$166,631,002	94%	6%
Corporate, Subsidiary, and Regional Managing Offices (551114)	\$147,627,967	68%	32%
Commercial Banking (522110)	\$131,564,935	80%	20%
Offices of Lawyers (541110)	\$95,319,009	91%	9%

Top Regional Businesses

Business Name	Industry	Local Employees
University Of South Florida Sun Dome Inc	Television Broadcasting (515120)	2,053
Sungard Higher Education Managed Services Inc.	Custom Computer Programming Services (541511)	900
Compu-link Cable Assemblies Of Florida Inc.	Other Computer Related Services (541519)	600
Naylor, Llc	Software Publishers (511210)	500
Compulink Inc.	Other Computer Related Services (541519)	475

Source:

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: Florida Department of Economic Opportunity

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Staffing Patterns Data

The staffing patterns data in this report is compiled from several sources using a specialized process. Sources include Occupational Employment Statistics, and the National Occupation Matrix. EMSI uses ratios from the national matrix and inputs regional jobs by industry, converting these to jobs by occupation. The ratios derived from this are adjusted to equal actual regional data, resulting in a unique regional staffing pattern.

Input-Output Data

The input-output model in this report is created using the national Input-Output matrix provided by the federal Bureau of Economic Analysis. This is combined with the national Total Gross Output, the regional Total Gross Output, the land area of the subject region, regional DIRT data and regional in/out commuter patterns in order to calculate regional requirements, imports and exports. After using matrix algebra to calculate the regional multiplier, the resulting matrix is multiplied by the sales vector and converted back to jobs or earnings. Specifically, this data comes from the U.S. Department of Commerce, Bureau of Economic Analysis, Industry Economic Accounts: Benchmark & Annual Input-Output (I-O) Accounts.

Equifax Business List Data

Data for individual businesses is provided by Equifax (<http://www.equifax.com/commercial/>), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and classification.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (<http://www.equifax.com/commercial/>), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

Job Survey results

Company	Contact name	phone #	position	address	city	state	zip	Multimedia Artists and Animators		Radio and Television Announcers		Field Reporters and Correspondents		Audio and Video Equipment Technicians		Sound Engineering Techs		Camera Operators for TV, Video and Motion Picture		Video and/or Film Editors		Producers and Directors		Photographers		Other Related Field- Please describe		
								Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current
								6	16	10	1	10	3	9	11	4	4	9	20	9	15	16	13	3	5	12	9	
WCJB TV20	Andrea Clenney	352-416-0607	News Director	6220 NW 43rd St.	Gainesville	FL	32653	0	0	6	1	9	1	1	0	0	0	0	0	0	6	2	0	0	4	0		
UF Division of Media Properties	Reed Erickson	352-273-2272	Director of media services	1204 A Weimer Hall	Gainesville	FL	32611	2	2	4	0	0	0	5	0	2	0	2	2	2	3	2	4	0	0	0	0	
Queso Meda Group	Quentin Thomas	863-440-4788	Co-Founder /CEO					0	2	0	0	0	0	0	1	0	2	2	6	1	2	1	1	0	1	1	2	
Frankel Media Group	Channing Casey	352-331-5558	vicepresident	105 SW 128th St Ste 200	Newberry	FL	32669	3	3	0	0	0	0	0	0	0	0	0	0	1	1	2	1	1	0	3	1	
Parisleaf	Patrick Sanders	352-870-6204	Creative Director					0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	
Alachua County Government	Mark Sexton	352-264-6979	Communications Coordinator	12 SE 1st Street	Gainesville	FL	32601	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	2	0	
Business Repor/Liquid Creative Studio	Scott Schroeder	352-275-9469	Publisher	224 NW 2nd Ave	Gainesville	FL	32601	0	1	0	0	1	2	0	1	0	0	0	2	0	1	0	0	1	2	0	0	
Medusa Productions	David Melosh	352-258-8557		2237 NW 16th Ave	Gainesville	FL		1	1	0	0	0	0	1	1	2	2	2	2	1	1	1	1	0	1	0	1	
Digital Lighthouse	Houston Wells	352-377-1956		4923 NW 27th Ct	Gainesville	FL		0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	
UF Center for instructional Tech	Joe Nicholson							0	5	0	0	0	0	2	6	0	0	2	6	1	4	2	4	0	0	2	5	
Two Head Production	DJ and Mary Beth Head	352-3725625		5011 SW 177 Street	Archer	FL	32618								1				1		1							

Total current 88

Total Future 97

Job Survey results

Company	Contact name	phone #	position	address	city	state	zip	Multimedia Artists and Animators		Radio and Television Announcers		Field Reporters and Correspondents		Audio and Video Equipment Technicians		Sound Engineering Techs		Camera Operators for TV, Video and Motion Picture		Video and/or Film Editors		Producers and Directors		Photographers		Other Related Field- Please describe	
								Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future
							Totals	6	16	10	1	10	3	9	11	4	4	9	20	11	16	16	13	3	5	12	9
WCJB TV20	Andrea Clenney	352-416-0607	News Director	6220 NW 43rd St.	Gainesville	FL	32653	0	0	6	1	9	1	1	0	0	0	0	0	0	6	2	0	0	4	0	
UF Division of Media Properties	Reed Erickson	352-273-2272	Director of media services	1204 A Weimer Hall	Gainesville	FL	32611	2	2	4	0	0	0	5	0	2	0	2	2	2	3	2	4	0	0	0	0
Queso Meda Group	Quentin Thomas	863-440-4788	Co-Founder /CEO					0	2	0	0	0	0	0	1	0	2	2	6	1	2	1	1	0	1	1	2
Frankel Media Group	Channing Casey	352-331-5558	vicepresident	105 SW 128th St Ste 200	Newberry	FL	32669	3	3	0	0	0	0	0	0	0	0	0	0	1	1	2	1	1	0	3	1
Parisleaf Atachua County Government	Patrick Sanders	352-870-6204	Creative Director					0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0
Business Repor/Liquid Creative Studio	Mark Sexton	352-264-6979	Communications Coordinator	12 SE 1st Street	Gainesville	FL	32601	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	0	
Medusa Productions	Scott Schroeder	352-275-9469	Publisher	224 NW 2nd Ave	Gainesville	FL	32601	0	1	0	0	1	2	0	1	0	0	0	2	0	1	0	0	1	2	0	0
Digital Lighthouse	David Melosh	352-258-8557		2237 NW 16th Ave	Gainesville	FL		1	1	0	0	0	0	1	1	2	2	2	2	1	1	1	1	0	1	0	1
UF Center for instructional Tech	Houston Wells	352-377-1956		4923 NW 27th Ct	Gainesville	FL		0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Two Head Production Gleim Publications	Joe Nicholson							0	5	0	0	0	0	2	6	0	0	2	6	1	4	2	4	0	0	2	5
	DJ and Mary Beth Head	352-3725625		5011 SW 177 Street	Archer	FL	32618																				
	Irvin Gleim	352-375-0772		4201 NW 95th Blvd	Gainesville	FL	32606	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0

Total current 90 Total Future 98

July 30, 2013

Dear AdFed Members:

The Digital Media and Graphic Design Technology program at Santa Fe College needs your help. We are proposing a Bachelors of Applied Science degree in Multimedia and Video Technology to the State of Florida and we need employment statistics for our service district of Alachua and Bradford Counties to support our proposal. This curriculum will train students for positions in Commercial Production, Motion and 3D Graphics, Broadcast, Digital Motion Picture Production and similar fields.

Currently the State data that we are required to use for local job openings is outdated and insufficient for our proposal. We know that there are opportunities for graduates in this field both locally and outside of our service district, and we need your help to show that.

We are requesting that you make your best estimate on how many jobs your company or institution currently has and expects to have in the next 5 years in the relative areas of expertise. These positions can either be new positions or positions that might open due to an employee leaving. For your convenience we have provided a form for you to fill out and return to us. We know this is not a small request and we appreciate any help and information you can offer with this report. Thank you for your support.

Eric Flagg, Coordinator

Digital Media/ Graphic Design Technology

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Andrea Clenney
Phone Number: 352 414 0607
Email: AClenney@divcom.com
Position: News Director
Company: WCTB TV20 (ABC Affiliate)
Address: 1220 NW 43rd St.
Gainesville, FL 32653

Comments:

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Matt Hunter
Phone Number: 352 416 0690
Email: Mhunter@divcom.com
Position: Creative Services Director
Company: WCJB TV 20 (ABC News affiliate)
Address: 4220 NW 43rd St
Gainesville, FL 32653

Comments:

WCJB produces six newscasts (live) per day M-F and two per day sat/su. And offers complete commercial production services in North Central Florida.

WCJB TV20
News



Eric Flagg
Coordinator Digital Media/ Graphic Design Technology
352-395-4145

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		
Radio and Television Announcers	4	1
Field Reporters and Correspondents	9	1
Audio and Video Equipment Technicians	1	
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture		
Video and/or Film Editors		
Producers and Directors (editors)	6	2
Public Relations Specialists		
Technical Writers		
Photographers		
Other Related Field- Please describe Video Technical Directors - Live and tape engineers	4	

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156
SF Find our Equal Access/ Equal Opportunity statement online at: sfcollege.edu/eao

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Reed Erickson

Phone Number: 352-273-2272

Email: rerickson@jou.ufl.edu

Position: Director of Media Services

Company: UF Division of Multimedia Properties / CJC

Address: 1204A Weimer Hall

Gainesville, FL 32611

11 jobs

Comments:
We certainly have a need for talented after-effects & Cinema 4D animators, they're a huge asset and tough to find quality candidates.

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	2	2
Radio and Television Announcers	4	0
Field Reporters and Correspondents	0	0
Audio and Video Equipment Technicians	5	0
Sound Engineering Techs	2	0
Camera Operators for TV, Video and Motion Picture	2	2
Video and/or Film Editors	2	3
Producers and Directors	2	4
Public Relations Specialists	1	0
Technical Writers	0	0
Photographers	0	0
Other Related Field- Please describe		

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Quentin Thomas

Phone Number: 863-440-4788

Email: qthomas@quesomedia.com

Position: Co-founder/CEO

Company: Queso Media Group

Address: _____

Comments:

I just have to say that I believe the need for highly trained multimedia and video professionals is undeniable. Florida has amazing talent and an increasing demand for multimedia, whether entertainment or commercial. Yet, we continue to lose the people interested in learning about and working in the industry to other locations, such as Los Angeles, which in turn means we lose the potential for that business and revenue.

Also, who can deny the fact that everything is going digital. Not just the content, but the advertising revenue is shifting to digital.

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	0	2
Radio and Television Announcers	0	0
Field Reporters and Correspondents	0	0
Audio and Video Equipment Technicians	0	1
Sound Engineering Techs	0	2
Camera Operators for TV, Video and Motion Picture	2	6
Video and/or Film Editors	1	2
Producers and Directors	1	1
Public Relations Specialists	1	2
Technical Writers	0	2
Photographers	0	1
Other Related Field- Please describe	1	2

Graphic Designers (non-animated)

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Channing Casey

Phone Number: 352-331-5558

Email: channing@frankelmedia.com

Position: Vice President

Company: Frankel Media Group

Address: 105 SW 128th St., Ste 200
Newberry, FL 32669

6 jobs

Comments:

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	3	3
Radio and Television Announcers	0	0
Field Reporters and Correspondents	0	0
Audio and Video Equipment Technicians	0	0
Sound Engineering Techs	0	0
Camera Operators for TV, Video and Motion Picture	0	0
Video and/or Film Editors	1	1
Producers and Directors	2	1
Public Relations Specialists	2	1
Technical Writers	0	1
Photographers	1	0
Other Related Field- Please describe Digital Motion Production	3	1

Eric Flagg
 Digital Media/Graphic Design Technology
 Santa Fe College
 3000 NW 83rd Street N309
 Gainesville, FL 32606
 Ph352-395-5579 * Fax 352-395-4156

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Patrick Sanders

Phone Number: 352.870.6204

Email: patrick@parisleaf.com

Position: Creative Director

Company: Parisleaf

Address: _____

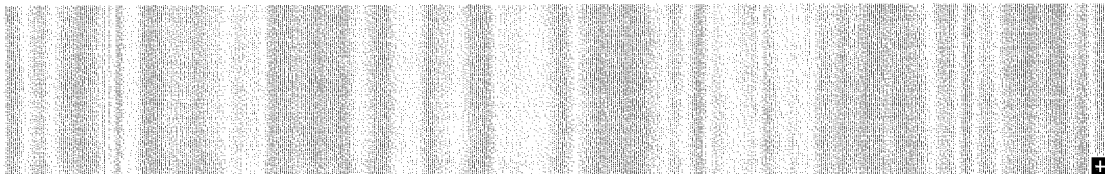
Comments:

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	0	1
Radio and Television Announcers	0	0
Field Reporters and Correspondents	0	0
Audio and Video Equipment Technicians	0	1
Sound Engineering Techs	0	0
Camera Operators for TV, Video and Motion Picture	0	0
Video and/or Film Editors	1	1
Producers and Directors	0	0
Public Relations Specialists	0	1
Technical Writers	0	1
Photographers	1	1
Other Related Field- Please describe		



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Digital Media/Graphic Design Technology
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Gainesville, FL 32606
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Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Mark Sexton

Phone Number: 352-264-6979

Email: msexton@alachuacouty.us

Position: Communications Coordinator

Company: Alachua County Government

Address: 12 SE 1st Street, Gainesville, FL 32601

Comments:

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		
Radio and Television Announcers		
Field Reporters and Correspondents		
Audio and Video Equipment Technicians		
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture	1	
Video and/or Film Editors	1	
Producers and Directors		
Public Relations Specialists		
Technical Writers		
Photographers		
Other Related Field– Please describe	2	

One Graphic Designer and one Public Information Specialist. Both of these positions have been crossed trained to operation the live video broadcast of public meetings.

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Please tell us about yourself and your company

You may be contacted to verify the information you have provided. Please give the best contact information to verify the information provided. Thank you for your assistance.

Name: Scott Schroeder

Phone Number: 352.275.9469

Email: scott@gainesvillebizreport.com

Position: Publisher

Company: Business Report/Liquid Creative Studio

Address: 224 NW 2nd Avenue

Gainesville, FL 32601

Comments:

Liquid Creative Studio and the Business Report of North Central Florida will experience increasing need for video based staff. At Liquid Creative Studio we are currently sourcing out our video work but the increased demand has us looking to bring on a full time videographer/video editor in the very near future. This is a trend that is going to cause us to add to this department quickly over the course of the next few years.

The Business Report is in a similar situation. As news consumption continues to move online, video is going to become an increasingly large part of our business.

Both Liquid Creative Studio and the Business Report expect significant growth in video based production over the course of the next few years.

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Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	0	1
Radio and Television Announcers		
Field Reporters and Correspondents	1	2
Audio and Video Equipment Technicians	0	1
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture	0	2
Video and/or Film Editors	0	1
Producers and Directors		
Public Relations Specialists	2	4
Technical Writers		
Photographers	1	2
Other Related Field- Please describe		



Eric Flagg
 Coordinator Digital Media/ Graphic Design Technology
352-395-4145

MEDUSA PRODUCTIONS
2237 NW 16th Ave
Gainesville, FL
352-258 8557
David Melosh

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators	1	1
Radio and Television Announcers	0	
Field Reporters and Correspondents	0	
Audio/Video equipment technician	1	1
Sound Engineering Techs	2	2
Camera Operators for TV, Video and Motion Picture	3	2
Video and/or Film Editors	1	1
Producers and Directors	1	1
Photographers	0	1
Other Related Field- Please describe	Recording engineer	3

Eric Flagg
 Digital Media/Graphic Design Technology
 Santa Fe College
 3000 NW 83rd Street N309
 Gainesville, FL 32606
 Ph352-395-5579 * Fax 352-395-4156

DIGITAL LIGHTHOUSE

4923 NW 27th ct.

Gville FL,
 352-377-1956
 Contact:
 Houston wells

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		1
Radio and Television Announcers		
Field Reporters and Correspondents		
Audio/Video equipment technician		
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture		1
Video and/or Film Editors	1	1
Producers and Directors		
Photographers		
Other Related Field- Please describe		

Eric Flagg
 Digital Media/Graphic Design Technology
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 3000 NW 83rd Street N309
 Gainesville, FL 32606
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Eric Flagg
 Coordinator Digital Media/ Graphic Design Technology
 352-395-4145

Joe Nicholson
 UF
 University of FL
 Center for Instructional
 Tech

Joe Nicholson

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		5
Radio and Television Announcers		
Field Reporters and Correspondents		
Audio/Video equipment technician	2	6
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture	2	6
Video and/or Film Editors	1	4
Producers and Directors	2	4
Photographers		
Other Related Field- Please describe	2 (captioning)	5

Eric Flagg
 Digital Media/ Graphic Design Technology
 Santa Fe College
 3000 NW 83rd Street N 309
 Gainesville, FL 32606
 Ph 352-395-5579 * Fax 352-395-4156

352 372 5625 Two-Head Productions
DS & Mary Beth Head
5011 SW 17th Street
Arcadia, FL 32618

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		
Radio and Television Announcers		
Field Reporters and Correspondents		
Audio/Video equipment technician		1
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture		1
Video and/or Film Editors		1
Producers and Directors	2	
Photographers		
Other Related Field- Please describe		

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Current positions either open or filled in your company

Instructions

In column 1 indicate the number of current positions you have in each category whether open or filled. In column 2 please indicate the anticipated number of additional jobs you may add over the next 5 years. If you have (a) position(s) not listed please list it in other related field, describe it and tell us how many. Thank you for your assistance.

	# Current Jobs	# Future Jobs
Multimedia Artists and Animators		
Radio and Television Announcers		
Field Reporters and Correspondents		
Audio/Video equipment technician		
Sound Engineering Techs		
Camera Operators for TV, Video and Motion Picture		
Video and/or Film Editors	2	1
Producers and Directors		
Photographers		
Other Related Field- Please describe		

Eric Flagg
Digital Media/Graphic Design Technology
Santa Fe College
3000 NW 83rd Street N309
Gainesville, FL 32606
Ph352-395-5579 * Fax 352-395-4156

Gleim Publications
4201 NW 95th Blvd.
Gainesville, FL 32606

Program Title	Number Completed	Number Continued Education	Percent Continued Education	Number Employed	Percent Employed	Estimated Average Annual Full-Time Wage
Exceptional Student Education	167	26	15%	148	88%	\$39,540
Public Safety Administration	151	26	17%	105	69%	\$39,344
Nursing	78	17	21%	62	79%	\$62,048
Secondary Mathematics Edu.	22	*	*	20	90%	\$45,120
Secondary Edu-earth Science	*	*	*	*	*	*
Secondary Education-Biology	*	*	*	*	*	*
Secondary Education-Chemistry	*	*	*	*	*	*



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials September 27, 2013

via Telephone Conference Call
Dial-in Number: 888-670-3525
Participant Code: 4122150353



STATE
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Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

By Telephone Conference Call

Dial-in Number: 888-670-3525; Participant Code: 4122150353#

All participants using this code will be muted at dial-in.

September 27, 2013

10:00 a.m.

10:00 a.m.

Strategic Planning Committee

Chair: Mr. John D. Rood; Vice Chair: Ms. Patricia Frost

Members: Chopra, Colson, Lautenbach, Morton, Webster

**Upon
Adjournment
of Previous
Meeting**

Board of Governors - Regular Meeting

Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini

All Board members

Please note that this schedule may change at the Chair's privilege.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
By Telephone Conference Call
Tallahassee, Florida
September 27, 2013
10:00 a.m.

Dial-in Number: 1-888-670-3525
Conference Code: 4122150353#

Chair: Mr. John D. Rood; Vice Chair: Ms. Patricia Frost
Members: Chopra, Colson, Lautenbach, Morton, Webster

1. **Call to Order and Opening Remarks** **Chair John D. Rood**

2. **Comprehensive Business Plan for UF Online** **President Bernie Machen,**
Associate Provost Andy McCollough
University of Florida

3. **Concluding Remarks and Adjournment** **Chair Rood**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 27, 2013

SUBJECT: Comprehensive Business Plan for UF Online

PROPOSED COMMITTEE ACTION

Consider for approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Chapter 2013-27, Laws of Florida

BACKGROUND INFORMATION

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

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

The Board of Governors was statutorily required to convene an advisory board to offer advice to the university in the development and implementation of a comprehensive business plan for the institute. The advisory board currently consists of the following members:

John D. Rood -served as the designee of the Chair of the Board of Governors

Carlos Alfonso - appointed by the Speaker of the House of Representatives

Ernest Friend - appointed by the President of the Senate

Dr. John Watret - appointed by the Board of Governors

A brief biography of advisory board members is attached.

The advisory board met several times with University of Florida staff, including having an all-day meeting in Gainesville, to review and discuss drafts and provide advice for strengthening the plan.

On September 16, 2013, the advisory board recommended that the Board of Governors approve the plan as submitted. The plan is attached for consideration by the Strategic Planning Committee.

Supporting Documentation Included: Brief Biography of Advisory Board Members
University of Florida's Plan

Facilitators/Presenters: Chair John D. Rood, President Bernie Machen,
and Associate Provost Andy McCollough

Members, Advisory Board for the Institute for Online Learning

Carlos Alfonso

(Appointee of the Speaker of the Florida House of Representatives)

Mr. Alfonso is the former Chairman of the University of Florida Board of Trustees and the founder and chief executive officer of Alfonso Architects, an award-winning, Tampa-based architectural design firm. He is also the founder and owner of Alliant Partners, a real estate consulting, management, brokerage and development firm also based in Tampa. Mr. Alfonso served on the University Board of Trustees since its founding in 2001 through 2012. Additionally, Mr. Alfonso is a member of the Florida Council of 100, the University of Florida Foundation Board, the Board of Directors of the Foundation for Florida's Future and a director of the H. Lee Moffitt Cancer & Research Institute. He is a Commercial, multi-engine instrument rated pilot.

Mr. Alfonso received a bachelor of design and a master of arts in architecture from the University of Florida. He lives in Tampa with his wife, Dorothy, and their three children, Ariana, Carlos and Isabella.

Ernie Friend

(Appointee of the President of the Senate)

Mr. Ernest "Ernie" Friend's 30-year career in information technology has been punctuated with extensive partnerships in the development of innovative workforce development and career preparation programs.

As the Director of Academic Systems at Florida State College at Jacksonville (FSCJ), Mr. Friend has worked with notable international technology leaders such as Cisco, EMC, VMware, Citrix and Redhat to create specializations in Voice, Security, Virtualization/Cloud, Open Source Operating Systems, Cisco Certified Network Administrator (CCNA), and Cisco Certified Network Professional (CCNP). Working with his staff and faculty he has used virtualization technologies to web-enable some of the most advanced technical hands-on academic curriculum.

As a board member of the National Convergence Technology Center, Mr. Friend contributes significantly, in collaboration with international business interests, to the national dialog defining skill sets required for emerging information technology occupations. Mr. Friend has led or participated in more than a dozen National Science Foundation and Department of Labor grants centered on creating new curriculum, faculty professional development, and student engagement in high technology fields. He served on the U.S. Department of Commerce National Institute of Standards and Technology (NIST) committee designing new standards for Cybersecurity, and his college's computer networking program, which he leads, received recently the National Security Agency (NSA) designation as a Center of Academic Excellence.

Mr. Friend has assisted seven Florida colleges and universities in creating network virtualization academic programs. He has served as a consultant to the Florida Senate Education Committee on the need for enhanced collegiate programs and improved vendor certification programs in network virtualization and cloud computing. He is currently assisting Florida State University and the University of West Florida in the development of master's degree programs in cloud computing.

Mr. Friend holds a bachelor's of science degree in Electronics Management from Southern Illinois University. His foundations in information technology leadership were earned through 10 years of service in the United States Navy, providing technical support and instruction on the latest military aircraft.

He has been employed for more than 20 years at Florida State College at Jacksonville where he manages an advanced networking associates degree serving 2,000 students, a bachelor's of applied science degree in computer networking with about 650 students, as well as additional associates degrees in advanced manufacturing and biomedical technology at the College's technology-focused Downtown Campus.

John D. Rood

(Designee of the Chair of the Florida Board of Governors)

Mr. Rood has a proven record of leadership in the real estate industry and in public service. He is the founder and Chairman of The Vestcor Companies, a group of real estate development companies. Mr. Rood is also founder and Chairman of the JDR Companies, a property management company. He currently serves on the Florida Board of Governors, which oversees the State University System, and is chair of the Board's Strategic Planning Committee. He serves on the Advisory Board for the Institute for Online Learning and previously served as U.S. Ambassador to the Commonwealth of the Bahamas (2004-2007) and as Commissioner and Chairman of the Florida Fish and Wildlife Conservation Commission (2002-2004).

John Watret, Ph.D.

(Appointee of the Florida Board of Governors)

Dr. John Watret was named chancellor of Embry-Riddle Worldwide in 2010.

As chancellor, he provides leadership and sets strategic direction for Embry-Riddle Worldwide, which offers academic degree programs and schedules designed for non-traditional students. Watret oversees all academic and operational functions of the campus, which serves more than 25,000 students annually at 150 campus locations and online. Embry-Riddle Worldwide has been recognized as a leader in online education, winning numerous awards for online course design and delivery.

Watret joined Embry-Riddle in 1989, and over the years held a number of management and faculty positions at the Daytona Beach Campus, including associate provost, associate chancellor, associate dean of academics and assistant, associate and full professor of mathematics. In the early 1990s, he took a two-year leave of absence to serve as head of the department of mathematics for Texas A&M's branch campus in northern Japan. In 2006, Watret became associate vice president and chief academic officer for the Worldwide Campus until his appointment as Chancellor in 2010.

During his tenure as a faculty member in the mathematics department, Watret was known as a dedicated and skilled instructor, winning Embry-Riddle's Outstanding Teaching Award in 1996. He is the author of several publications and was one of the lead faculty who developed the Integrated Curriculum in Engineering (ICE) program through a grant from the Boeing Company. He continues to be active nationally in graduate education by serving on the executive committee of the Conference of Southern Graduate Schools.

Watret holds a Ph.D. in Mathematics and an M.S. in Mathematics, both from Texas A&M University, as well as a B.Sc. in Mathematics (honors) from Herriot-Watt University, Edinburgh, Scotland. He has a private pilot's license and enjoys sports and fitness, including running, weight lifting, and racquetball. He has been married to Elizabeth Mathews for twenty years, and they have a daughter, Sophia.



**UF Online Comprehensive Business Plan
2013-2019**

**For Consideration by the
Board of Governors**

September 27, 2013

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SECTION ONE EXECUTIVE SUMMARY

OVERVIEW

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

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

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

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

BACKGROUND

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

IMPLEMENTATION

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

- Markets and marketing
 - The student population to be served will be those seeking an undergraduate degree, either first time in college or transfer; in-state or out of state.
 - The eligible student will meet the same admissions standards the applicants for the resident campus must meet.
 - Marketing will be both informative and attractive and will use experienced marketing firms with knowledge and expertise in the local, national, and international online education market.

- Organizational Structure

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

- Enrollment Management

The Enrollment Management (EM) team, will establish a contact center that will be a dedicated hub of online student information. All questions of applicants regarding admissions, registration and financial aid will be answered on a personalized basis using all reasonable modalities with extended hours. A central website will integrate UF Online resources and information and a distance education customer related system (CRM) will be implemented to capture all relevant data for analysis and process improvement.

- Curriculum and Curricular Plans
 - Program inclusion in the UF Online curriculum will be focused on workforce needs and student demand. The ramp-up process will begin with five programs (majors) and increase to 30 by 2018-19 and 35 by 2019-20. Program content will be comparable to the resident campus and standards for success and rigor of the major will be the same. The UF faculty will have content responsibility in terms of origin, delivery and oversight.
 - The five programs available January 2014, come out of existing 2+2 programs which will be folded into the UF Online. Additional programs that meet the demand/need criteria will be introduced each year.
 - The lower division (General Education) and major pre-requisite courses will be sufficient to meet the needs of the initial students and increase continuously in numbers as the number of students and programs increase.

- Production and Course Development
 - The University has five production sites, 50 production technicians and 10 years of production experience in online learning. The ADDIE Production Model combined with the UF Standards and Markers of Excellence will result in courses that meet our Programs of Excellence standards.
 - Faculty training is a necessary part of producing the desired outcome, and we have established a training curriculum informed by the Quality Matters Program that

prepares faculty to achieve their teaching potential in an online environment. The maxim “good courses start with good teachers” is a cornerstone of our production process.

- The course management system (CMS) is an important element in course quality and the UF Online has opened up to the option of one of the newest and best, Canvas. Resident students are served by Sakai, but the online instructors may choose to use Canvas- a choice that is expected to be unanimous within the first year.
- Quality Assurance will be systematized so that it is an ongoing process that provides “many eyes” review with appropriate standards at inception and throughout delivery. Annual course review and three-year refreshment will be standard.

➤ Student Affairs

- The education experience of the UF Online student will not be bounded by the for-credit curriculum. Their co-curriculum will start with an orientation module on success in the online world, a sense of the UF culture, and an introduction to becoming an active part of the institution.
- This support package expands to include career resources, health and wellness, student engagement and personal support as well as 24/7 access to a mental health counselor.
- There is a proactive academic advising plan for UF Online that will include personnel dedicated to transition advising in addition to major advising. The latter will be based on an “assigned advisor” model, which establishes a consistent proactive academic adviser who initiates and maintains contact with the student throughout his/her academic journey.

➤ Libraries

The UF libraries have provided a dedicated Online Librarian to facilitate digital pedagogy efforts of the faculty and to facilitate the effective support of the online student.

➤ Information Technology

UFIT will provide the technology orientation needed by the online student and provide the robust backbone necessary for efficient and effective technology assisted learning. The 24/7 helpdesk will provide on-demand technology assistance for learning and secure identity access for assessment.

➤ Academic Integrity

The resident model for promoting the highest standards of honesty and integrity will be adapted to the UF Online through the use of community, prevention and identification. The UF Online students will be held to the same standards as the resident students.

➤ Tuition

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

➤ Budget

The 10 year forecast based on an enrollment of approximately 24,100 in the 10th year, with a 57/43 mix of in-state/out-of-state students will produce a \$14.5 million net margin in the last year. The forecast would indicate a negative net margin in 4 of the early years. However, the cumulative fund balance at the end of 10 years is expected to exceed \$43.5 million. Major recurring costs include marketing, recruitment and retention and, delivery expenses. The forecast indicates current-year self-supporting reached by year 7.

➤ Program Evaluation

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

➤ Research

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

➤ Public/Private Partnership

A partnership with an outside vendor will bring to the UF Online deep resources and an experiential base that will be critical in achieving excellence in all aspects immediately. The deliverables we are seeking include market research and assessment; marketing services, at-risk tracking and retention support; learning design (on demand); digital content, training and development, and joint research and development. The relationship would be built around compensation that is revenue based and relevant key performance indicators.

➤ Ten years from now:

Students	24,152
Enrollments	103,494
Credit hours	310,482
Revenues	\$76,621,846
Net Margin (10 th year)	\$14,539,696
Cumulative Fund Balance	\$43,587,518

TIMELINE – MAJOR MILESTONES

To begin operations by January 2014, a series of important milestones must be achieved on a timely basis. These milestones are shown in Figure 1.

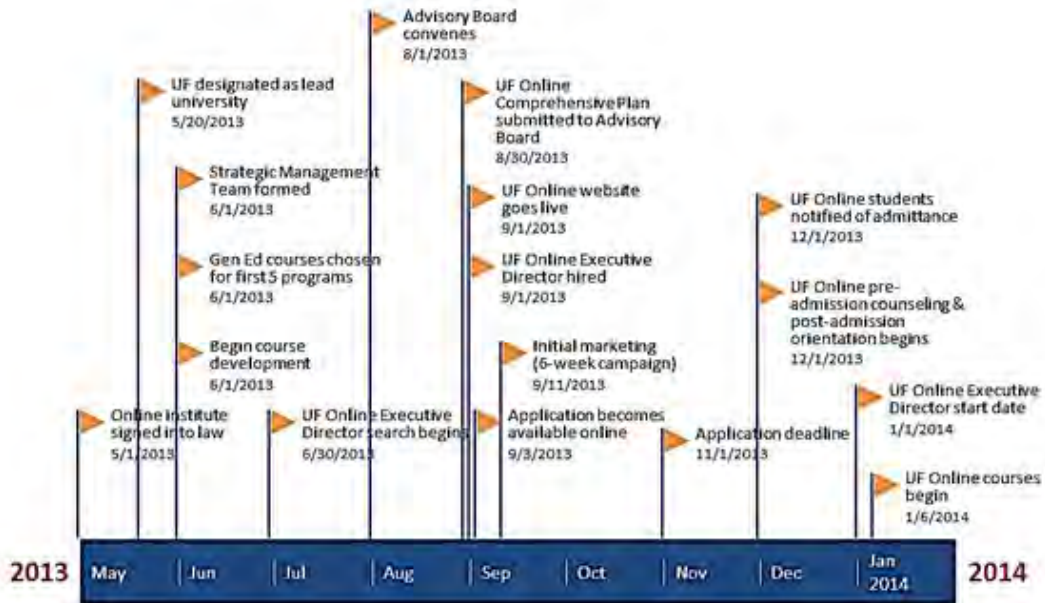


Figure 1: UF Online major milestones required to begin delivering courses in January 2014.

SECTION TWO DESCRIPTION OF UF ONLINE

LEGISLATIVE LANGUAGE AND PLAN REQUIREMENTS

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

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

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

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

The plan shall include:

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

STRATEGIC PLANNING AND MANAGEMENT TEAM

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

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

These included:

Enrollment Management, Vice President and Associate Provost Zina Evans

Student Affairs, Vice President David Kratzer

Tuition and Budgets, Chief Financial Officer Matthew Fajack

Technology Interface, Chief Information Officer Elias Eldayrie

Production and Course Development, Associate Director UF Online Jennifer Smith
Director Distance Learning Brian K. Marchman

University Relations, Assistant Vice President Dan Williams

Library Services, University Librarian Patrick Reakes

Academic Affairs, Associate Provost Andy McCollough

Members at large:

College of Agricultural and Life Sciences, Dean Teri Balsler

College of Agricultural and Life Sciences, Associate Dean Allen Wysocki

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

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

MARKET OVERVIEW AND EMERGING TRENDS

A growing number of public universities have achieved competitive scale and enroll more than 10,000 students annually in post-secondary online education. The field includes both inclusive universities that accept most students who apply and a smaller number of selective public universities, e.g., Penn State and UMass. Both types of entities are aggressively expanding online programs and enrollment. While the market is highly competitive for the inclusive

institutions, Parthenon estimates that significant growth opportunities exist for the selective and highly selective universities based on a number of factors and trends¹:

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

Future and Current Trends: Research, development and impact on UF Online

The University of Florida seeks to move beyond creating online versions of current educational models. The university is focused on creating new value and assets that provide a foundation to build new educational models and implement tools that transform outcomes, funding and performance. For this purpose, the university is focused on opportunities and challenges resulting from innovation technologies in the educational sector.

Close attention is being placed on the transformation brought about by mega technology drivers of change, including massive unstructured information sources (Big Data), group behavior and socially constructed knowledge (social media), rapid provisioning and integration (cloud services) and consumer oriented technologies (consumerization / mobile). The infrastructure that results from these drivers may create unique opportunities in the educational space to improve educational outcomes and reduce costs.

Industry and education experts and observers seek to identify current trends that occur in teaching and technology [See text inserts for Briggs (2013), Grajeck (2013), and Lowendahl (2013)]. The University of Florida will carefully assess the value and risks associated with emerging technology, and continuously evaluate

Gartner Inc. Hype Cycle for Education*
(Lowendahl, 2013b)

Technology Trigger

- 1) Mashware (5-10 years)
- 2) Open microcredentials (5-10 years)
- 3) Education Tablet (5-10 years)
- 4) Affective computing (5-10 years)
- 5) Student retention CRM (5-10 years)

Inflated Expectations

- 1) Learning stacks (2-5 years)
- 2) Adaptive eTextbooks (5-10 years)
- 3) Gamification (5-10 years)
- 4) MOOCs (2-5 years)
- 5) Adaptive Learning (5-10 years)

Trough of Disillusionment

- 1) mLearning (mobile) handsets (2-5 years)
- 2) Social Learning Platforms (2-5- years)
- 3) eTextbook

Enlightenment and Productivity

- 1) Hosted virtual desktops (2-5 years)
- 2) Open Source Learning Repositories (2-5 years)
- 3) Lecture capture and retrieval tools (2-5 years)
- 4) Gaming Consoles as Media Hubs (<2 years)
- 5) Mashups (< 2 years)

(*) This is a sample of technologies presented by Lowendahl.

the possible outcomes generated by these technologies.

Towards this purpose the University is investing in research and pilots in the following areas:

- 1) Mobile Learning. A strategy was implemented to create the infrastructure and tools necessary to support learning. This strategy and outcomes have drawn national attention (Pirani, J.A., 2013).
- 2) Hosted virtual desktops. The university has implemented a virtual environment to provide software to students (<http://apps.ufl.edu>) as a virtual desktop. The ability to access complex (and otherwise expensive) software for the UF Online student is essential.
- 3) eTextbooks. The university has partnered with online publishers to provide faculty and student with quality textbook materials online. The main goal of this initiative is to bring down the escalating students expenses related to textbook materials. The university is a major participant in the Orange Grove electronic textbook project for the State of Florida. Given the cost of education materials and the stated goal of UF Online of delivering an affordable education to our citizens, this particular technology can be a major contributor towards achieving that purpose.
- 4) Gaming Consoles. UFIT and the university's Digital World Institute have partnered to develop an immersive 3D experience for distance education students using gaming consoles. The Digital World Institute's staff is using xBox and Kinect to bring students from diverse locations into a virtual classroom.
- 5) Big Data. This is arguably the most deep reaching investment that the university is making towards improving teaching and learning. UFIT has partnered with the College of Education to create the access channels to large amounts of unstructured data. This ability will empower research and development towards useful applications of technologies such as sentiment analysis, learning analytics and potential results of applications of neuroscience.
- 6) Analytics. Currently, UFIT is engaged in a major effort to create the services and platforms necessary to invest in the development of analytics useful at different levels of the organization. This effort is focused on using semiotic approaches, Big Data,

EDUCAUSE Top-Ten IT Issues

(Graeck, 2013)

- 1) Leveraging the wireless and device explosion on campus
- 2) Improving student outcomes through an approach that leverages technology
- 3) Developing an institution-wide cloud strategy to help the institution select the right sourcing and solution strategies*
- 4) Developing a staffing and organizational model to accommodate the changing IT environment and facilitate openness and agility
- 5) Facilitating a better understanding of information security and finding appropriate balance between infrastructure openness and security
- 6) Funding information technology strategically*
- 7) Determining the role of online learning and developing a sustainable strategy for that role
- 8) Supporting the trends toward IT consumerization and bring-your-own device*
- 9) Transforming the institution's business with information technology*
- 10) Using analytics to support critical institutional outcomes*

*Also one of the 2012 Top-Ten IT Issues

10 Emerging Educational Technologies Blog

(Brigs, 2013)

- 1) Cloud Computing (12 Months or Less)
- 2) Mobile Learning (12 Months or Less)
- 3) Tablet Computing (12 Months or Less)
- 4) MOOCs (12 Months or Less)
- 5) Open Content (2-3 Years)
- 6) Learning Analytics (2-3 Years)
- 7) Games and Gamification (2-3 Years)
- 8) 3D Printing (4-5 Years)
- 9) Virtual and Remote Laboratories (4-5 Years)
- 10) Wearable Technology (4-5 Years)

Business Intelligence and techniques such as data mining, artificial intelligence, neural networks, semantic analysis and others.

- 7) Adaptive Learning. The vision of adaptive learning is to create a learning experience tailored to the level of knowledge, competence and mood of the learner. Currently, the university is conducting a pilot on using adaptive learning tools (with Knowillage, Inc.) in undergraduate education. Although this technology is far from perfect, it is rapidly evolving and moving towards the goal of creating a learning environment that is highly effective and efficient.

The technologies listed above are a sample of the educational technologies that are being studied and/or implemented at the University of Florida. Research and development related to education is being conducted by many disciplines and will continue to evolve.

The Research Opportunity

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

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

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

1. Adaptive learning: systems deliver instruction that is tailored to individual student needs and preferences (initial testing currently underway);
2. Modular terms: support flexibility through shorter term length (currently testing)
3. Social learning²: students learning from and with each other
4. Mobile learning: anytime anywhere availability help students to fit education into busy schedules (currently developing)
5. Personalized pathways: learning is expanded to non-traditional methods and varied learning accomplishments are valued
6. Competency-based learning: provide students with flexibility to progress once mastery has been demonstrated

The table below outlines the proposed review, testing and implementation schedule of the methodologies and technologies listed above.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Adaptive Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Modular Terms	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate
Social Learning	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Mobile Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Personalized Pathways	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Competency Based Learning	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate

UF Online is committed to its vanguard position and to ensure it remains a leader in the field, it will establish a Research Center dedicated to teaching and technology during the 2014-15 academic year. The Research Center will provide the strategic direction and systematic implementation to garner synergistic benefit, increased efficiency, and coherent direction from the multi-faceted research energized by the online “event”. The University will integrate this research when appropriate with the goals and mission of UF Online.

SECTION THREE

OPERATIONAL STRUCTURE OF UF ONLINE

OVERVIEW

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

ORGANIZATIONAL STRUCTURE AND STAFFING

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

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

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

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

Any changes or variations in the original design of the UF Online will be reviewed by the advisory committee and the Executive Director and be subject to final approval by the Provost.

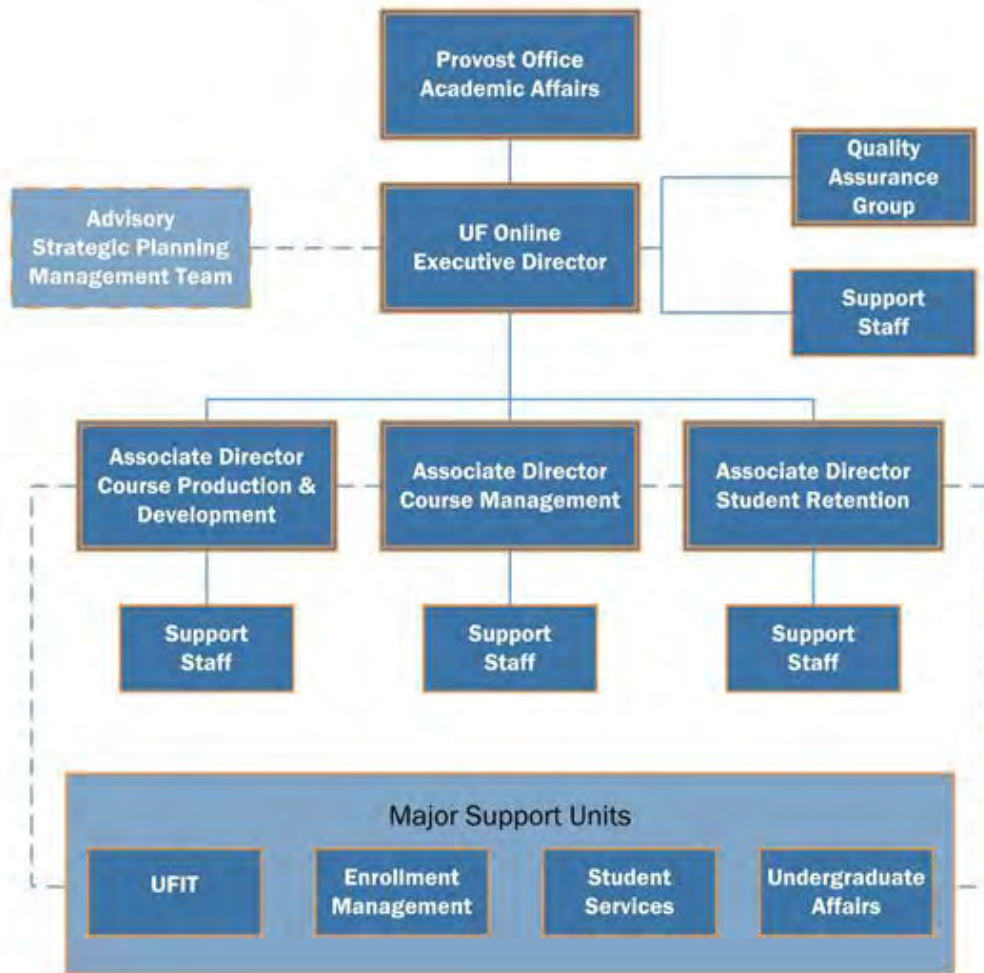


Figure 2: UF Online Organizational Chart

Public/Private Partnership

The University is negotiating with a firm in the private sector to assist with the process of bringing UF Online into existence and to move it to a place of preeminence in the world of online learning. The University’s commitment to a program of distinction and quality, accessibility and affordability will be reinforced by the resources and expertise of the private partner. The criteria for reaching out to the private sector is “Can we, in house, perform the same function with the same quality as efficiently and effectively as the partner under consideration.” The timeline for measurement is the short run if not immediately. The deliverables that would be of interest include:

- A. Market Research and Assessment
 - Use of proprietary analytics and research and publicly available data to provide course and programmatic innovations.

- Validate market demand and provide recommendations as to how to tailor programs to enhance marketability.
 - Participate in analysis and discussion to identify the optimum program portfolio that is distinctive and in demand.
- B. Marketing services
- Provide all inclusive marketing services that will systemize and optimize multi-media approach.
 - Work with University and its partners to maintain and enhance UF brand.
- C. Enrollment management support services
- Provide concierge support services that include lead follow-up/qualifications, prospect development, enrollment, admissions counseling, and student support throughout the enrollment process from inquiry to 2nd week of enrollment.
- D. Persistence/Retention programs
- The most successful fully online programs in terms of retention/persistence rates employ proactive Retention Specialists. This activity which is not part of the typical resident program has been well developed and successfully employed by educational service firms. In fact, the UF Online prospective partner has realized an average persistence rate of 92% across the several programs they service. Their “Program Coordinators” have no role in content delivery or in learning assessment. Rather they follow a pro-active personalized prevention based program to connect with and support each student from admissions to graduation.
 - The pro-active support includes weekly email and telephone contact, course activity monitoring, and periodic checks. They look for “at risk” indicators such as:
 1. Not logged in within 12 hours;
 2. Poor performance on last quiz, test, class;
 3. Consistently late assignments and take, after faculty consultation, intervening actions to encourage persistence.
- E. Proprietary digital content.
- As noted, one of the major value added factors associated with the public/private partnership is access to the partner’s digital content and services. One of the partners under consideration is the world’s largest provider of digital education content and services. An agreement with this firm will provide access to this content including MyLabs, eBooks, CoursePacks, etc. These digital learning objects are now widely used by UF students at an average price of \$100 per item. These would be provided without cost at the discretion of the faculty on an as-needed basis to the students of UF Online.
- F. On-demand student support
- The private partner under consideration will provide tutoring services at a time when needed to support the learning process and enhance retention and success. The services include on-demand tutoring, prescheduled session, asynchronous support and an online writing lab.
- G. Joint research and development
- Collaboration with the public private partner on research and innovation projects in the field of online learning will strengthen the university’s efforts to be on the cutting edge and to be known as the leading provider of the highest quality online education.
 - Joint research efforts may lead to key developments that could be leveraged to enhance the university’s online programs as well as generate revenue opportunities.

H. Learning design support

- On demand support for course development and production, FTE limited back-up but expandable on request. The expertise can be commissioned at an appropriate time throughout the partnership to provide expandable or back-up support for the course development tools.

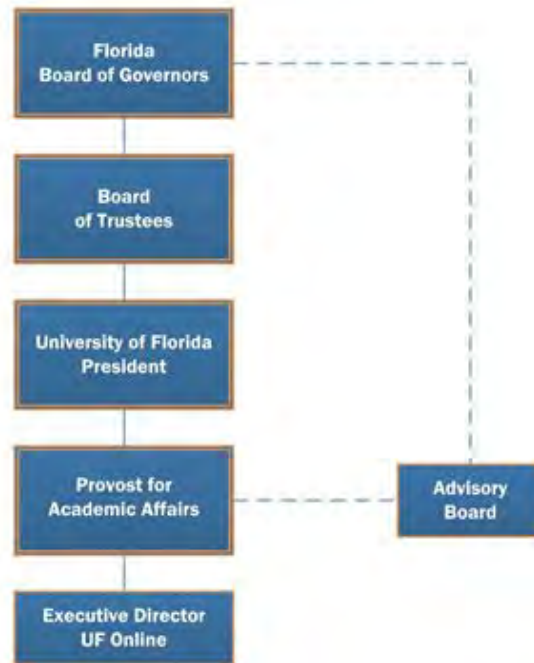


Figure 3: UF Online Governance Structure

VALUES, GOALS, AND STRATEGIES

UF Mission Statement (Work plan)

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

UF Online Mission Statement

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

UF Online Vision Statement

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

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

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

UF ONLINE COMMUNICATION PLAN

A clear communications plan to inform university faculty, administration, and stakeholders is essential for the successful implementation of UF Online. The Associate Provost's Office has been responsible for guiding the initial communications and has used a variety of mechanisms to ensure updates are provided to the different audiences as follows:

Target audiences:

- Senior Vice Presidents
- Deans
- Associate Deans
- Academic Advisors
- Faculty Senate
- Current 2+2 Administration

Timeline:

May – December 2013

- Deans meet monthly- second Tuesday of the month
- Director of course production meets weekly with production team
- Director of strategic planning meets weekly with team members
- Final Presentation for Deans Retreat –August 2013

This initial communication plan has been extended through monthly faculty meetings with the Provost, a University wide convocation (December 2013), workshops with the Faculty Senate and a dedicated website <http://ufonline.ufl.edu/>.

ENROLLMENT MANAGEMENT, ADMISSIONS & INFORMATION TECHNOLOGY

Distance Learning Contact Center

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

- Admissions
- Financial Aid
- Registrar functions
- Course registration

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

Website and Customer Relation Management System

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

Enrollment Support

The Distance Learning Contact Center will be available to guide students through each step of the admission and enrollment process. The private partner is expected to have a significant role due to expertise in providing lead follow-up/qualification, prospect development, enrollment/admissions counseling, and student support throughout the entire enrollment process.

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

The enrollment process is outlined below:

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

See Appendix B for detailed Enrollment Management Support Process.

Admissions Process

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

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

The application process is outlined below:

Freshman Admission

- Students visit <http://ufonline.ufl.edu/> to apply no later than November 1.
- Students submit a \$30 application fee
- Students arrange to have official ACT and/or SAT scores sent to UF from the testing agency
- Student ACT scores must include the writing portion
- The Office of Admissions will notify the applicant with a decision by February 14

Transfer Admission

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

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

International Admission

All official credentials including transcripts, examination certificates and diplomas in the native language should be mailed to the Office of Admissions. An official certified literal English translation must be attached to documents not issued in English. All credentials from non-U.S. institutions must also be submitted to a credential evaluation agency for a course-by-course evaluation and grade point average calculation.

Credential reports must be sent directly to the Office of Admissions. Refer to <http://www.naces.org/members.htm> or <http://ies.aacrao.org> for credential services.

For all other criteria, refer to freshman or transfer admission requirements.

Role of Private Partner

Throughout this process, the private partner, in coordination with Enrollment Management staff in the Distance Learning Contact Center, will ensure each student:

- understands enrollment process and timelines

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

Important Dates

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

See Appendix B for detailed admissions process.

Registration and Records Access

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

See Appendix B for detailed registration and records process.

Financial Aid Process and Scholarships

Students enrolled in UF Online will be eligible for federal, state and institutional aid, including the Bright Futures scholarship for freshmen graduating from a Florida high school.

See Appendix B for detailed student financial aid process.

Information Technology

UF Information Technology provides enterprise level academic support, administrative and infrastructure services directly to UF Online and other university units that support UF Online. Classes of services include course production, support and training, course delivery, administration, infrastructure and metric and analytics. UF Online Associate Directors will coordinate UF Online activities and liaison with UFIT staff to ensure timely provision and quality of services. IT services required for UF Online will be in place and fully operational by January 2014.

Computing Help Desk

The UF Computing Help Desk is currently a unit within UFIT. It provides first tier support for all services provided by UFIT. Assistance is available through phone, e-mail, web and social media channels. The help desk hours will be expanded to midnight for January of 2014. Further expansion to 24/7 is scheduled for fall of 2014 to support the UF Online students.

SECTION FOUR

EXISTING COURSES AND BACCALAUREATE DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

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

OVERVIEW

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

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

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

PROGRAM PRODUCTION SCHEDULE

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

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

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

Bachelor of Arts in Business Administration

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

Bachelor of Science in Health Education & Behavior

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

Bachelor of Science in Sport Management

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

Bachelor of Arts in Criminology & Law

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

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

GENERAL EDUCATION AND OTHER REQUIREMENTS

The initial UF Online General Education courses have been chosen based upon popularity, online availability and the needs of the first five programs. Of the 22 courses being prepared for launch in January of 2014, 12 courses have not been taught online before and require full development, 4 are at the redesign stage of their life cycle (courses are redesigned approximately every 3 years) and 6 will require updates only. The course production team will review multiple options for production and delivery of lab courses. These will include short on-site intensives coupled with online material and assignments. Lab opportunities will be coordinated with Research Education Centers and colleges throughout the state of Florida. National and international partners will be sought to provide appropriate laboratory and clinical experiences to support out of state learners.

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

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

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

And, the student must complete courses that involve substantial writing. The University of Florida requirement is a total 24,000 words.

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

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

General Education Courses

SPRING 2014	SUMMER 2014	FALL 2014
AMH 2020 American History since 1877	AEB 2014 Economic Issues, Food and You*	GLY 2030C Environmental and Engineering Geology
ARC 1720 Architectural History	BSC 2010 Integrated Principles of Biology	BSC 2011 Integrated Principles of Biology II
ARH 2000 Art Appreciation	BSC 2010L Integrated Principles of Biology Lab**	BSC 2011L Integrated Principles of Biology II Lab
AST 1002 Discovering the Universe	CHM 2045 General Chemistry I	CHM 2046 General Chemistry II
BSC 2009 Biological Sciences	CLA 2100 The Glory that was Greece*	GLY 3163 Geology of National Parks*
BSC 2009L Biological Sciences Lab	ENC 2210 Technical Writing*	CHM 2045L General Chemistry I Lab**
CHM 1025 Introduction to General Chemistry*	GLY 1102 Age of Dinosaurs	CHM 2046L General Chemistry II Lab**
CHM 1083 Consumer Chemistry*	MEM 3300 Castles and Cloisters*	AML 2070 Survey of American Literature
GLY 1880 Earthquakes, Volcanoes and other Hazards*	SYG 2010 Social Problems	ESC 1000 Introduction to Earth Science
HUM 2305 What is the Good Life?	TBA P or B	
MAC 1105 Basic College Algebra	TBA P or B	
MAC 1147 Precalculus: Algebra and Trigonometry	THE 2000 Theatre Appreciation	
MAC 2233 Survey of Calculus I		
MGF 1106 Mathematics for Liberal Arts I*		
MUL 2010 Introduction to Music Literature*		
PHY 2020 Introduction to Principles of Physics		
PSY 2012 General Psychology		
REL 2121 American Religious History*		
STA 2023 Introduction to Statistics I		
SYG 2000 Principles of Sociology*		
ENC 1101 Introduction to College Writing		
ENC 1102 Introduction to Argument and Persuasion		

*Require updates only

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

SECTION FIVE

DEVELOPING/PRODUCING NEW COURSES AND DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

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

OVERVIEW

Technology has become a catalyst for change in education. The UF Online initiative will provide opportunities to re-envision teaching and learning to produce quality outcomes. Successful online courses are typically not taught the same way as face-to-face courses. In keeping with recognized best practices, the UF Online courses will include the following features³:

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

COURSE DEVELOPMENT

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

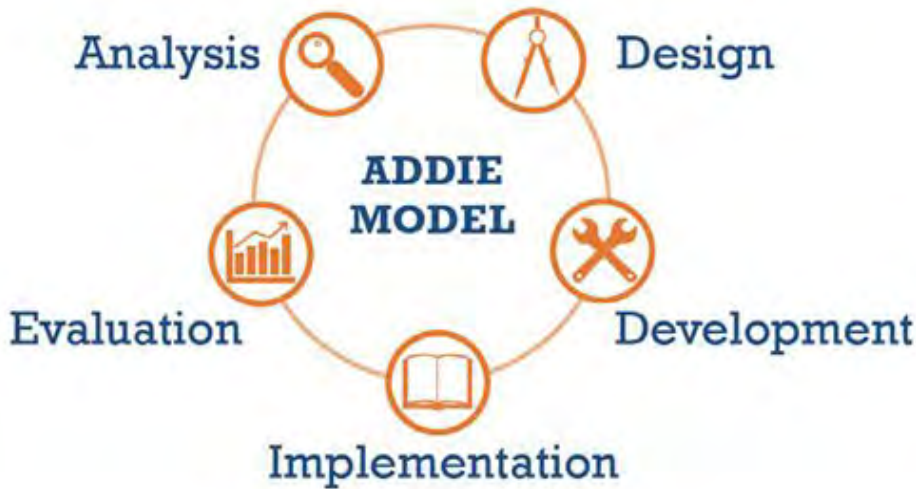


Figure 4: ADDIE Model. This model summarizes the life cycle of a course.

COURSE DEVELOPMENT TEAM AND PROCESS – Best Practices

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

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

Planning

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

Design

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

Pre-Production

Develop video storyboard/interaction flowchart.	ID
Create scripts/PowerPoint files for audio and video.	Faculty/TA
Conduct casting for audio and video.	ID/Videographer
Select/create images and graphics.	Graphic Designer/ID/ Librarian
Identify potential ADA issues.	ID/Web Designer

Production

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

Course Pilot and Evaluation

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

A well-designed course provides a framework for students to interact with each other, the course material and the instructor⁴. The UF Online instructors will receive training in methods that will help them connect with students. The student/instructor relationships are one of the things that make teaching and learning rewarding.

E-text

The UF Online plan is to move all courses, when possible, to e-text. The initial terms will have approximately 30% of the courses covered by e-text assignment and the percentage covered will approach 90% by 2017. The obvious advantages for the UF Online student will be:

- 1) Price – normally 50-75% of the print version.
- 2) Convenience – can be included as part of the CMS.
- 3) Integratable – can be seamlessly integrated into the course management system.

FACULTY DEVELOPMENT

New technologies provide faculty with an ever-changing array of tools for improving learning. Multiple development opportunities are available to help faculty rethink their teaching and make best use of new tools. UF Online faculty are required to participate in the University of Florida Faculty Institute. This online workshop takes approximately 7-10 hours and walks faculty through the course design process. Emphasis is placed upon pedagogy rather than technology. Features of the Faculty Institute include:

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

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

- Teaching Assistant Institute (Mandatory)
 - Online workshop prepares TAs to assist with the UF Online courses (4 hours)
- UF *Interface* Faculty Seminar
 - <http://interface.at.ufl.edu/>

- Faculty share teaching innovations
- Attendees can participate on-site for the day-long event
- Presentations are recorded and are available online
- Presented twice yearly
- Teaching Excellence Workshop
 - Faculty present award winning courses
 - Presentation of Quality Matters courses
 - Keynote speaker presents on cutting-edge topic
 - Workshops on pedagogy and technology
 - Attendees can participate on-site for the day-long event
 - Presentations are recorded and are available online
 - Presented yearly
- Teaching Excellence Workshops: Special Topics
 - Small sessions focused on single topics
 - UF Online faculty share innovations and lessons learned
 - Student feedback sessions
 - One – two hour sessions
 - Presented monthly
- Teaching Enhancement Symposium
 - Presentations focused on pedagogy and technology
 - Keynote speaker presents on cutting-edge topic
 - Attendees can participate on-site for the day-long event
 - Presented yearly

Luncheon Series

The Provost has established a schedule for hosting a luncheon series to meet with faculty members to discuss the future of online learning in higher education. The Provost requested the Deans of each college to nominate faculty to participate in these luncheons. A total of 200 faculty were nominated and invitations are sent with a request for response. The multiple opportunities to attend at least one, if not more, are intended to accommodate maximum participation. The purpose of the luncheons is to guide the campus through a dialogue around new and developing technologies and ways that such can be deployed to strengthen the educational process and learning experience of students. The dates for the “Faculty Lunch for Online Learning” are as follows:

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

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

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

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

QUALITY ASSURANCE

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

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

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

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

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

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

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

The University of Florida has established guidelines for online course production. These UF Standards and Markers of Excellence (UFS&ME) form the foundation for the Faculty Institute, the online training for faculty who will be developing courses for the UF Online. The UFS&ME were developed by the university-wide Quality Assurance (QA) Committee after careful review of standards from institutions across the nation. General best practices and exemplary markers

in eight categories provide the foundation for quality course development. Recommendations cover the following main areas:

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

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

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

1. Primary instructional designer (ID) reviews course with the UFS&ME
2. Secondary ID reviews course with UFS&ME
 - Any recommendations are documented and sent back to primary ID to discuss with faculty and implement if appropriate
 - If no changes are recommended, the course goes to Quality Assurance committee
3. QA faculty reviewer evaluates course with a focus on the student experience
 - Recommendations are documented and sent to primary ID to discuss with faculty and implement if appropriate
4. Primary ID and developing faculty member meet with a departmental representative to review course
 - Departmental representative has access to course for further review if necessary
 - Departmental representative signs off to indicate course meets departmental curriculum and rigor requirements

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

University policy is that all courses taught by a faculty member, including adjuncts and graduate assistants must be evaluated by the relevant students. This policy applies to in resident or online courses and the evaluations are required every time the course is offered. The numerical scores associated with the evaluations are made available to the faculty person and the chair of the subject department.

The student evaluation will include an assessment of the online platform, the delivery, and content. This evaluation data will be part of the input considered by the Quality Assurance Committee in its periodic review of all online courses. The results of these reviews are intended to be normative in nature and will be shared with the faculty and department chair.

COURSE MANAGEMENT SYSTEM

The University will offer the faculty participating in UF Online two Course Management Systems (CMS) to choose from:

Sakai – the CMS currently used in the resident programs.

Canvas – a newly introduced CMS that has interesting and useful features that facilitate online learning.

The faculty selection will focus on functionality that allows tracking learning outcomes, student progress, and time to task. Additional functionality that should be operative include:

- Accessibility for hearing and sight impaired students:
- Peer review tools
- Faculty can grade papers without downloading
- Assignments and assessment can be mapped to course and program outcomes.
- Ability to record video on the fly and attach to any assignment, email, or content page.

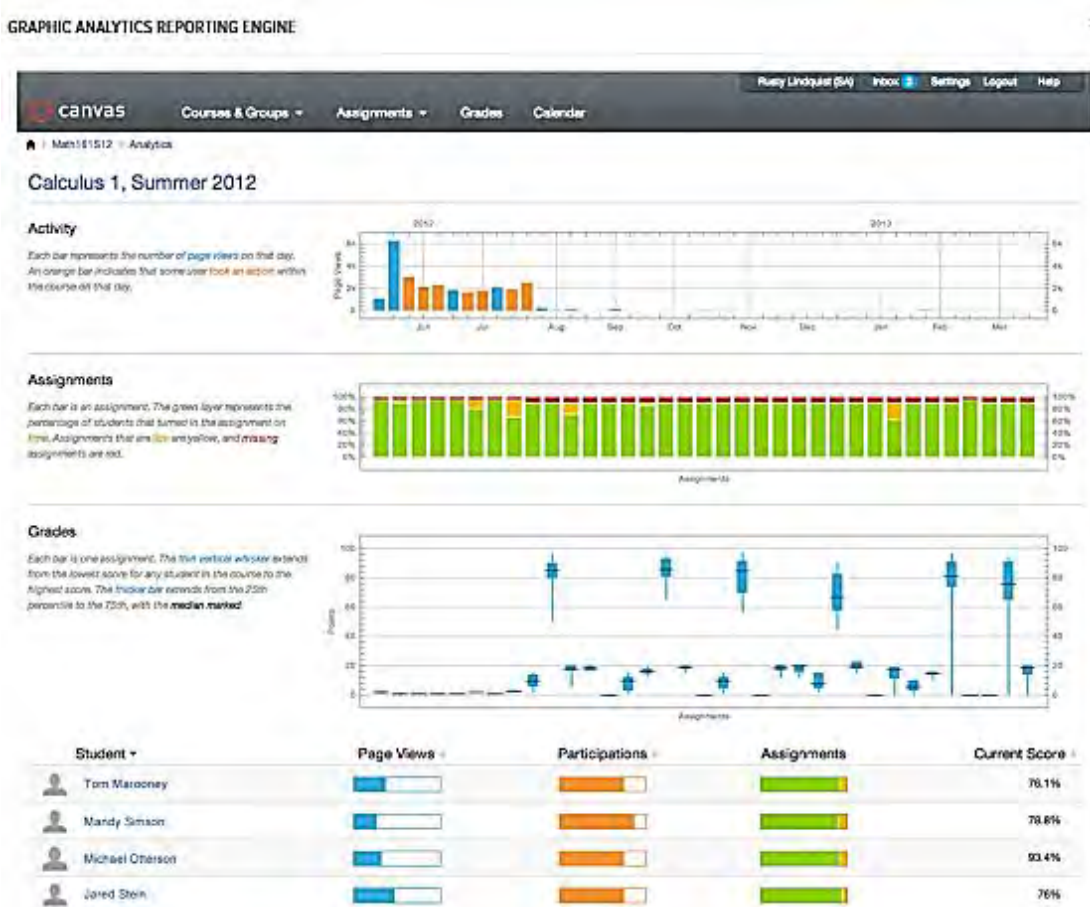


Figure 5: Canvas Graphic Analytics Reporting Engine

COURSE PRODUCTION

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

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

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

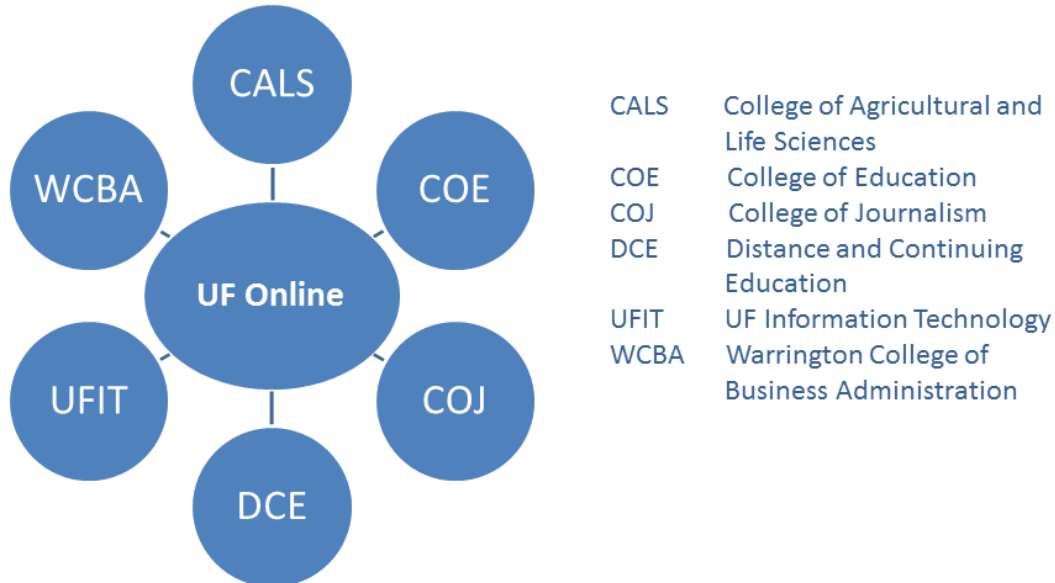


Figure 6: Units across Campus Supporting Course Production

FUTURE DEGREE PROGRAM CRITERIA

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

- Forecasted and/or presently among top 15 employment demand groups in the state.
- Among the top 15 most demanded majors at the University.

The only exception to these criteria was the initial choice of majors, which met a third and the dominant criteria for the initial offering—feasible within the time line.

Beginning with the Fall, 2018 term, the UF Online will offer 30 fully online degrees and 35 by 2019, more than one-third of which are STEM degrees as shown in the chart below. These degrees will call for some 400 courses per term at that time to provide the necessary courses for progress toward degree. The proper combination of courses to facilitate programs will require careful curriculum planning. Strict demand oversight will be maintained by the curriculum manager and any course that has been admitted to the UF Online catalogue that does not attract an average demand of at least 100 students per term within an academic year will be scheduled for retirement at the end of the next academic year.

Six Year Degree Plan

Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19
Business Administration	¹ Biology ²	¹ Industrial Engineering	¹ Chemistry	¹ Chemical Engineering	Food Science & Human Nutrition
Sports Management	¹ Mechanical Engineering	Accounting	Health Science	Journalism	Economics
Criminology & Law	Psychology ²	Sociology	¹ Civil Engineering	Architecture	¹ Electrical & Computer Engineering
Health Education	Telecommunications	¹ Microbiology & Cell Science	Public Relations	¹ Computer Science	Animal Science
Environmental Management	Nursing	Physiology & Kinesiology	Elementary Education	Political Science	History

¹ Denotes Stem

² The rapid production of the courses required for the initial five programs will enable UF Online to accelerate portfolio development. As a result two additional programs, Biology and Psychology, which have the greatest demand on campus, will be added to the Fall, 2014 options.

Timeline for Online Baccalaureate Degree Programs

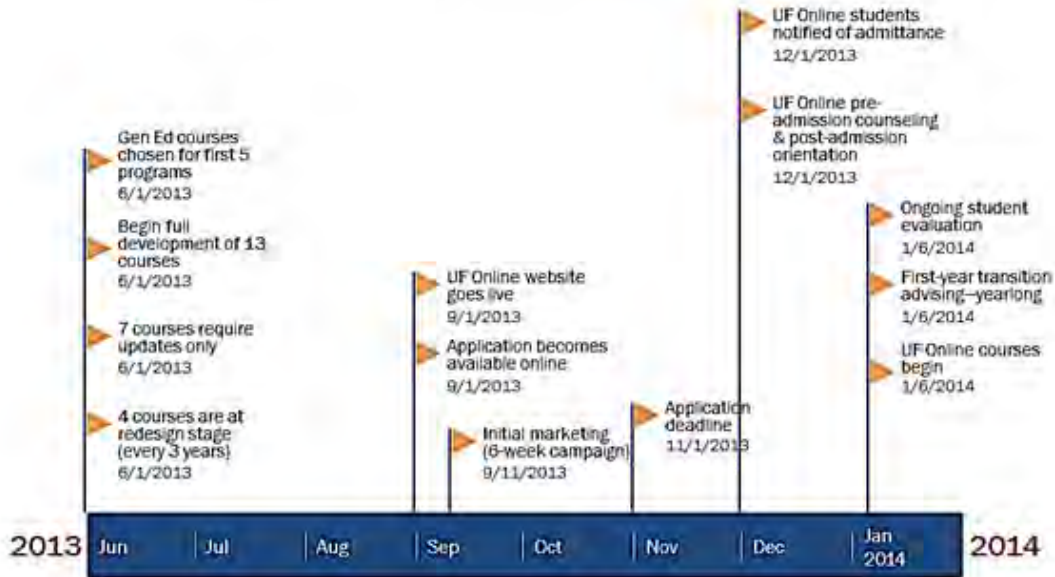


Figure 7: Timeline for Online Baccalaureate Degree Programs

SECTION SIX SUPPORT SERVICES

Section 46, Chapter 2013-27, Laws of Florida

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

OVERVIEW

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

With assistance from our private partner, UF Online will be student-focused and outcomes-based to ensure students are engaged and excited about learning, encouraging them at all times to continue in their courses and complete their entire programs. UF Online, by leveraging the private partner's various learning technologies, services, and academic analytics, will monitor and analyze retention and persistence from initial marketing throughout the entire student lifecycle.

STUDENT AFFAIRS

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

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

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

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

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

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

- **First Year Florida course:** The University of Florida offers a one-credit-hour transition success course, First Year Florida, co-taught by faculty/staff and undergraduate peer leaders. An online version of First Year Florida is in development and will launch in time for the first cohort of FTIC students.

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

ACADEMIC ADVISING

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

The Academic Advising plan for UF Online will have three components.

- Transition Advising
- Major Advising
- Group Advising

Advising students in online degree programs encompasses almost every aspect of the student academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree certification. The success of Florida's UF Online, whether measured by student satisfaction, retention, time to

degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services.

Transition Advising

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

Major & College Advising

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

Efficient and Effective Communication

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

UF LIBRARIES

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

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

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

UF INFORMATION TECHNOLOGY

UFIT currently provides support services in the following categories:

- 1) Course production. UFIT has the capability of producing high quality fully online courses. This includes all infrastructure, information systems, technical support, programming, web and instructional design services.
- 2) Support and training. UFIT provides students, faculty and staff with a series of comprehensive support services ranging from a service desk to advice on best practices in the use of technology for online learning. This includes several modes of instruction and training.
- 3) Course delivery. UFIT supports all aspects of online course delivery, including Course Management Systems, streaming video, collaboration platforms and other tools commonly used in online delivery.
- 4) Administration and Infrastructure. Administrative information systems and services required to manage operations for UF Online are provided by UFIT, including the necessary infrastructure to support these services.
- 5) Metrics and analytics. UFIT is engaged in developing deep analytics competency. To help ensure success of the online students, descriptive, predictive and prescriptive analytics will be developed that are tuned to the characteristics of UF Online students.

The main suite of UFIT services supporting UF Online are shown in Figure 8.

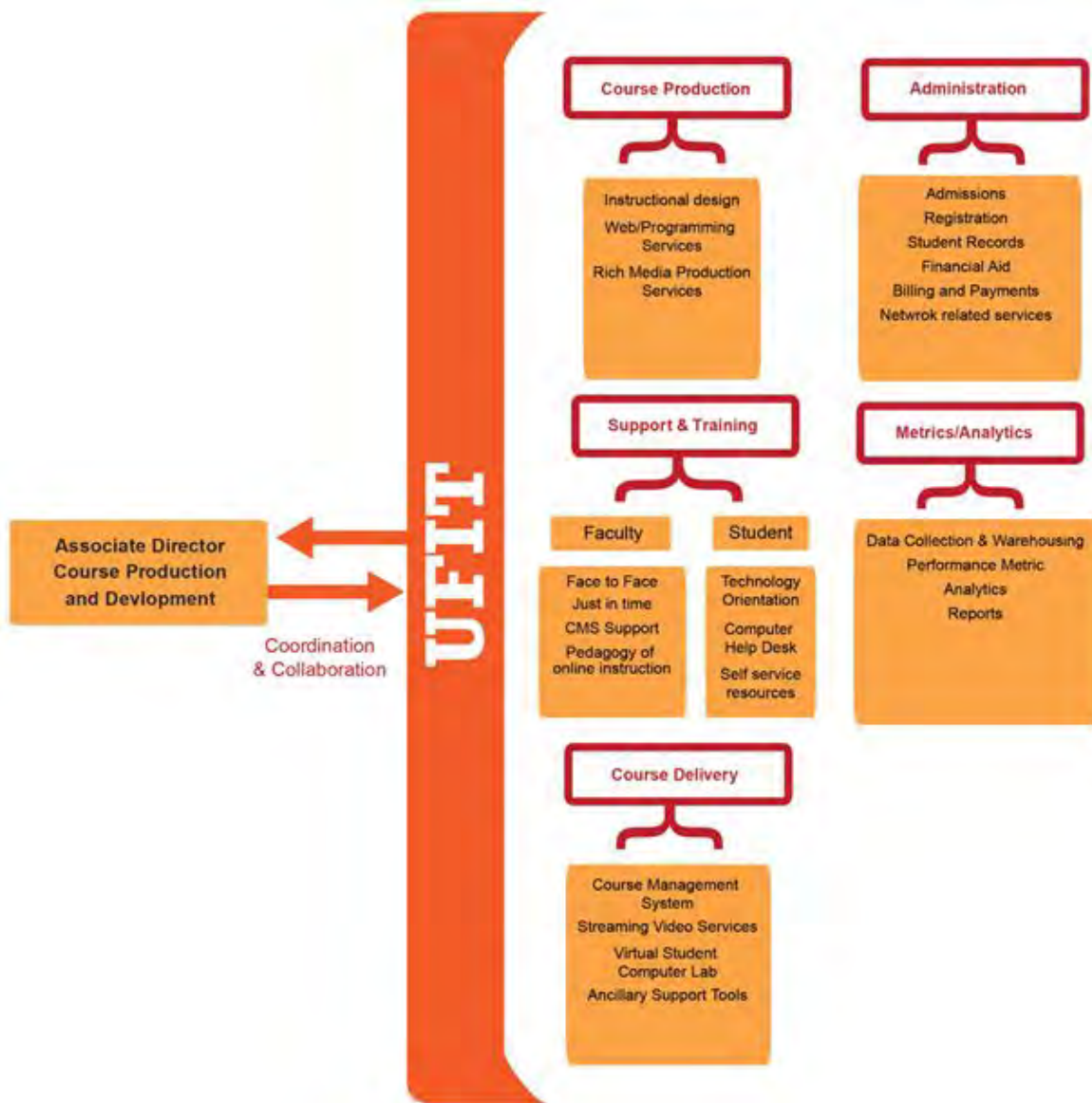


Figure 8: UFIT Services Provided to UF Online.

SECTION SEVEN MARKETING AND RECRUITMENT PLAN

Section 46, Chapter 2013-27, Laws of Florida

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

OVERVIEW

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

Primary communications objectives:

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

Trends potentially influencing marketing:

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

Target Audiences:

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

Instate Target Markets:

- Miami
- Orlando
- Jacksonville
- Tampa

Out-of-state/international markets to be determined

Unique advantages/disadvantages:

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

Differentiating factors:

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

Buying motives:

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

Purchasing influences

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

Competition:

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

COMMUNICATIONS STRATEGY

Media Mix:

Digital

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

Radio

- Targeted stations in key markets

Other

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

Media Timing:

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

Media imperatives:

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

CREATIVE STRATEGY

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

SECTION EIGHT TUITION, FEES AND BUDGET

Section 46, Chapter 2013-27, Laws of Florida

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

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

TUITION AND FEE STRUCTURE

The University of Florida will initially charge a tuition fee per student credit hour (“SCH”). The SCH tuition fee for in-state students is the maximum allowed by law which is 75% of the university’s current tuition or \$112.50 per credit hour. The university is charging market rate tuition for out-of-state students. Initially, the university will charge \$425.00 per SCH for out-of-state students. The out-of-state tuition fee may change as the university conducts research on the rate necessary to maximize revenues and as market environments change.

The university is exploring various tuition plans for students of UF Online. Any variation on the traditional (initial) plan must pass the test of understandable, potential student savings, and adequate program support. Current possibilities and related timeline are as follows:

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Block Tuition	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Degree	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Hours Enrolled	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Differential Tuition by Grade/Grade Improvement	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Annual Tuition	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate

BUDGET

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

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

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

Tuition Revenue

Tuition per SCH is discussed above and is \$112.50/SCH for in-state students and \$425.00/SCH for out of state students. The university breaks down students into four groups – In-State First Time in College (FTIC), Out-of-State FTIC, In-State Transfers, Out-of-State Transfers. The assumed headcount (number of students taking classes), enrollments (the number of course taken by all students), SCH (the number of student credit hours taken in the courses), the average load (the number of credit hours taken by each headcount student per semester or semester equivalent), and the tuition related to each group is attached as Appendix I.

The incremental, recurring cost of educating a student exceeds the in-state tuition. General revenues and tuition from out-of-state students subsidizes the in-state student. The table below shows the incremental, recurring cost of education as a percentage of in-state tuition compared to out-of-state tuition.

	Percentage of In-State Tuition	Dollars	Percentage of Out-of-State Tuition	Dollars
Tuition	100.0%	112.50	100.0%	425.00
Departmental Costs	44.4%	50.00	11.8%	50.00
Teaching Assistants (TA)	28.0%	31.52	7.4%	31.52
P3 Services	35.0%	39.38	50.0%	212.50
Support Costs	8.8%	9.85	2.3%	9.85
General and Administrative	6.5%	7.27	7.0%	29.55
Technology	18.4%	20.75	4.9%	20.75
Technology Fee	-4.7%	(5.25)	-1.2%	(5.25)
Facilities' Operations	2.3%	2.56	2.7%	11.46
Library	1.6%	1.84	1.6%	6.95
Student Services	2.9%	3.24	2.9%	12.24
Total Incremental Recurring Cost	143.2%	161.15	89.3%	379.56
Margin	-43.2%	(48.65)	10.7%	45.44

State Subsidy

The state subsidy is the general revenue appropriated to the University of Florida in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

Non-Recurring Expenses

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

The university expects to start with 5 programs in Academic Year (“AY”) 2014, grow to 10 programs in AY2015 and add 5 programs each year until the university has 35 on-line degrees offered in AY2019. These degree programs will require an initial 22 courses to support the first 5 programs. Eight unique general education and degree specific courses per new degree program will be required until the university offers 26 degree programs. At that point, only 5 general education and degree specific courses will be added per new degree offered. Therefore, the university must develop 250 courses between now and AY2019.

We have further articulated our development cost to take into account the heterogeneous nature of the curriculum in terms of the development needs of individual courses.

1. Standard development package (80%)	
Faculty	\$19,500
Production	\$12,000
Technology	<u>\$ 5,000</u>
	\$36,500
2. Courses designed for new and innovative pedagogy and/or technology (10%).	
Standard package	\$36,500
Additional Production & Technology Costs	<u>\$38,000</u>
	\$74,500
3. Laboratory and other similar classes having specific and special requirements for synchronous components.	
Standard package	\$36,500
Programming and Design to create appropriate simulations and interactions	<u>\$120,000</u>
	\$156,500

Therefore, the weighted average cost of course production is \$52,300 per course.

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

The university estimates that it needs to buy production equipment at a cost of \$500,000. Replacement costs are included in the recurring section of the forecast. The university believes that Student Affairs will require an initial investment of \$400,000 to develop student life materials discussed earlier in this report. Enrollment management and marketing believes it will require an initial investment of \$600,000 to establish brand awareness and specific

marketing efforts as discussed earlier in the report. All revenue-generating activities at the university are required to pay their share of general and administrative costs. The university currently charges 11.31% of direct expenditures to each revenue-generating activity to cover general and administrative expenses.

The detail of the non-recurring costs is provided on Appendix G.

Recurring Costs

Delivery costs consist of faculty, teaching assistants or adjuncts, and related support personnel costs. The forecast assumes that the department is paid \$50 per SCH in their course(s) during that semester. The department is responsible for paying the faculty. Each course will require one teaching assistant for every 110 students in a course. The teaching assistant is paid \$8,000 per course per semester from central funds. We expect direct support costs and fringe benefits to be \$4,900 per course per semester. Support costs will be paid from the central budget. Support costs include departmental personnel that assist the faculty and teaching assistants with the administration and delivery of each course. The model assumes that, of the courses developed for UF Online, the university will offer 75% of the courses in each term. We will refine the budget as graduation tracking for the UF Online gains experience.

Enrollment management and marketing are the costs for the services discussed in section 3 and section 7.

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

Outsourced Recruitment and Retention Services is the cost of services provided through a public/private partnership ("P3"). The services include marketing, recruitment, retention, digital content, tutoring, and others described in the report. The full scope of services offered by and made available to the university by the P3 are more fully described in Section 3 page 16. The P3 will be paid an average of 50% of all tuition (60% out of state; 40% in state) during the first 4 years of the contract. Beginning with the 5th year and continuing for the remainder of the contract the average will be reduced to 36% (42% out of state ; 30% in state). In addition, P3 will be paid \$3.5 million in a first year and an average of \$1.5 million a year over the subsequent four years. There are several key performance indicators (KPI) that must be met by P3 and the university. Failure to meet these KPI by either party will provide a basis for contract cancellation with a short notice period. In addition, the contract will have multiple renegotiation windows during the contract life. At these points (3rd, 6th, 9th years) either party can call for renegotiation, and failure to reach agreement can lead to contract cancellation.

Other public universities that offer online bachelor degrees pay 50% to 60% of tuition revenues for the services provided by the P3. The University of Phoenix spends approximately 34% of its tuition revenue on just marketing and "admissions advisory" services. The public universities and the University of Phoenix charge more than the average tuition forecasted by UF. In addition, most of these universities are open enrollment making marketing and enrollment less costly than the model proposed by UF.

The technology projection addresses increased needs imposed on UF as a result of services needed for UF Online, projected over the next 10 years. Costs are divided into two categories:

- 1) Variable costs based on the number of students served. These costs are generally associated with services, software or infrastructure that is contracted, or can be deployed and/or expanded to satisfy demand generated by an increase in the number of users as it occurs. For instance, software licenses that are negotiated based on the IPEDS number for the University of Florida.
- 2) Fixed Costs requiring staff and information systems. These refer to costs incurred in the development, deployment and continuation of services requiring front end and continued investments in staff, information systems, and/or infrastructure. For instance, expansion of the Help Desk to a 24/7 hour service requires primarily staff, a minimum number of which will be needed regardless of usage.

Facilities' operation costs include utilities, maintenance and janitorial services for the call center, administration, production operations and space for teaching assistants devoted to the UF Online. The cost of facilities is basically an educated guess based on one-third the facility cost necessary to support a traditional course.

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

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

The detail of Recurring costs is provided on Appendix H.

Net margin is basically the profit or loss each year forecasted for the UF Online. The line labeled Cumulative Fund Balance is the summation of current and previous years' net margins (equity in a commercial operation). This amount represents the cash available to UF Online to cover unforeseen costs or revenue shortfalls before the UF Online requires supplemental funds from other parts of the university or funds available to distribute to the traditional campus or reinvested in the UF Online as outlined in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

SECTION NINE

EVALUATION OF COURSES, DEGREE PROGRAMS, AND LEARNING OUTCOMES

EVALUATION METHODOLOGY

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

Plans to track admissions, performance and retention of online students

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

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

Data collection, analysis and reports

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

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

- Students
 - Progress in course (CMS)
 - Standing in class (CMS)
 - Grades (CMS, SIS)
 - Learning outcomes achieved (CMS)
- Faculty
 - Student time on task (CMS)
 - Student standing in class (CMS)
 - Student satisfaction (CMS, Qualtrics Survey)
 - Originality report (CMS, Turnitin)
 - Student achievement of learning outcomes (CMS)
- Departmental Administrators
 - Graduation rates (Registrar)
 - Course learning outcome success rates (CMS)

- Program learning outcome success rates (CMS)
- Retention rates (Registrar)

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

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

Student satisfaction surveys

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

BOG and external reporting

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

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

Service level agreements

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

- Service levels needed by UF Online
- Service levels available in the marketplace
- Service costs

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

Online/Distance State Authorization Process and UF Online

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

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

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

REPORTS TO THE ADVISORY BOARD

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

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

SECTION TEN

ENSURE ACADEMIC INTEGRITY OF UF ONLINE

OVERVIEW

Students who enroll in the University of Florida UF Online will join an institution committed to the highest standards of honesty and integrity. While distance education may not necessarily be more susceptible to dishonesty than resident programs, the online environment poses new challenges for educators⁵. The following strategies will be used to ensure that UF Online students are held to the same standards as resident students:

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

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

COMMUNITY EXPECTATIONS

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

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

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

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

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

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

students to produce original work. Faculty will include information about the honor code in class syllabi.

PREVENTION

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

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

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

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

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

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

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

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

IDENTIFICATION

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

the honor code. For example, the Avoiding Plagiarism Seminar is being produced in an online format.

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

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

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SECTION THIRTEEN APPENDICES

Appendix A—Strategic Planning and Management Team

W. Andrew McCollough
Associate Provost
Teaching and Technology

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

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

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

Zina Evans
Vice President
Enrollment Management
Associate Provost

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

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

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

David Kratzer
Vice President
Student Affairs

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

As vice president for student affairs, with more than 30 years of experience, he leads a talented team that will have specific assignments for components of the student UF Online co-curricular experience.

Matthew Fajack
Chief Financial Officer
Tuition and Budgets

Matt Fajack is the vice president and chief financial officer of the university and responsible for developing the UF Online business plan for the budget and tuition model. He joined the UF staff in 2008 and previous positions include executive director for financial affairs at Kent State University and chief financial officer of The Beta Capital Group, Dallas. He is a member of the Shands Teaching Hospital and Clinics Inc. Board of Directors, UFICO Board of Directors, Gainesville Chamber of Commerce Board of Directors and North Central Florida United Way. Fajack received his bachelor's degree in business administration from the University of Minnesota in 1984.

Elias Eldayrie
Vice President & CIO

Elias Eldayrie is responsible for providing robust and reliable information technology services in support of the UF Online, including:

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

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

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

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

Dan Williams
Assistant Vice President Marketing
University Relations

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

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

Patrick Reakes
University Librarian
Chair, Humanities and Social Sciences Library

Pat Reakes provides input and direction on how the UF Libraries can most effectively support the research/learning activities of the online UF Online undergraduates. As chair of the largest library and department in the UF system, he provides leadership for all aspects of Library West, including collection development; reference, instruction, circulation services and outreach services; organization, maintenance, and preservation of collections; space management, staff management and supervision; and the collaborative development of digital library initiatives. He previously chaired the UF Departmental Libraries. He holds a master's degree in library and information studies from Florida State University and a bachelor's degree in journalism/public relations from the University of Florida.

Jennifer K. Smith
Associate Director
Production and Course Development Services

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

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

Prior to her work at CITT, Smith was a tenured associate professor in the University of Florida department of theatre and dance. During her 12 years of teaching, she served as design area coordinator and costume shop manager. She taught courses in costume construction, pattern making, tailoring, crafts, and painting and dyeing.

Smith received her master's degree in theatre production from the University of North Carolina, Chapel Hill. She earned her bachelor's degree in communication and theatre arts from the University of Wisconsin-Eau Claire.

Brian K. Marchman
Director
Distance & Continuing Education

Brian Marchman is the director of Distance & Continuing Education. He earned his undergraduate degree in political science, masters in social science education, and doctorate in educational leadership, all from the University of Florida. Marchman completed postdoctoral work in a certificate program at Harvard University's Graduate School.

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

publications, Marchman has also presented at numerous state, national and international conferences.

Teri C. Balser
Dean
College of Agricultural and Life Sciences (CALs)

As a researcher, Dr. Balser focuses on the role of soil and soil community response to anthropogenic disturbances in either exacerbating or mitigating current global-scale ecological changes. She works collaboratively around the world in urban, forested, and grassland and boreal ecosystems. She received a U.S. National Science Foundation Early Career award for interdisciplinary collaboration and work on carbon fluxes due to physiological stress under climate warming.

Balser also has a strong teaching/education record with incorporation of active learning, innovative curriculum design, and teaching-as-research to advance educational goals. Balser received numerous awards for her teaching accomplishments including recognition as a UW System Madison Teaching Fellow; selection to be a National Biology Scholar; and being chosen as the recipient of two major national teaching awards: the USDA National Excellence in College and University Teaching Award (in 2009), and the Outstanding Doctoral and Research Universities U.S. Professor of the Year Award for 2010, from the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement of Education (CASE). She is a Co-founder of the Society for Advancement of Biology Education Research (SABER). She has published more than 60 peer reviewed journal articles, several book chapters, and has contributed substantially to several textbooks. She is a sought after speaker on the topic of education reform and the future of the land grant university. She is currently applying her experience in teaching and learning in working to enhance undergraduate and graduate academic programs at the University of Florida.

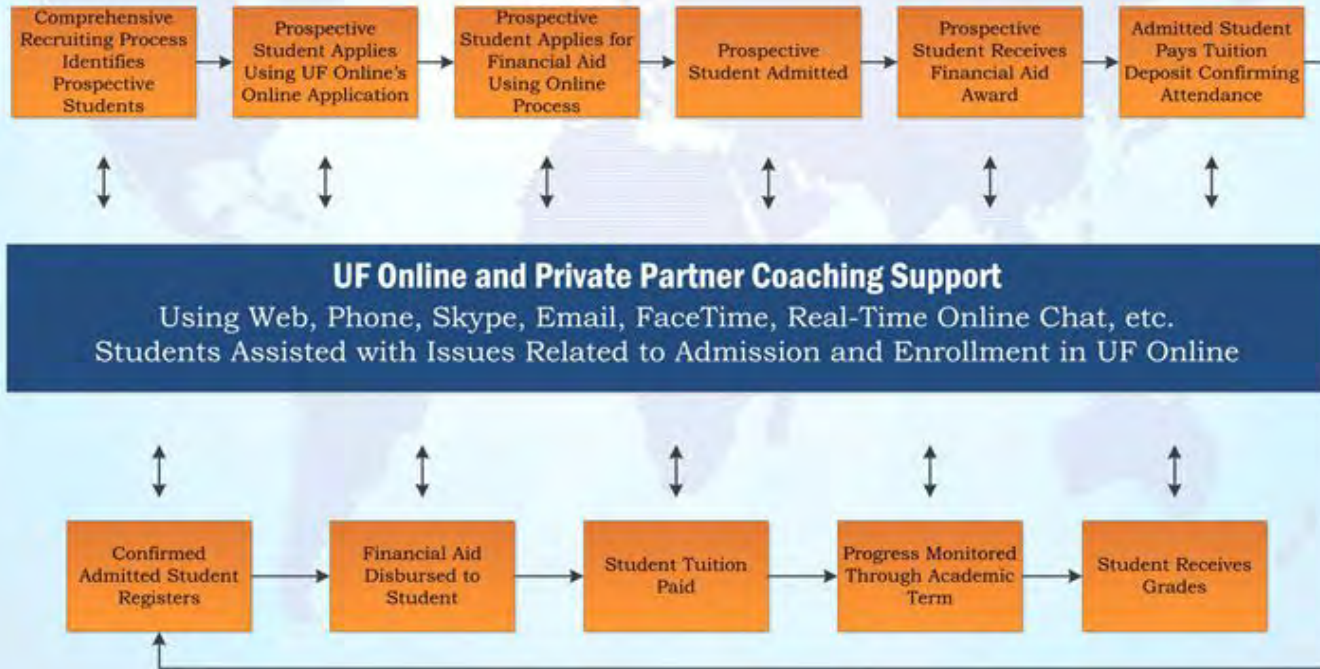
Balser earned her Ph.D. in soil microbiology from the University of California at Berkeley (2000), followed by postdoctoral research in ecosystem ecology at Stanford University. She holds dual A.B. degrees in Earth Sciences and Biology from Dartmouth College (1992). In 2011, Balser accepted the position of Dean, College of Agricultural and Life Sciences and Professor in Soil and Water Science at the University of Florida.

Allen Wysocki
Associate Dean
College of Agricultural and Life Sciences (CALs)

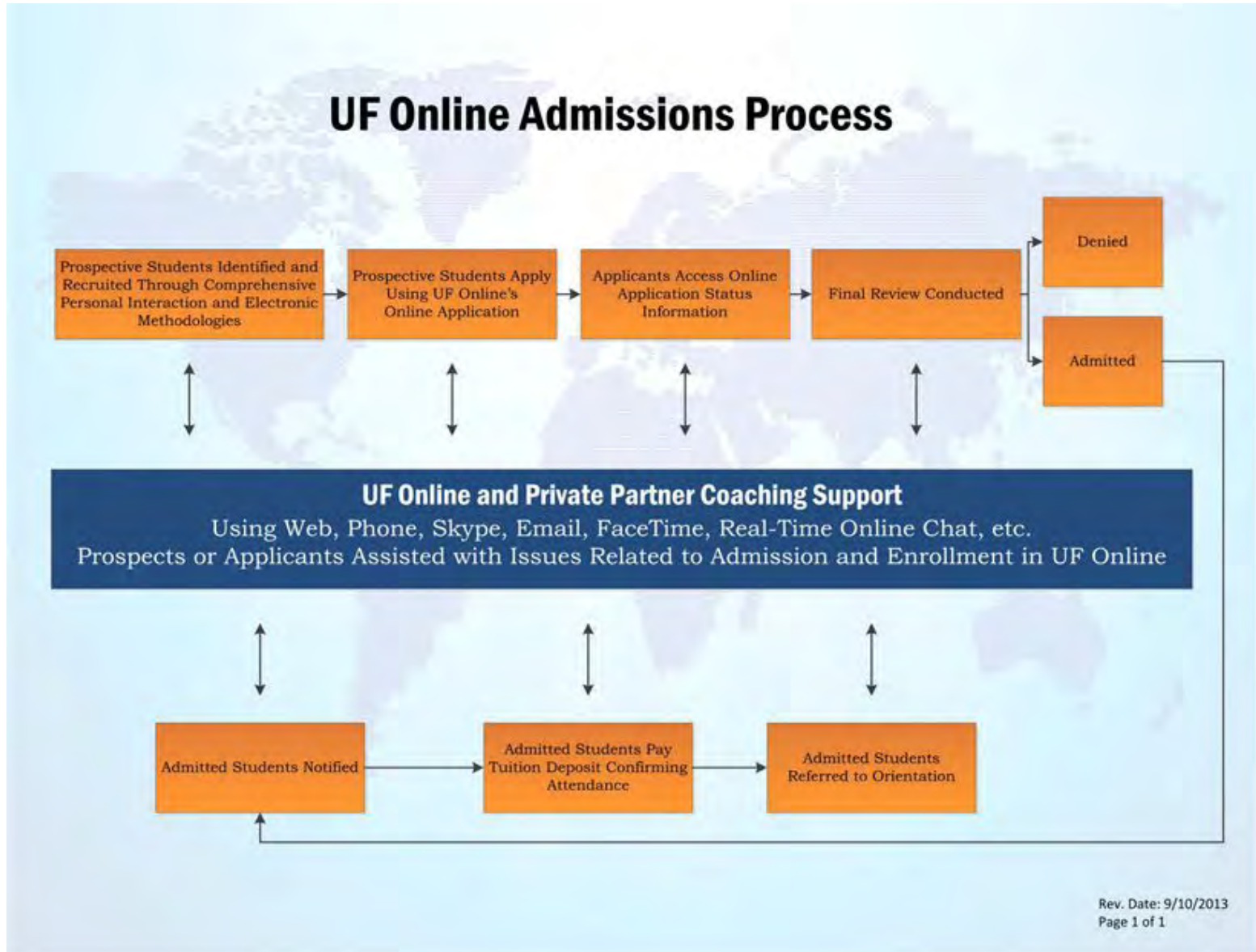
Allen Wysocki's areas of responsibility include oversight of the distance education efforts in the college. As a faculty member, Wysocki developed and taught an online course. Wysocki serves as the CALs representative on the UF Education Outreach IT Advisory Committee (EOITAC) and on the Distance Education and Self-Funded Program. He also represents UF as a board member of the American Distance Education Consortium.

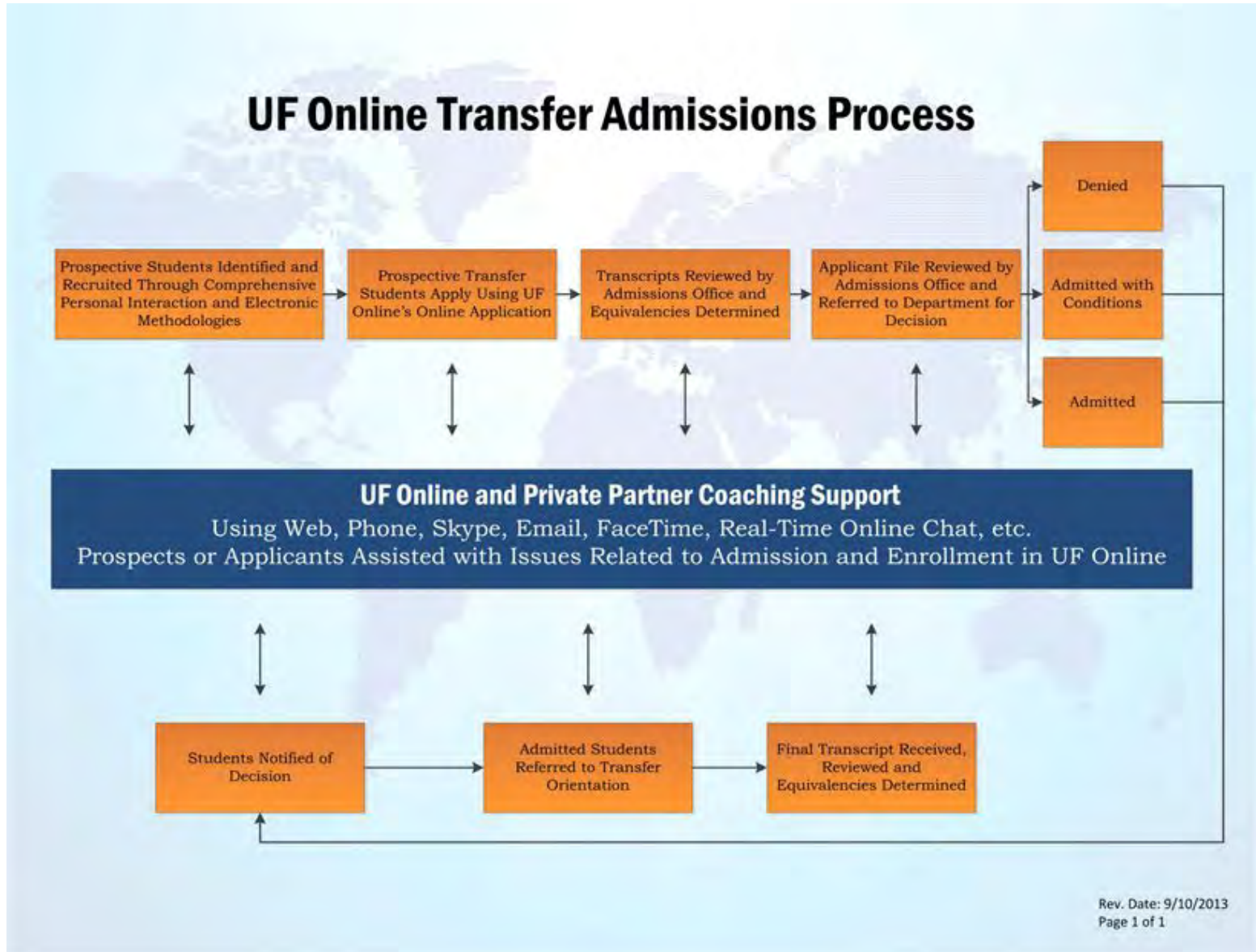
CALs currently offers 2 undergraduate degrees, 4 undergraduate certificates, 8 graduate degrees, and 3 graduate certificates via distance education. CALs offers over 200 courses via distance education.

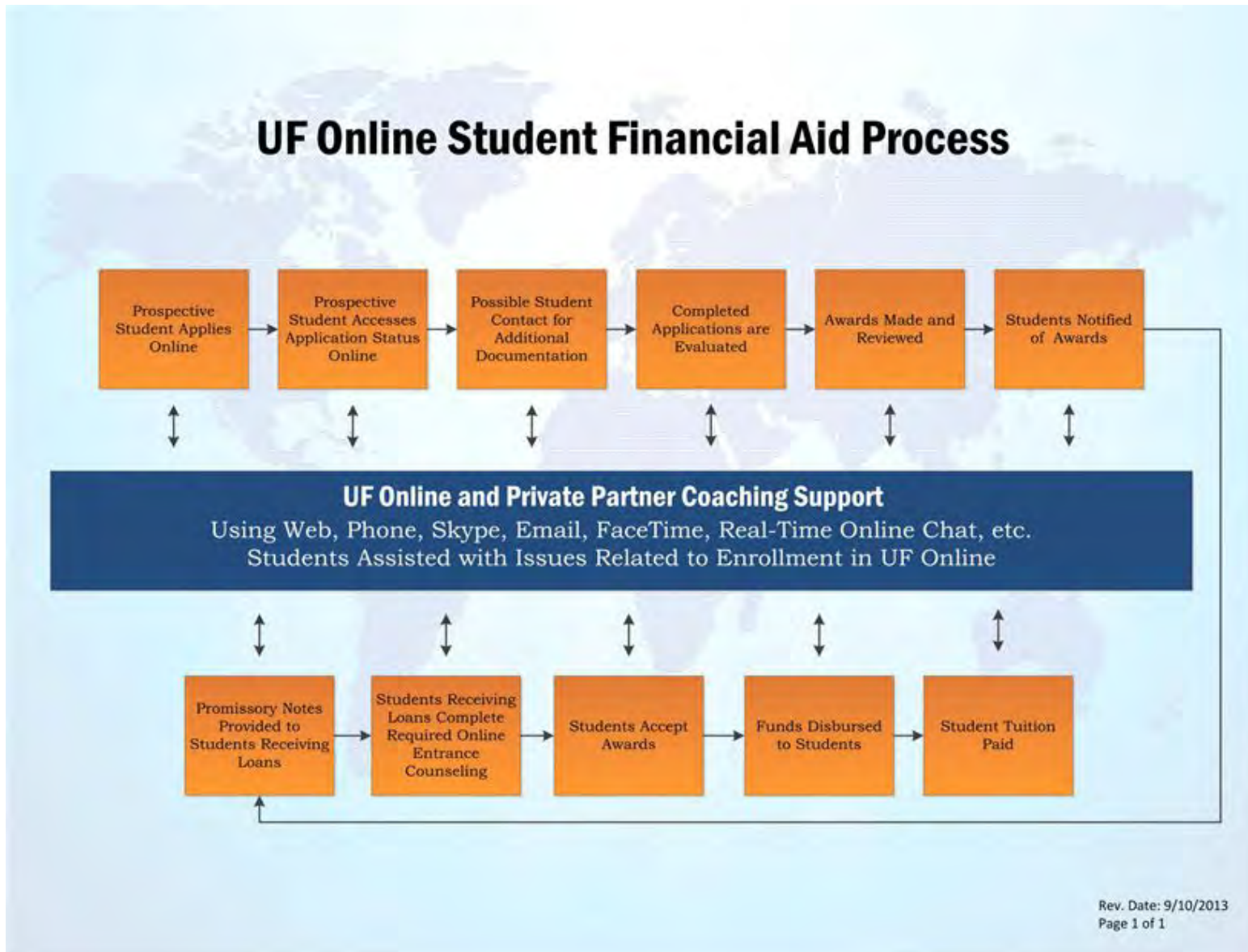
UF Online Enrollment Management Support Overview

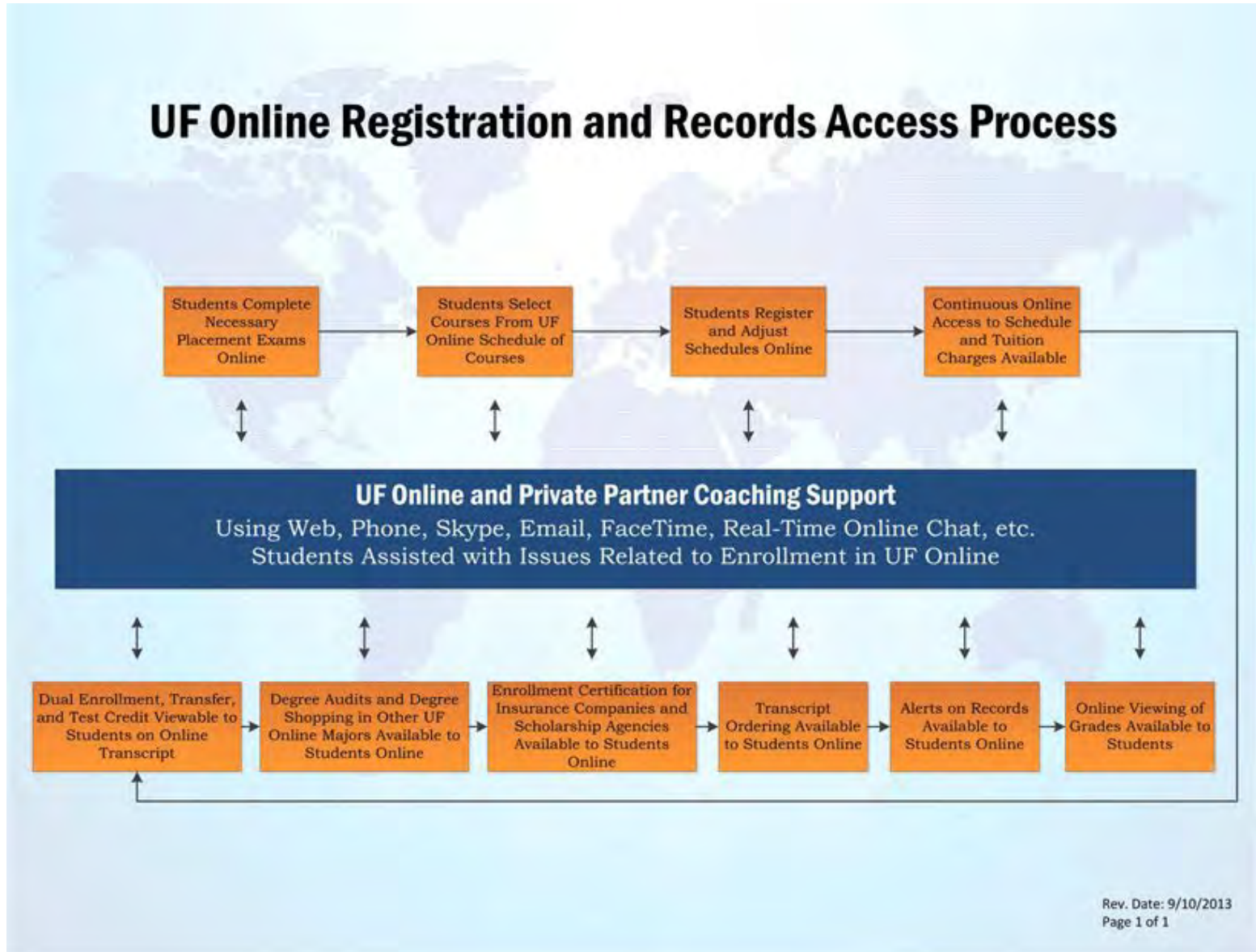


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Appendix C—Strengths, Challenges, Opportunities, and Threats

Strengths

- UF current staff are experienced, capable and ready to handle course production and management
- Instructional designers are trained in educational technology and best practices for online learning. Multiple units with talented ID staff, including CITT, DCE, IFAS, and the Colleges of Business, Education and Pharmacy
- Cutting edge program to enhance undergraduate retention with resources and ability to effectively provide: course content, academic and career advising, student support services
- Subject matter experts well known in their field
- Extensive knowledge of Copyright and ADA compliance
- UFIT services provide high quality rich media, including faculty support, virtual labs, excellent connectivity and computing capacity
- Strategic marketing, recruitment and enrollment planning
- Application development for both technical infrastructure and content delivery on mobile and desktop platforms

Opportunities

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

Challenges

Course production gap areas include the following:

- Expertise in assessment creation and analysis (critical)
- Exam/assessment coordinator (critical)
- Expertise in academic analytics (critical)
- User testing (critical) Increase in staff to support location video (important)
- Interaction/simulation programmers (important)
- Additional graphic designers to support interaction/simulation creation (important)
- Leadership—UF Online Executive Director needed to oversee all areas of the project
- Additional staffing needs: Video Coordinator, eLearning Specialists, Help Desk, Marketing Director, Inter-Library Loan & Course Reserves
- Marketing and recruitment of students—particularly incoming freshmen
- Student coaching and retention
- Admissions process needs streamlining
- Centralized call center to handle inquiries for on-demand, around-the-clock customer support
- Creative concepts and media selection—limited due to staffing

Threats

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

Appendix D—Course titles of the first 5 UF Online degree programs

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

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

Bachelor of Arts in Business Administration

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

Bachelor of Science in Health Education & Behavior

HSC 3102 - Personal & Family Health
HSC 3032 – Foundations of Health Education
MCB 2000 - Microbiology
MCB 2000L - Microbiology Laboratory
SPC 2608 - Introduction to Public Speaking
APK 2105C - Applied Human Physiology with Laboratory
APK 2100C – Applied Human Anatomy with Laboratory
HSC 3201- Community and Environmental Health
HSC 4713 – Planning and Evaluating Health Education Programs
HUN 2201- Fundamentals of Human Nutrition
HSC 4302 – Methods and Materials in Health Education
HSC 4800 – Health Education Professional Development
HSC 4876 – Internship in Health Education

Bachelor of Science in Sport Management

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

Bachelor of Arts in Criminology & Laws

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

Appendix E—UF Markers for Excellence
<http://teach.ufl.edu/resources/uf-standards/>

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Tuition:											
In-State	115,425	1,137,375	3,183,300	5,410,125	8,417,588	12,006,900	16,220,925	17,356,390	18,571,337	19,871,331	21,262,324
Out of State	159,120	1,621,035	7,223,538	12,320,090	20,322,037	29,221,320	39,388,761	42,145,974	45,096,192	48,252,926	51,630,631
Less: Financial Aid	(7,352)	(73,102)	(237,786)	(404,662)	(643,858)	(921,291)	(1,243,544)	(1,330,592)	(1,423,733)	(1,523,394)	(1,630,032)
Fees:											
Technology Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,733	1,523,394	1,630,032
Capital Improvement Trust Fund Fee	9,467	94,128	306,178	521,050	829,043	1,186,272	1,601,210	1,713,295	1,833,226	1,961,552	2,098,860
Financial Aid Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,733	1,523,394	1,630,032
State Subsidy	15,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-	-	-	-	-
Total Revenue	15,291,364	7,925,640	15,950,802	23,655,928	35,212,526	43,335,783	58,454,440	62,546,251	66,924,488	71,609,202	76,621,846
Non-Recurring Expenses:											
Initial Production	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
Upgrades	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Technology	1,000,000	-	-	-	-	-	-	-	-	-	-
Overhead	189,274	225,379	145,158	290,188	113,443	99,831	44,820	36,542	26,754	39,330	31,875
Total Non-recurring costs	3,733,274	3,357,379	2,233,158	4,616,188	1,868,443	1,704,831	794,820	674,042	514,254	789,330	669,375
Recurring Costs											
Delivery	570,000	3,420,000	4,586,628	7,723,922	10,485,728	17,511,702	20,580,772	21,409,801	22,296,862	23,246,017	24,261,614
Enrollment Management & Marketing	449,169	794,169	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488
Direct Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000
P3 Services	3,641,642	3,427,571	7,607,443	10,556,104	14,107,174	18,813,075	25,371,704	23,776,046	24,511,802	26,227,628	28,063,562
Overhead	75,826	303,252	393,839	590,466	747,511	1,156,310	1,294,357	1,289,029	1,282,839	1,275,577	1,267,005
Technology	1,197,471	1,341,443	1,776,062	2,082,394	2,545,025	3,320,424	3,951,888	4,121,420	4,302,819	4,616,916	4,824,601
Facilities Operations	31,798	122,548	152,732	218,652	262,739	382,958	400,263	367,908	332,865	294,813	253,401
Library	16,663	68,902	92,625	143,919	189,075	303,950	354,129	367,684	382,187	397,706	414,311
Student Services	29,352	121,368	163,155	253,509	333,049	535,397	623,787	647,663	673,210	700,546	729,795
Total Recurring Costs	6,531,922	10,119,252	16,370,971	23,167,455	30,268,789	43,622,304	54,175,388	53,578,038	55,381,072	58,357,691	61,412,776
Total Cost	10,265,195	13,476,631	18,604,128	27,783,643	32,137,233	45,327,135	54,970,208	54,252,079	55,895,326	59,147,021	62,082,151
Net Margin	5,026,169	(5,550,991)	(2,653,327)	(4,127,716)	3,075,293	(1,991,352)	3,484,232	8,294,171	11,029,162	12,462,181	14,539,696
Cumulative Fund Balance	5,026,169	(524,823)	(3,178,149)	(7,305,865)	(4,230,572)	(6,221,924)	(2,737,692)	5,556,480	16,585,641	29,047,822	43,587,518
Profit per class		(46,258.26)	(14,740.70)	(13,759.05)	9,111.98	(5,310.27)	9,291.29	22,117.79	29,411.10	33,232.48	38,772.52
College distribution per course			12,581	12,846	18,169	23,398	31,582	33,793	36,158	38,689	41,398

Appendix G—Non-recurring Costs

		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs		5	10	15	25	30	35	35	35	35	35	35
Courses:												
	General Education	-	35	50	80	90	100	100	100	100	100	100
	Program specific	20	45	70	120	135	150	150	150	150	150	150
	Additional Courses/ New Program:											
	General Education	3	3	3	3	2	2	2	2	2	2	2
	Program Specific	5	5	5	5	3	3	3	3	3	3	3
	Course Development	20	60	40	80	25	25	-	-	-	-	-
	Faculty Cost/New Course	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500
	Fringe Benefits	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950
	Production/New Course	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250
	IT/New Course	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
	Total Cost of Development of Courses	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
	Course Upgrading											
	How often (years)	3	3	3	3	3	3	3	3	3	3	3
	Courses Upgraded	-	-	-	20	60	40	100	85	65	100	85
	Faculty Cost/Upgrade	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
	Production Cost/Upgrade	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
	IT Cost/Upgrade	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Total Cost/Upgrade	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
	Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
	Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
	Student Services	400,000	-	-	-	-	-	-	-	-	-	-
	Technology	1,000,000	-	-	-	-	-	-	-	-	-	-
	Overhead	189,274	225,379	145,158	290,188	113,443	99,831	44,820	36,542	26,754	39,330	31,875
	Total Non-recurring Costs	3,733,274	3,357,379	2,233,158	4,616,188	1,868,443	1,704,831	794,820	674,042	514,254	789,330	669,375
	Overhead:											
	General & Administrative	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	5.00%

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses:											
General Education	-	35	50	80	90	100	100	100	100	100	100
Program specific	20	45	70	120	135	150	150	150	150	150	150
Variable/Program:											
General Education	3	3	3	3	2	2	2	2	2	2	2
Program Specific	5	5	5	5	3	3	3	3	3	3	3
Cost of TA per 110 enrollments/course	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Faculty Cost (including Fringe Benefits)per SCH			50	50	50	50	50	50	50	50	50
Course delivery	20	120	180	300	338	375	375	375	375	375	375
Fixed Faculty Cost/Delivery	12,000	12,000	-	-	-	-	-	-	-	-	-
Teacher Assistant/Delivery Course	8,000	8,000	8,000	8,000	8,000	16,000	16,000	16,000	16,000	16,000	16,000
Support Costs/Delivery	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Fringe Benefits	6,000	6,000	2,400	2,400	2,400	4,800	4,800	4,800	4,800	4,800	4,800
Delivery of Courses	570,000	3,420,000	4,586,628	7,723,922	10,485,728	17,511,702	20,580,772	21,409,801	22,296,862	23,246,017	24,261,614
Overhead:											
General & Administrative	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	5.00%
Facilities' Operations	3.12%	2.91%	2.70%	2.48%	2.27%	2.06%	1.85%	1.64%	1.42%	1.21%	1.00%
Library	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%
Student Services	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%
Technology:											
Variable	27,471	171,443	486,062	792,394	1,255,025	1,790,424	2,421,888	2,591,420	2,772,819	2,966,916	3,174,601
Fixed	1,170,000	1,170,000	1,290,000	1,290,000	1,290,000	1,530,000	1,530,000	1,530,000	1,530,000	1,650,000	1,650,000
Total Technology	1,197,471	1,341,443	1,776,062	2,082,394	2,545,025	3,320,424	3,951,888	4,121,420	4,302,819	4,616,916	4,824,601
P3:											
In-State Tuition	40%	40%	40%	40%	35%	35%	35%	35%	30%	30%	30%
Out of State Tuition	60%	60%	60%	60%	50%	50%	50%	50%	42%	42%	42%
Additional Fixed Fee	3,500,000	2,000,000	2,000,000	1,000,000	1,000,000	-	-	-	-	-	-
Administration:											
Executive Director	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Directors (2)	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
Assistant	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Fringe Benefits	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000
Total Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses Delivered	20	160	240	400	450	500	500	500	500	500	500
Headcount Growth Rate after 2019	7.0%										
FTIC In State Tuition:											
Headcount	-	84	371	795	1,236	1,780	2,375	2,541	2,719	2,909	3,113
Enrollments	-	483	2,210	4,885	7,904	11,647	15,484	16,568	17,728	18,969	20,296
Credit Hours	-	1,449	6,630	14,655	23,712	34,941	46,452	49,704	53,183	56,906	60,889
Average Load	-	8.6	8.9	9.2	9.6	9.8	9.8	9.8	9.8	9.8	9.8
Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total In State FTIC Tuition	-	163,013	745,875	1,648,688	2,667,600	3,930,863	5,225,850	5,591,660	5,983,076	6,401,891	6,850,023
FTIC Out of State Tuition:											
Headcount	-	21	92	273	464	700	948	1,015	1,086	1,162	1,243
Enrollments	-	97	442	1,308	2,343	3,626	4,943	5,289	5,659	6,055	6,479
Credit Hours	-	291	1,326	3,924	7,029	10,878	14,829	15,867	16,978	18,166	19,438
Average Load	-	6.9	7.2	7.2	7.6	7.8	7.8	7.8	7.8	7.8	7.8
Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State FTIC Tuition	-	123,675	563,550	1,667,700	2,987,325	4,623,150	6,302,325	6,743,488	7,215,532	7,720,619	8,261,062
Transfer Student In State Tuition:											
Headcount	157	906	1,929	2,872	4,449	6,319	8,615	9,218	9,864	10,554	11,293
Enrollments	342	2,887	7,222	11,145	17,037	23,929	32,578	34,858	37,299	39,909	42,703
Credit Hours	1,026	8,661	21,666	33,435	51,111	71,787	97,734	104,575	111,896	119,728	128,109
Average Load	6.5	4.8	5.6	5.8	5.7	5.7	5.7	5.7	5.7	5.7	5.7
Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total In State Transfer Tuition	115,425	974,363	2,437,425	3,761,438	5,749,988	8,076,038	10,995,075	11,764,730	12,588,261	13,469,440	14,412,300
Transfer Student Out of State Tuition:											
Headcount	52	294	1,306	2,089	3,399	4,823	6,488	6,942	7,428	7,948	8,504
Enrollments	125	1,174	5,224	8,355	13,596	19,293	25,950	27,767	29,710	31,790	34,015
Credit Hours	374	3,523	15,671	25,064	40,788	57,878	77,850	83,300	89,131	95,370	102,046
Average Load	7.2	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State Transfer Tuition	159,120	1,497,360	6,659,988	10,652,390	17,334,712	24,598,170	33,086,436	35,402,486	37,880,660	40,532,307	43,369,568
Total Tuition:											
Headcount	209	1,304	3,698	6,029	9,548	13,622	18,426	19,716	21,096	22,572	24,152
Enrollments	467	4,641	15,098	25,693	40,880	58,495	78,955	84,482	90,396	96,723	103,494
Credit Hours	1,400	13,924	45,293	77,078	122,640	175,484	236,865	253,446	271,187	290,170	310,482
Average Load	6.7	5.3	6.1	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4
Total Tuition	274,545	2,758,410	10,406,838	17,730,215	28,739,625	41,228,220	55,609,686	59,502,364	63,667,529	68,124,256	72,892,954
Average Class Size	23.34	29.01	62.91	64.23	90.84	116.99	157.91	168.96	180.79	193.45	206.99
Ratio - In State Credit Hours	73.3%	72.6%	62.5%	62.4%	61.0%	60.8%	60.9%	60.9%	60.9%	60.9%	60.9%
Retention Rate - Out of State Transfers	80%										
Fees:											
Technology Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25
Capital Improvement Trust Fund Fee	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76
Financial Aid Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25

Appendix J—Branding Suggestions

UF Online-----Selected Name

UF eCampus
UF-Global
UF-FOCUS – Florida Online Center for Undergraduate Studies
UF eDegree
UF Cloud Campus
UF World Wide Campus
eUF Degree Program
eUniversity of Florida
eUniversity of Florida Online Degree
UF Degree Online Program
The Online University of Florida
Online UF
University of Florida Online
UF Distance
UF Distance Campus
UF Gators Online
UF Online Gators
UF Online Campus
UF Online University
UF Virtual
UF Virtual Campus
UF Virtual Gators
Virtual UF
UFORWARD- University
UFO (UF Online)
Gator-ADE (Affordable Distance Education)
Gator-ADE (Advanced Distance Education)
FOOD (Florida Outstanding Online Degree Program) Slogan: FOOD for Thought!
D@D (Degree at a Distance)
UF@Home

Appendix K—The Public/Private Partnership-P3

The University believes the mission and intent of the mandate to develop and deliver highest quality online baccalaureate degrees at an affordable cost will be facilitated by the inclusion of private educational services firms in the business plan. This inclusion, sometimes titled “partnership” involves the purchase of agreed upon services but does not allow for shared management, strategic planning, content control or any of the fundamental aspects of the mission assigned.

The rationale, in part, for such inclusion rests on the need for immediate expertise and resources to apply to critical areas that are not among the current set of resident abilities and experience of the University. (see page 16 of the Comprehensive Business Plan). In addition, the relationship has important synergistic features that result from the focus of the dual perspective on an assigned task.

There are some recognizable cost transfers in the service purchase, “partnership” plan. It is admittedly difficult to capture all of the services that are part of an external package in an internal matrix subject to per unit, per student, or per activity pricing. However, there are recognizable cost transfers in the market assessment, marketing services, recruitment, contact call center, production (on demand), program coordinators (retention), digital content and tutoring. The direct cost savings realized from these transfers is estimated at about \$14 million per year. The present value of the P3 services annualized is approximately \$15 million. The University believes the summation of the immediacy of the expertise, the on-request availability, the joint research opportunities, and the expanding innovative digital content represent greater value added than the differential.

UF Online Performance Measures and Benchmarks 2013-2019

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
Metrics derived from: (g) Beginning in January 2014, the university shall offer high-quality, fully online baccalaureate degree programs that:							
1. Accept full-time, first-time-in-college students.	Enrollment of full-time, first-time in-college students	TBD	TBD	TBD	TBD	Report the number of enrolled students that are: <ul style="list-style-type: none"> • Full-time, first-time • Part-time, first-time • Full-time, not first-time • Part-time, not first-time 	These four cohorts a) align with new IPEDs reporting cohorts, b) include counts of transfer students (not first time), and c) allow for an understanding of the entire student body. Due to the UF admissions cycle, FTIC students will be enrolled for the first time, Summer 2014.
2. Have the same rigorous admissions criteria as equivalent on-campus degree programs.	OL admission criteria equivalent to residential program for first-time-in-college students at UF	OL and residential students are evaluated for admission based on the same criteria	Official University data collection records	Mean weighted Grade Point Average (GPA) and Mean SAT scores	Office of Admissions data	TBD	
3. Offer curriculum of equivalent rigor to on-campus degree programs.	OL and residential programs should have identical student learning outcomes and Academic Learning Compacts	TBD	TBD	TBD	TBD	OL and residential programs should have identical Academic Learning Compacts	
4. Offer rolling enrollment or multiple opportunities for enrollment throughout the year.	To offer additional, appropriate opportunities for enrollment	Identify and test opportunities	TBD	TBD	TBD	Report student headcounts by term for both OL and residential students at UF	

**UF Online Performance Measures and Benchmarks
2013-2019**

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
5. Do not require any on-campus courses. However, for courses or programs that require clinical training or laboratories that cannot be delivered online, the university shall offer convenient locational options to the student, which may include, but are not limited to, the option to complete such requirements at a summer-in-residence on the university campus. The university may provide a network of sites at convenient locations and contract with commercial testing centers or identify other secure testing services for the purpose of proctoring assessments or testing.	TBD	TBD	NA	NA	NA	Narrative section in annual report	The annual report will include a narrative with a status on lab locations and testing centers.
6. Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.	TBD	TBD	TBD	TBD	TBD	# of credits awarded for both online and residential students	
Additional Proposed Measures by UF							
7.	OL program maintains student engagement at the same level as residential students	OL students will be engaged in the learning process as evidenced by student and faculty survey responses and CMS analytics	Survey data demonstrating that OL students are engaged in the learning process and analytics of Course Management Systems	Percent of positive survey respondents and percent of indicators of student engagement	Student engagement survey instrument and Course Management Systems	TBD	Relevant categories of questions from the survey will be reported and used to determine how results will be used to improve program strategies related to student engagement.

**UF Online Performance Measures and Benchmarks
2013-2019**

Measures by UF	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
8.	Ensure OL student retention rate is comparable to online peer institutions	OL students will have retention rates comparable to online peer institutions	Student retention data	Annual student retention data	University of Florida and Peer Institutions data	TBD	Data will be also provided to compare OL FTIC student retention rate to FTIC residential students retention rates and OL Transfer students to Residential Transfer students retention rates.
9.	Ensure OL student 6-year graduation rate is comparable to online peer institutions	OL students will have graduation rates comparable to online peer institutions	Official university data collection and peer institution records	6-year graduation rate	Official university data collection and peer institution records	Graduation rates for: UF Online programs, identical to peer institutions	Data will also be provided to compare OL FTIC student graduation rate to FTIC residential students and OL Transfer students to Residential Transfer students graduation rates.
10.	Minimum increase of academic programs of 5 per year to a maximum of 35	Achieve an annual minimum addition of 5 academic programs	Official university data collection records	Total annual count of OL academic programs	Office of Registrar	TBD	
11.	Provide a curriculum consistent with employment opportunities and lifelong learning	TBD	TBD	TBD	Student Placement Survey; FETPIP in state	1. Percent of OL Bachelor's Graduates employed and/or Continuing their Education further 1 year after Graduation 2. Median average full-time wages of undergraduates employed in Florida one year after graduation	

Note: The UF Online Annual Report will include the Performance Measures and Benchmarks as well as a narrative describing progress made on other important issues in the plan to include, but not limited to, course production, program selection, research, innovative technologies, and tuition pricing initiatives.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Board of Governors Meeting
By Telephone Conference Call
Tallahassee, Florida
September 27, 2013**

Upon Adjournment of the Strategic Planning Committee

**Dial-in Number: 1-888-670-3525
Conference Code: 4122150353#**

1. **Call to Order and Opening Remarks:** *Chair Dean Colson*

2. **Strategic Planning Committee Report:** *Governor John D. Rood*
Action:
 - A. [Comprehensive Business Plan for UF Online](#)

3. **Concluding Remarks and Adjournment:** *Chair Colson*

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 27, 2013

SUBJECT: Comprehensive Business Plan for UF Online

PROPOSED BOARD ACTION

Consider for approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Chapter 2013-27, Laws of Florida

BACKGROUND INFORMATION

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

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

The Board of Governors was statutorily required to convene an advisory board to offer advice to the university in the development and implementation of a comprehensive business plan for the institute. The advisory board currently consists of the following members:

John D. Rood -served as the designee of the Chair of the Board of Governors

Carlos Alfonso - appointed by the Speaker of the House of Representatives

Ernest Friend - appointed by the President of the Senate

Dr. John Watret - appointed by the Board of Governors

A brief biography of advisory board members is included with the Committee materials.

The advisory board met several times with University of Florida staff, including having an all-day meeting in Gainesville, to review and discuss drafts and provide advice for strengthening the plan.

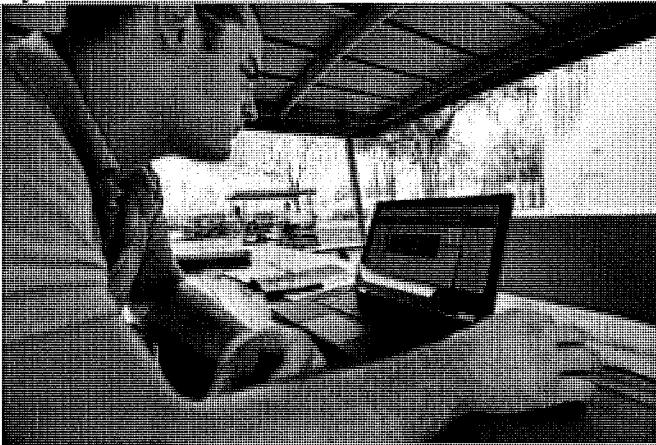
On September 16, 2013, the advisory board recommended that the Board of Governors approve the plan as submitted. The Board of Governors Strategic Planning Committee will consider the plan immediately prior to the Board of Governors meeting on September 27 and will make a recommendation for Board action.

Supporting Documentation Included: Comprehensive Business Plan for UF Online located with Strategic Planning Committee meeting materials

URL: <http://tbo.com/news/education/university-of-florida-to-offer-bachelors-degrees-online-20130929/>

University of Florida to offer bachelor's degrees online

By Jerome R. Stockfish



Online learning is already in place across the state university system, but the University of Florida will offer the first program potentially taking incoming freshmen all the way to graduation without a classroom experience. THE ASSOCIATED PRESS

The University of Florida will host one of the nation's first fully online bachelor's degree programs starting in January, providing a significantly lower-cost education while relieving the logjam of applications to the state's pre-eminent university.

Online learning is already in place across the state system – the University of South Florida is No. 2 among the state's 12 public universities with 6,525 students, or 21 percent of its full-time roster, enrolled in a distance learning class – but UF Online is the first program potentially taking incoming freshmen all the way to graduation without a classroom experience.

“UF Online is a game-changer for the delivery of public higher education in Florida and around the world,” said state House Speaker Will Weatherford, a Wesley Chapel Republican and champion of the legislation that mandated the online track. “Starting next semester, distance will no longer be a barrier to obtaining a world-class education from a state university in Florida.”

The program starts with five majors – business administration, criminology and law, environmental management, health education and behavior, and sports management. In June, biology and psychology will join the roster.

Within 10 years, UF expects to be serving more than 24,000 online students in 35 majors, bringing in \$77 million in revenue to the school and \$15 million in profit. A staff of roughly 250 will serve the online operation.

The university system's Board of Governors approved UF Online's business plan last week. UF marketers and recruiters are now spreading the word about the program.

The application deadline for the 2014 freshman class is Nov. 1. Prospective students must apply for UF Online or the traditional on-campus program; they cannot apply to both.

"Here, the option is going to be what we would describe as an excellent education with an outstanding faculty and content at an affordable price," said W. Andrew McCollough, UF's associate provost of teaching and technology.

As part of the legislative mandate, UF Online will charge in-state students no more than 75 percent of the going rate for on-campus resident tuition. That's about \$84 per credit hour, down from the \$112 charged to on-campus students. Out-of-state students will pay market rate, which university officials have estimated at \$400 to \$500 per credit hour.

"When you look at the cost of higher education, particularly in Florida, tuition is a minor part of the total cost," said McCollough. "Up here, normal tuition is on the order of \$6,000 and the total cost of being in Gainesville is about \$25,000 (a year). If I were the mom and dad, that would certainly be something for me to think about."

Online education has been identified as one way to address accessibility at Florida public universities. UF, like many others, operates at full capacity and has kept the number of incoming freshmen steady at about 6,400 a year. More than 29,000 applied for admission.

"Many students have the academic skills to get into the University of Florida but haven't been able to attend, either because we don't have enough space on campus or because their life circumstances prevent them from leaving home," UF President Bernie Machen said. "This online undergraduate initiative removes both of those roadblocks."

While UF Online's business plan passed unanimously, several members of the board of governors expressed concerns. Alan Levine, a UF alum and former aide to Gov. Jeb Bush and Louisiana Gov. Bobby Jindal, wondered if the online component would "dilute" student success metrics.

Joe Glover, UF's provost and senior vice president for academic affairs, said the university is "fully committed to maintaining the quality of educational programs." He said the university would adhere to its strict admissions standards.

McCollough, meanwhile, acknowledged that in some areas, missing out on work in laboratory or clinical settings was a "major challenge." However, he noted that the university has 12 research and education centers scattered around the state that could fill the bill, or the university could establish a summer on-campus lab-only component.

"We are not hesitant to engage these types of curricula," McCollough said. "We will find solutions to the lab needs. We will not water down the curriculum."

Most state universities have offered online degree programs, but primarily for graduate students, professional certification or in the "2+2" arrangement. Students in 2+2 take the first two years of classes at a university or college setting before finishing online.

Last school year, USF in Tampa had 26 fully online undergraduate and graduate degree programs and 46 graduate certification programs.

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**FLORIDA COLLEGE SYSTEM
ENROLLMENT, PERFORMANCE AND BUDGET PLAN
(NEW BACCALAUREATE PROPOSALS ONLY)**

COLLEGE NAME: Santa Fe College
DEGREE NAME: Bachelor of Applied Science, Multimedia and Video Production

CONTACT NAME: Ginger Gibson
PHONE NUMBER: (352) 395-5208

	PROJECTED 2013-14	PROJECTED 2014-15	PROJECTED 2015-16	PROJECTED 2016-17
I. PLANNED STUDENT ENROLLMENT				
A. Student Headcount	0	40	80	80
B. Upper Division Student Credit Hours Generated (Resident)	0	540	1,140	1,320
Upper Division Student Credit Hours Generated (Nonresident)	0	0	0	0
Upper Division Total Student Credit Hours Generated (Resident and Nonresident)	0	540	1,140	1,320
C. Upper Division Student FTE (30 Credit Hours) - (Resident)	0.0	18.0	38.0	44.0
Upper Division Student FTE (30 Credit Hours) - (Nonresident)	0.0	0.0	0.0	0.0
Upper Division Student FTE (30 Credit Hours) - (Resident and Nonresident)	0.0	18.0	38.0	44.0
II. PLANNED PERFORMANCE				
A. Number of Degrees Awarded	0	0	40	40
B. Number of Placements	0	0	40	40
C. Projected Annual Starting Salary	\$0	\$0	40,000	41,200
III. PROJECTED PROGRAM EXPENDITURES				
INSTRUCTIONAL				
1. Faculty Full-Time FTE	0.0	0.7	1.7	2.0
2. Faculty Part-Time FTE	0.0	0.2	0.2	0.2
1. Faculty Full-Time Salaries/Benefits	0	47,124	116,733	140,087
2. Faculty Part-Time Salaries/Benefits	0	4,265	4,352	4,439
3. Faculty Support: Lab Assistants, etc	0	0	0	0
OPERATING EXPENSES				
1. Academic Administration	0	15,000	30,000	30,600
2. Materials/Supplies	0	9,600	12,000	12,000
3. Travel	0	500	500	500
4. Communication/Technology	0	0	0	0
5. Library Support	0	1,834	1,000	1,000
6. Student Services Support	0	1,420	1,420	1,420
7. Professional Services	0	0	0	0
8. Accreditation	0	2,500	2,500	0
9. Support Services	0	0	0	0
CAPITAL OUTLAY				
1. Library Resources	0	1,000	1,000	1,000
2. Information Technology Equipment	0	5,000	5,000	5,000
3. Other Equipment	0	0	3,000	10,000
4. Facilities/Renovation	0	100,000	0	0
TOTAL PROJECTED PROGRAM EXPENDITURES	\$0	188,243	177,505	206,046
IV. NATURE OF EXPENDITURES				
1. Recurring	0	85,743	169,605	196,046
2. Nonrecurring	0	102,500	5,500	10,000
TOTAL	\$0	\$188,243	\$175,105	\$206,046
V. SOURCES OF FUNDS				
A. REVENUE				
1. Special State Nonrecurring	0	0	0	0
2. Upper Level - Resident Student Tuition Only	0	49,567	107,776	128,542
Upper Level - Nonresident Student Fees Only	0	0	0	0
Upper Level - Other Student Fees	0	9,600	12,000	12,000
3. Contributions or Matching Grants	0	100,000	0	0
4. Other Grants or Revenues	0	0	0	0
5. Florida College System Program Funds (formerly Community College Program Fund)	0	0	0	0
6. Unrestricted Fund Balance	0	44,397	62,838	68,867
7. Interest Earnings	0	0	0	0
8. Auxiliary Services	0	0	0	0
9. Federal Funds - Other	0	0	0	0
B. CARRY FORWARD	0	0	15,321	20,430
TOTAL FUNDS AVAILABLE	\$0	\$203,564	\$197,935	\$229,839
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	\$0	\$15,321	\$20,430	\$23,793

NOTE: THIS FORM IS EFFECTIVE UNTIL JUNE 30, 2014 (FOR FISCAL YEAR JULY 1, 2013 TO JUNE 30, 2014)

DO NOT DELETE

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91.79

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2013-14 TUITION RATE
ESTABLISHED IN THE
GENERAL
APPROPRIATION ACT

Appendix E2
Upper Division Instructor Load for
BAS in Multimedia and Video Production

First Year

<i>Fall 2014</i>						
		Credits	Eric	Marc	New Hire	Adjunct
Cohort 1 Semester 1 (20 new students) Total: 20	DIG 3025 History of Digital Media	3	3			
	DIG 3347 Digital Cinema—Short Film	3		3		
	PGY 3205 Digital Photographic Lighting	3		3		

<i>Spring 2015</i>						
		Credits	Eric	Marc	New Hire	Adjunct
Cohort 1 Semester 2	DIG 4345C Digital Effects	3		3		
	TPP 3246 Acting and Directing on Camera	3				3
	ADV 4202 Advanced Advertising Graphics	3		3		
Cohort 2 Semester 1 (20 new students) Total: 40	DIG 3025 History of Digital Media	3	3			
	DIG 3347 Digital Cinema—Short Film	3		3		
	PGY 3205 Digital Photographic Lighting	3				3
Total Upper Division Courses during 2014-2015 Academic Year			6	15		6

First Cohort	
Second Cohort	
Third Cohort	
Fourth Cohort	
Fifth Cohort	
Sixth Cohort	

Second Year

<i>Fall 2015</i>						
		Credits	Eric	Marc	New Hire	Adjunct
Cohort 1 Semester 3	GRA 3734 New Media Production and Planning	3			3	
	DIG 3823 Creative Digital Media Problem Solving	3		3		
Cohort 2 Semester 2	DIG 4345C Digital Effects	3		3		
	TPP 3246 Acting and Directing on Camera	3				3
	ADV 4202 Advanced Advertising Graphics	3		3		
Cohort 3 Semester 1 (20 new students) Total: 60	DIG 3025 History of Digital Media	3			3	
	DIG 3347 Digital Cinema— Short Film	3			3	
	PGY 3205 Digital Photographic Lighting	3			3	

<i>Spring 2016</i>						
		Credits	Eric	Marc	New Hire	Adjunct
Cohort 1 Semester 4	DIG 4970 Thesis Project	6		6		
	DIG 4940 Internship and/or College Production	3	3			
Cohort 2 Semester 3	GRA 3734 New Media Production and Planning	3			3	
	DIG 3823 Creative Digital Media Problem Solving	3			3	
Cohort 3 Semester 2	DIG 4345C Digital Effects	3		3		
	TPP 3246 Acting and Directing on Camera	3				3
	ADV 4202 Advanced Advertising Graphics	3		3		
Cohort 4 Semester 1 (20 new students) Total: 80	DIG 3025 History of Digital Media	3			3	
	DIG 3347 Digital Cinema— Short Film	3			3	
	PGY 3205 Digital Photographic Lighting	3			3	
Total Upper Division Courses during 2015-2016 Academic Year			3	21	27	6

Third Year

<i>Fall 2016</i>						
		Credits	Eric	Marc	New	Adjunct
Cohort 2 Semester 4	DIG 4970 Thesis Project	6		6		
	DIG 4940 Internship and/or College Production	3	3			
Cohort 3 Semester 3	GRA 3734 New Media Production and Planning	3			3	
	DIG 3823 Creative Digital Media Problem Solving	3			3	
Cohort 4 Semester 2	DIG 4345C Digital Effects	3		3		
	TPP 3246 Acting and Directing on Camera	3				3
	ADV 4202 Advanced Advertising Graphics	3		3		
Cohort 5 Semester 1 (20 new students) Total: 80 The first cohort graduated and is gone	DIG 3025 History of Digital Media	3			3	
	DIG 3347 Digital Cinema—Short Film	3			3	
	PGY 3205 Digital Photographic Lighting	3			3	

<i>Spring 2017</i>						
		Credits	Eric	Marc	New	Adjunct
Cohort 3 Semester 4	DIG 4970 Thesis Project	6		6		
	DIG 4940 Internship and/or College Production	3	3			
Cohort 4 Semester 3	GRA 3734 New Media Production and Planning	3			3	
	DIG 3823 Creative Digital Media Problem Solving	3			3	
Cohort 5 Semester 2	DIG 4345C Digital Effects	3		3		
	TPP 3246 Acting and Directing on Camera	3				3
	ADV 4202 Advanced Advertising Graphics	3		3		
Cohort 6 Semester 1 (20 new students) Total: 80 The second cohort graduated and is gone.	DIG 3025 History of Digital Media	3			3	
	DIG 3347 Digital Cinema—Short Film	3			3	
	PGY 3205 Digital Photographic Lighting	3			3	
Total Upper Division Courses during 2016-2017 Academic Year			6	24	30	6

Frohe, Patricia

From: Mair, Bernard A [bamair@ufl.edu]
Sent: Wednesday, April 11, 2012 5:59 PM
To: Frohe, Patricia
Cc: McKee, Nancy; Glover, Joe
Subject: Letter of Intent from Sante Fe College
Attachments: LOInoticeSUSCIEICUF-SFC BAS IndusBiotech DigArts 022912.pdf

Dear Ms. Frohe:

RE: Letter of Intent from Sante Fe College (see attached)

This is in response to the letter of intent from Santa Fe College to develop the following degrees:

- Bachelor of Applied Science in Industrial Biotechnology
- Bachelor of Applied Science in Digital Arts and Design

After reviewing this request and discussing them with Santa Fe College administration, we have made the following decisions.

The University of Florida (UF) has no objection to the proposal to develop the Bachelor of Applied Science in Industrial Biotechnology. Although UF has degree programs with tracks in biotechnology, the training offered by our programs prepare students for different careers. The skills acquired in the two programs are vital to addressing workforce needs and seem to complement rather than compete with each other. However, I must address a statement in the letter of intent that may lead to a misunderstanding of the role of the Santa Fe College (SFC) degree. The second page of the letter states that "Santa Fe's Dean for Emerging Technology programs, Dr. Kelley Gridley, has collaborated with administrators and researchers from the University of Florida ... regarding the need for the degree for workers in their programs." This should not be taken to mean that graduates from the SFC program will be prepared to enter any of UF's degree programs. We do support the establishment of this program as it will prepare students to work in the burgeoning biotech industry.

On the other hand, UF does not support the establishment of the Bachelor of Applied Science in Digital Arts and Design because we already have a major in this area. The UF major has been in the curriculum inventory since 2003 and has undergone major revisions to modernize the curriculum. The letter of intent correctly states on page 3 that SFC and UF have been discussing "the possibility of offering a local direct-articulation program in digital arts and sciences". These discussions have not resulted in any such agreement, but from my discussions with SFC, they were unaware that we already had an undergraduate degree in this area. Both institutions have agreed to continue discussions on articulation mechanisms, so we would prefer that SFC not develop a duplicative bachelors' degree at this time.

Please do not hesitate to contact me for any further discussion on this matter.

Sincerely

Bernard Mair
Associate Provost for Undergraduate Affairs
Professor of Mathematics

Office of the Provost & Sr. Vice President
University of Florida
238 Tigert Hall
PO Box 113175
352-846-1761

From: Jackson Sasser <jackson.sasser@sfcollge.edu>
Sent: Wednesday, February 26, 2014 1:31 PM
To: Hanna, Randy
Subject: Fwd: meeting followup

Jackson N. Sasser, PhD
College - Top Ten College
Gainesville, Florida

President

Santa Fe

Begin forwarded message:

From: "Mair,Bernard A" <bamair@ufl.edu>
Date: February 26, 2014 at 1:18:57 PM EST
To: Ed Bonahue <ed.bonahue@sfcollge.edu>, "Glover,Jonathan D" <jglover@ufl.edu>
Cc: "Mccollough,William A" <amccollough@aa.ufl.edu>, "Schaefer,Edward E" <eschaefer@arts.ufl.edu>, Vilma Fuentes <vilma.fuentes@sfcollge.edu>, Jackson Sasser <jackson.sasser@sfcollge.edu>
Subject: RE: meeting followup

Dear Ed:

The University of Florida fully and unconditionally supports your proposal for the BADAS program. While it has some components of programs offered in our Fine Arts and Journalism and Communications programs, it is quite distinct from any of these programs. It provides valuable training for students to meet the demands for the available, and constantly expanding, opportunities in multimedia and video production.

Sincerely
Bernard

Bernard A. Mair, Ph.D.
Associate Provost for Undergraduate Affairs
Professor of Mathematics
Office of the Provost & Sr. VP
University of Florida
238 Tigert Hall
PO Box 113175
Gainesville, FL 32611
Phone: (352) 846-1761
FAX: (352) 392-5155

From: Ed Bonahue [mailto:ed.bonahue@sfcollge.edu]
Sent: Friday, February 21, 2014 5:00 PM