

Office of Online Learning

Mission, Impact, and Projections

Purpose of the Office of Online Learning

The Office of Online Learning (OOL) is a production and support unit that uses its instructional design, marketing, and state authorization expertise to partner with academic units to:

1. Create and support the teaching of new graduate programs for which there is expertise at UGA and market demand,
2. Create and support the teaching of undergraduate summer courses to assist with UGA's four year graduation rates,
3. Provide limited support for our existing online programs by including them in OOL initiatives, and
4. More generally support forms of online learning at UGA.

Alignment with University Strategic Priorities: Graduate

OOL's first plank in its mission directly corresponds to UGA's [2020 Strategic Plan: Building on Excellence](#) "Strategic Direction II" and is mentioned directly in UGA's strategic plan with a goal and benchmark.

Progress toward the UGA 2020 Strategic Plan: Graduate

Strategic Direction II: Enhancing Graduate and Professional Programs states:

- Online Education: Offer increased access to University of Georgia graduate education through online education degree programs.
- Goal: Increase the number of graduate degree programs offered online by 50 percent by 2020

Per the University's 2020 Strategic plan, our goal was to increase the number of graduate programs offered online by 50% with the benchmark as the number of programs offered for distance delivery as of the 2010-11 academic year, which was seven. As of fall 2018, UGA offers 30 online graduate programs: 17 master's degrees, 13 graduate certificates, and 2 undergraduate degree completion programs.

Since this goal was met, we have set a stretch goal for 2022 in conjunction with our previous Provost to add an ambitious 1,000 new enrollments to online programs, both graduate and undergraduate, over the the 529 enrollments from the fall of 2017. The current enrollment for fall of 2018 is 570 students. This small gain must be accelerated by scaling up existing programs and adding new programs to meet our goal of 1,529 enrollments in 2022. There is no

desire to add undergraduate programs and most of our online graduate program faculties have set enrollment caps between 10 and 30 students per cohort, so new online graduate program development is the most likely road to increasing online enrollments. However, marketing support to our two undergraduate online degree completion programs can still contribute to meeting our goal.

Table 1: Online Program Enrollment by College

College	Fall 2015	Fall 2016	Fall 2017	Fall 2018
College of Agr and Env Science	6	9	19	36
College of Arts and Sciences	6	7	16	13
College of Business	72	95	135	162
College of Education	199	166	218	238
College of Fam & Consumr Sci	22	24	41	51
College of Jour and Mass Comm	17	36	52	31
College of Pharmacy	39	32	40	25
College of Veterinary Medicine	5	9	12	10
School of Social Work	0	0	0	4
Total	366	378	533	570

A full list of all UGA's online programs is in Appendix B.

Increasing the Enrollment in Online Graduate Programs

OOL's Instructional Design and Program Development Function

OOL uses three methods to help build and support online graduate programs: Online Learning Fellows (OLF), targeted investment in programs with high market potential in partnership with the Graduate School, and assisting with outsourcing course development with third-party vendors.

Online Learning Fellows

This year, we expanded the OLF program to include graduate course development for two reasons. First, several existing programs needed support with course revisions and had no other mechanism to engage with our office. Second, and most relevant to plank one of our mission, the seeds of new programs can be incubated in our OLF program.

For FY19, OOL accepted 32 of 52 Online Learning Fellows (OLF) applications working in conjunction with the associate deans of each college that had proposals. This number was determined by both financial constraints on providing incentives to faculty members and on our

instructional design capacity. Eight courses were graduate courses and four were courses with both graduate and undergraduate enrollment (for a complete list, please see appendix A). All of these, except the stacked Entomology course (HORT/ENTO4000/6000E), contribute to existing, new, or potential new online programs. Most notably, EPID/BIOS8060E, is being developed in conjunction with the new coordinator of the online public health informatics targeted investment program and will serve as the template for the remaining courses in that program. The GIS graduate course GEOG4590/6590E has been part of a proposed new graduate certificate that was not funded in previous initiatives and NMIX4111/6111E is part of our development of the New Media Concentration in Grady's online master's degree, with the other courses contributing to existing online degrees and exploratory ventures to test ideas about new concentrations.

This is our first year of using the OLF program to help with new program development and we will learn a great deal as we test and explore. We welcome suggestions about this new use of our long-standing program.

Targeted Investments in Partnership with the Graduate School

OOL began partnering with the Graduate School in the spring of 2017 to help develop new, promising online graduate programs. Three rounds of funding and support have been given out: three competitively in FY17 and FY18, and now one as a targeted investment in FY19.

In FY17 and 18, OOL partnered with the Graduate School to award three grants of \$50,000 each to develop new online graduate programs. In FY17, we awarded two grants: the new online Masters in Social Work (MSW) and Grady's new online Concentration in New Media for its master's degree. In FY18, an award was made to Pharmacy for a new graduate certificate in Robotic Drug Design. Both FY17 efforts are going well, with the online MSW scheduled to launch in fall of 2020 and the new online master's concentration in Emerging Media on target to launch in fall of 2019. However, our FY18 effort fell short; the faculty for the Certificate in Robotic Drug Design were awarded the grant, but needed server support and programming support from OOL, neither of which are skills sets of instructional designers. While we helped as we could, we are still searching for ways to address needs such as these when they arrive. We are relying heavily on the faculty in the program to launch the certificate without much support from OOL.

In part as a result of FY18, OOL and the Graduate School moved toward a targeted investment approach. OOL's director used market research, a job projection for the State of Georgia he commissioned, and application data to identify the College of Public Health as having the greatest natural potential at UGA for an online Master of Public Health (MPH). He approached their associate dean and they are now in a set of planning meetings to formalize the online offering and investments that the College of Public Health (CPH), OOL, and the Graduate School will make. CPH had already invested in some infrastructure (including personnel) toward offering an online graduate certificate and thus already had four of five core courses for an online MPH developed, so this was a good match.

OOL has been able to capitalize on other efforts to develop online graduate programs more serendipitously. A group of inspired faculty in the College of Veterinary Medicine approached OOL for advice about an online Masters in Biomedical Sciences in Veterinary Medicine. OOL was able to perform some market research to help them shape their program, originally conceived of as a certificate to help students get in to health professional schools. The idea has grown into a Master’s degree that could serve to help students gain admission to health professions schools and also to train students for employment in the health-related STEM workforce. The faculty are doing the course development and OOL is providing advice and marketing support. This degree is currently projected to launch in fall of 2019 or spring of 2020.

Assisting with Outsourcing New Course Development

Dean Scheyett of the School of Social work approached OOL requesting help to develop a new Certificate in Nonprofit Management and Leadership that OOL had already done market research for and found viable. However, OOL’s instructional design capacity was fully allocated for the year. Thus, OOL solicited bids from multiple companies to outsource the design and development work, but ultimately only one company who responded, Wiley Educational Group, would do the work for a fixed fee rather than tuition sharing. OOL helped the School of Social Work contract with Wiley to develop two of the five courses at a high cost per course (\$27,500 each) and then OOL devoted one instructional designer to help finish the remaining two courses that needed to be developed (one course was already online). As a result, the new online Certificate in Nonprofit Leadership and Management launched this fall. OOL has preserved this relationship with Wiley and can help other programs use this mechanism to exchange money for course development when necessary.

OOL was also able to help the College of Family and Consumer Sciences (FACS) secure an hourly instructional designer to assist them with scaling up their Master’s in Financial Planning. As with the Nonprofit Management and Leadership Certificate, OOL had allocated all its instructional design capacity for the fiscal year before it received the request to help Financial Planning. OOL has hired with a former employee for \$60/hour for her to evaluate the online program and then assist in revising courses to meet their needs.

OOL projects that it will help create and launch eight new online graduate programs by the fall of 2022 which should be contributing 310 new online enrollments.

Table 2: Projected New Online Graduate Program Growth

Program	Semester of Launch	Enrollment Fall 2018	Projected Enrollment Fall 2019	Projected Enrollment Fall 2020	Projected Enrollment Fall 2021	Projected Enrollment Fall 2022
Certificate in Nonprofit Management	Fall 2018	4	20	35	40	40

Emerging Media Concentration in Grady's Masters Degree	Fall 2019	0	5	20	35	50
Masters of Financial Planning (second cohort)	Fall 2019	0	20	40	40	40
Masters in Biomedical Sciences	Fall 2019	0	10	40	60	60
Masters of Social Work	Fall 2020	0	0	10	20	40
Masters in Public Health with Concentration in Health Informatics	Fall 2020	0	0	10	30	40
Unidentified Masters	Fall 2021	0	0	0	10	30
Unidentified Masters	Fall 2022	0	0	0	0	10
Subtotal		4	55	155	235	310

The production numbers in the chart above are constrained by our current number of instructional designers. As our instructional design team grows, so does our capacity to produce these programs.

OOL's Marketing Function to Increase Online Program Enrollments

OOL's Marketing and Communication subunit assists all of our online programs in highly tailored ways. For Terry College of Business, OOL provides the most basic services:

- Listing their degrees on online.uga.edu
 - optimized for search engines
 - manages inquiries
 - provides brand advertising
- Performs marketing research by request
- Host webinars for prospective students

For the College of Education, OOL provides those services as well as:

- Enrollment Coach for Middle Grades & LDT
- Advertising design support when requested
- Other project-based work as approved by the college

For all other programs, OOL provides basic marketing services described above (except for enrollment coaching, as described below) and digital advertising management, ad design, advertising planning support, and more.

Our new enrollment coaching effort is a test to determine its value. We expect this effort to add an additional 66 persistent enrollments over the current baseline to online graduate programs in Narrative Media Writing, Pharmacy Regulatory Sciences, Learning Design and Technology, Middle Grades Education, and their related online certificate programs.

These and other marketing efforts are helping to add about 15% of our current enrollments each year. Thus, we expect the impact of marketing existing programs to help add another 200 seats (about 50 per year for the next four years).

All together, we are projecting adding 576 enrollments which is short of our goal of 1,000. We are looking for higher enrollment online programs that meet the State of Georgia's needs and are optimistic that our impact will be larger than the additional 576 enrollments projected at this point, in particular because we are talking to Public Health about modularizing their degree to be a set of stackable certificates with one certificate targeted at people with an MPH who need retraining in informatics. The projected 576 new students in online programs represents about 3,456 new credit hours produced per semester.

OOL would be grateful for suggestions about how we could better position ourselves to meet our online program enrollment growth goal.

Alignment with University Strategic Priorities: Undergraduate

OOL's second plank in OOL's mission directly corresponds to UGA's 2020 Strategic Plan: Building on Excellence "Strategic Direction I" and has a specific goal in the strategic plan.

Progress toward the UGA 2020 Strategic Plan: Undergraduate

Strategic Direction I: Building on Excellence in Undergraduate Education states:

- Online Education: Extend access to UGA by establishing and building an active online education presence in the undergraduate curriculum.
- Goal: Increase the number of undergraduate students enrolled in online courses by 2020

This goal has been operationalized as helping to create high-demand undergraduate summer courses and more than half of OOL's instructional design capacity is devoted to this goal. OOL has begun to shift capacity toward new online program creation and assisting with existing programs, but the demand from both students and colleges/schools for undergraduate summer courses is far greater than the demand for online programs. The result of OOL's historical focus on online undergraduate summer courses is impressive: a 272% enrollment growth since the summer of 2015.

Table 3: Summer Course Enrollment Growth

Semester	Undergraduate	Graduate
Summer 2015	3,611	888
Summer 2016	6,245	1,262
Summer 2017	8,555	1,405
Summer 2018	9,845	1,684
Growth	272%	190%

OOL projects that Summer 2019 will have more undergraduate students enrolled in online courses than face-to-face courses for the first time (the Athens campus had 10,179 enrollments in summer of 2018).

More than 60% of the online undergraduate summer courses have been created in one of OOL's Online Learning Fellows (OLF) cohorts. OOL keeps track of the courses we have developed or revised each year. Adding the credit hour production for each course we have worked on yields a total of 105,906 credit hours over the last three calendar years (or a three-year rolling average of 35,302 credit hours). When broken down by college or school, this imperfect measure of impact gives insight into the volume of work performed for each unit.

Table 4: OOL's Instructional Design Effect on Credit Hour Production

College	Undergraduate			Graduate		
	2016	2017	2018	2016	2017	2018
College of Agricultural and Environmental Sciences	2,034	4,044	5,433	155	270	453
College of Education	974	1,337	1,238	906	1,175	1,026
College of Engineering	78	114	105			
College of Environment and Design		75	93			
College of Family and Consumer Sciences	1,176	2,748	3,705	396	546	705
College of Public Health	1,125	2,682	2,298	87	177	219
Franklin College of Arts and Sciences	7,546	13,110	15,746			66
Grady College of Journalism and	639	1,224	1,152			

Mass Communication						
School of Public and International Affairs	1,230	3,339	3,822			
School of Social Work						72
Terry College of Business	4,524	5,571	6,954			
Warnell School of Forestry and Natural Resources	537	2,456	2,553			
Total	19,863	36,700	43,099	1,544	2,168	2,541

We project that summer enrollment in online courses will continue to increase at a steady rate of 1,100 seats per year (about 3,300 credit hours), most of which will come from OOL’s OLF program. This rate of growth could be accelerated if colleges, schools, and programs desired to do so. Many high impact summer online course offerings fill by March of the year they are offered while a large number of on campus summer courses never meet their enrollment cap. It would be possible to strategically shift some summer teaching power to particular online courses and thus rapidly grow both the total number of summer credit hours and the number of online summer credit hours generated.

Overall, OOL has been and will continue to be very successful in helping to produce online summer undergraduate courses to aid students in graduating in four years.

Providing Support for Existing Online Programs and Generally for UGA

The third and fourth planks of our mission (provide support for existing online programs and generally support online learning at UGA) have been harder to address due to resource and capacity limitations.

It might seem reasonable to expect that existing online graduate programs with e-rate differential could use some of that funding for instructional design support to help maintain and update their courses. However, the reality is that (1) the enrollment caps on most of UGA’s programs and (2) the need for a substantial portion of e-rate top go toward marketing programs make it difficult to generate enough money to employ a program-level instructional designer. And, as previously mentioned, outsourcing instructional design is very expensive (\$27,500 per course with Wiley). Because of these limitations, OOL has begun to include existing graduate courses in its OLF program to try to help meet program needs. However, as the number of online programs grows at UGA, OOL will not be able to meet the needs unless it grows proportionally with UGA’s online programs and online courses not tied to programs. There is currently no mechanism to help OOL grow in this way; in fact, OOL’s budget has been essentially flat since its inception.

From FY16 to FY19, OOL's budget grew 2.3% but personnel costs have grown 27% in that same time which has caused OOL's non-personnel budget to fall 31.4% from FY16 to FY19.

Table 5: OOL's Budget from FY16 to FY19

	FY 2016	FY 2017	FY 2018	FY 2019
Full Budget	\$1,354,545	\$1,340,905	\$1,389,949	\$1,385,862***
Breakdown				
- Salary and Fringe	\$823,097	\$889,657	\$948,154	\$1,046,813***
- Discretionary	\$531,448	\$451,248	\$441,795	\$339,049
Discretionary Detail				
- Marketing	\$88,276	\$123,036	\$198,742	\$130,000
- Student Assistants	\$49,183	\$48,782	\$39,591	\$45,852
- Operating & Support	\$393,989*	\$279,430	\$203,462**	\$163,197**

* Kaltura was part of OOL's budget and became a University budget item the next year.

** The majority of "Operating and Support" is awarded to individual faculty and programs as incentives to create online courses.

***This number does not include OOL's new enrollment coach.

OOL's fixed operating budget for the office is about \$26,300 which pays for phones, copier, technology licensing fees, website and new student orientation maintenance, and basic office supplies not including computers or peripherals. Marketing's fixed expenses include website server and maintenance, phone response tracking, a market research queue, a customer relations management tool, and social media listening tools that total about \$95,800. While some of this is more discretionary than our basic technology licensing, each component of Marketing's fixed cost supports a competitive advantage we employ to compete with schools that spend eight times more on marketing than we do. Our student assistant budget is fairly constant and allows OOL to have reception for prospective students who call, media support, programming support, and marketing support that would otherwise require full time positions. All of these functions are critical to OOL's operation; all areas of OOL would be impacted by a student labor shortage. If FY20's budget remains fixed, OOL projects a further reduction of \$40,000 to discretionary spending which would have to come from both marketing and operating and support which will make brand advertising and faculty support for development much more difficult, let alone expanding services to existing online programs and more generally to all of UGA.

Last, we are making some effort to extend our reach to the campus. OOL has partnered with the Center for Teaching and Learning and the Gwinnett Campus to provide guidance and

support for hybrid learning including facilitating a Faculty Learning Community on Hybrid Learning. Strategic guidance and support for hybrid learning was included in the current director's offer letter, but there is currently no capacity to assist with hybrid learning initiatives systematically.

Additional Significant Achievements

In addition to the high impact OOL has had on credit hour production and new program productions, we have been recognized for our innovation as well. James Castle and one of our former student programmers Chuma Atunzu have been recognized in several national trade publications for their part in creating our online physical education class for walking. James architected a system that allows FitBits to communicate with eLC through various Amazon Web Services allowing instructors in Athens to monitor heart rate data as well as duration, and quantity of activity of students all over the world.

Stephen Bridges and his student assistants helped to produce a set of four videos called "Sketching UGA" using animated overlays to expose the principles of sketching in the context of north campus. These videos are scheduled to be featured in the February Georgia magazine. It is likely that the Georgia Arts Council will help to publicize these videos when the Georgia Magazine article is published.

Ilse Mason, James Castle, Stephen Bridges, and Stephen Balfour were awarded an Affordable Learning Georgia grant to create an Open Education Resources platform in Amazon Web Services that could host no-cost, digital textbooks for students including Ilse Mason's set of physical education textbooks that serve over 7,000 students per year and saving students hundreds of thousands of dollars collectively.

OOL has also done some groundbreaking work with Google App Script to help automate parts of the instructional design process so that it is as efficient as it can be. OOL has demonstrated its ability to produce high quality products recognized at the state and national levels which support its mission and even extend its ability to serve larger populations within UGA.

Key Issues from this Self-Study

OOL has defined its mission sharply and in direct support to UGA's teaching mission. Even with this tight mission, the Office has several areas which it does not have the capacity to meet.

Existing online programs need support and have very few mechanisms to access that help. As described above, UGA's online programs are small enough that they do not generate the revenue they need to maintain themselves. As the office has had a similar number of instructional designers employed since it was created and it has continued to help to create more and more courses and programs, it has also created a large need for maintenance and support that could subsume its entire function. OOL is experimenting with ways to balance the creation and maintenance missions, but if OOL does not scale, then one of these two missions

will not be accomplished. OOL was included in part of a request to USG to provide more online, high-demand, summer courses to increase the four year graduation rate and may see two instructional designer lines added to help meet this need as a result.

OOL has not found the mechanisms to assist more than a small fraction of UGA's faculty move courses online or work with other forms of online learning such as hybrid courses. OOL has tried workshops with much the same effect the CTL has experienced: a lot of preparation and set up for fewer and fewer faculty members attending. OOL has provided online training in the form of a self-paced course. A recent review of the self-paced course showed that almost 0 faculty members enrolled in the course made it to the second module unless the self-paced course was used in conjunction with the OLF program (e.g., had financial incentives and an instructional designer meeting with the faculty member). There is a long history in the instructional design literature tracking instructional design offices as production shops or faculty development shops. OOL is solidly in the production shop category, which allows instructional designers to better use their training to create the highest quality of materials. However, OOL relies on the CTL and the Office of Faculty Affairs to perform the faculty development functions so that it can be a production unit.

OOL's resources are shifting toward salary and thus its operating and advertising budgets are shrinking each year. OOL has put in a budget request that might help with a more scalable budget that would allow our digital marketing function to largely be outsourced and managed by our current personnel. Similarly, the budget request outlined a plan to create a scalable Student Technology Assistant Plus (STA+) program which would employ undergraduate students to do project-based technology work in support of OOL's instructional design function. This would mean that a great deal of technology work would be delegated to the STA+ team and our instructional designers would focus much more on the pedagogy and design of learning. Additionally, the STA+ program might be able to use Amazon Web Services and other resource to better meet server support and programming needs like the Certificate in Robotic Drug Discovery faculty needed. If this STA+ program were adopted, it would require that our designers manage more courses but do much less technology work and support.

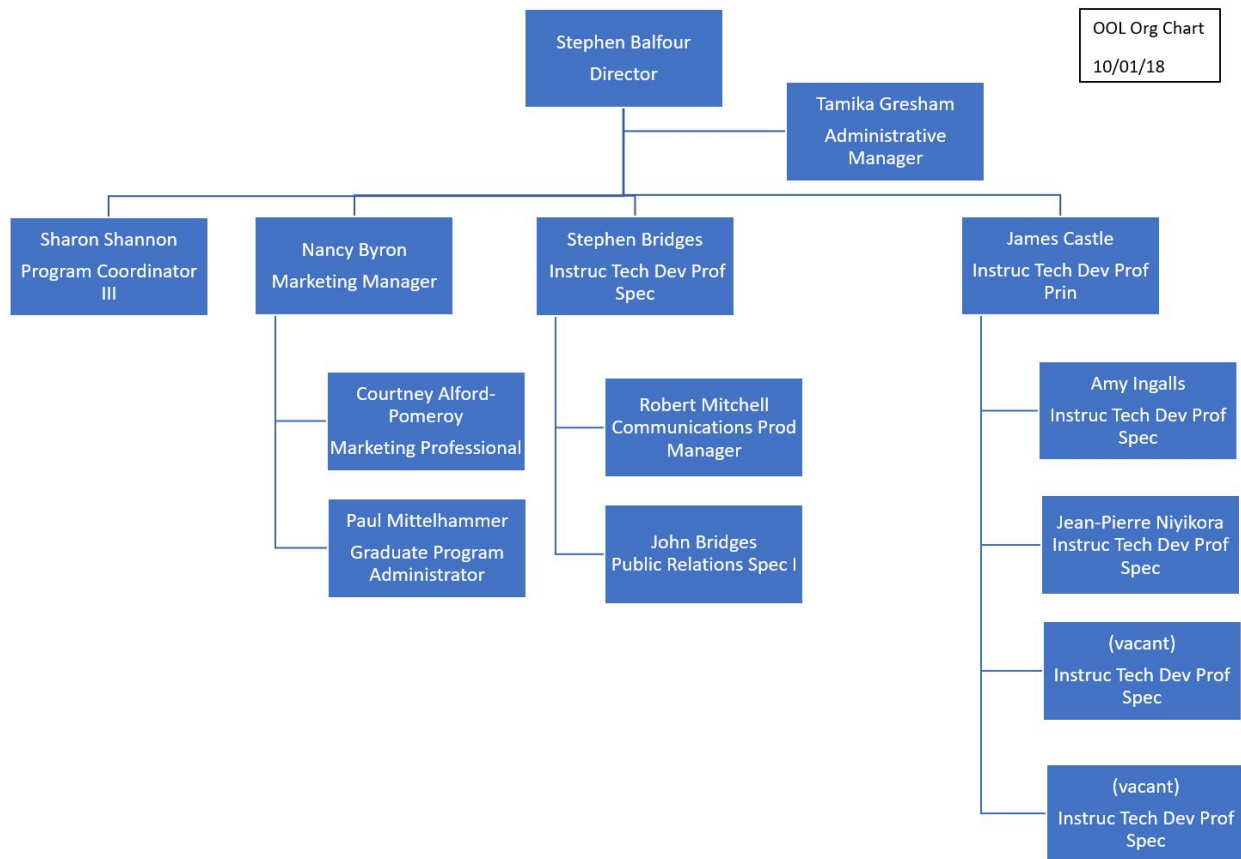
More generally, UGA does not have a robust set of technologies and support for online learning and teaching either for students or faculty. Much like the faculty in the Robotic Drug Discovery Certificate found, there is no easy way to set up servers for instructional use or get access to programmers who can help with instructional projects. The STA+ program above may address some of this need using Amazon Web Services, but it will not compensate for the lack of a good peer evaluation tool for teaching at UGA, the lack of flexible collaborative tools for teaching, and the lack of plagiarism detection tools to save faculty members time and encourage them to assign more complex learning experiences to their students.

Supporting Materials

Administrative Structure

Until 1 October 2018, OOL had a very flat structure with eight of the eleven members of the office reporting directly to the director. As of 1 October, instructional design is organized as a subunit in the same way that marketing already was, and three positions have been temporarily added to the office to help it accomplish its missions: Paul Mittelhammer, reporting to our Marketing Manager as our enrollment coach on two years of funding from OVPI, and Bobby Mitchell and Mark Bridges, reporting to our Media Lead as the newly formed experiment with the CTL forming our Media Cooperative which supports both units. Thus, OOL can be envisioned as having four subunits: Instructional Design, Marketing and Communication, the shared Media Cooperative, and State Authorization and Student Support.

Figure 1: OOL's Organizational Chart



This structure will allow the Director to spend more time with colleges and schools so that he can work with them to develop written strategies and plans for online learning in each of the units that desire to have one. These plans can then be used to better harmonize the mission of the Office of Online Learning with the colleges and schools’.

Overview of OOL Staff Members

Name	Position	Responsibilities
Stephen Balfour	Director	Office oversight, strategy, partnerships, collaboration, innovation, advocacy
Tamika Gresham	Administrative Manager	HR, finance, administrative support
Sharon Shannon	State Authorization and Student Services Coordinator	State authorization and student services
Nancy Byron	Marketing Manager	Program relations, all aspects of marketing, managing contractors
Courtney Alford-Pomeroy	Digital Marketing Specialist	Managing digital advertising, tracking digital behavior, reporting
Paul Mittelhammer	Enrollment Coach	Managing the enrollment funnel for selected programs; concierge-level service for prospective students
Stephen Bridges	Media Lead and Instructional Designer	Mange media team, produce media, part time instructional design
Robert Mitchell	Media Producer	Produce media
John Bridges	Associate Media Producer	Produce media
James Castle	Lead Instructional Designer	Mange instructional design team, manage application development, online program support, instructional design
Amy Ingalls	Instructional Designer	Instructional design in Grady and CAES
Jean-Pierre Niyikora	Instructional Designer	Instructional design, OOL
Vacant ID	Instructional Designer	Instructional design, OOL
Vacant ID	Instructional Designer	Instructional design, OOL

While OOL’s Marketing and Communication functions were described in the previous section, two OOL functions have not been fully described.

Instructional Design

OOL’s instructional designers have four primary functions:

1. Online Learning Fellows partnerships;
2. Building new online graduate programs with targeted investments in partnership with the Graduate School;
3. Media development for online courses; and
4. Ongoing support for online courses and programs.

With the exception of (3: media development), these functions were detailed in previous sections. Several instructional designers work both with our Media Cooperative or on their own to help provide instructional media for online courses. The more complex the project, the more likely that it is given to the Media Cooperative.

The Media Cooperative

OOL's Media supports instructional design, marketing, and students support services. Last year, OOL's one Media Lead worked with two part-time student assistants to produce 7 digital ads, 5 print ads, 75 GIFs for social media advertising, 9 marketing videos, and 107 instructional videos. These products represent about 2,250 production hours. This year, OOL has entered into a trial Media Cooperative with the CTL which adds the production of their team of two media producers and two student assistants, increasing the total production hours of the Media Cooperative to about 7,000. The CTL will need about 2,000 of those production hours, so the net gain for production of media in support of online learning will be about +200%. This should help with the media production backlog at OOL.

State Authorization and Student Support Services

OOL has one staff member who works with State Authorization and student services. Without getting into the minutiae, every single US State and territory regulates higher education, out-of-state activities such as field trips and seasonal residential activity, supervised field experiences, and the certification and disclosure requirements for licensed professions. UGA is required to comply with all State laws and regulations in every State we operate in, whether that is an online student taking a course or a face-to-face student doing an internship. Being a member of the National Council for State Authorization and Reciprocity Agreements (NC-SARA) allows us to offer fully online degrees with other SARA member states in States that we do not have a physical presence. Each State has a different definition of what establishes a physical presence, for example each of the following might establish a physical presence:

- a certain number of students studying in that State at one time
- a faculty member who lives in that State
- a physical building rented by the University in that State

For every degree, field trip, or residential activity that goes beyond basic online instruction, our student support services coordinator determines if we are compliant, or need additional permission/additional licensing fee payments to continue to operate in that State.

It is important to note that NC-SARA has no effect on state professional licensing requirements. “Any institution operating under SARA that offers courses or programs potentially leading to professional licensure must keep all students, applicants and potential students who have contacted the institution about the course or program informed as to whether such offerings actually meet state licensing requirements” (ref: <http://nc-sara.org/content/sara-manual>). As we help to create professional degree programs, with associated professional licensure and disclosure requirements for a national audience, the complexity of this function increases proportionally. We will need scalable funding to address this function, especially as our online MSW and online MPH with their internships come online in fall of 2020.

OOL also ensures that online students have access to University services and helps them navigate broad University policies such as (1) immunization, (2) verification of legal presence, (3) registration procedures, (4) academic holds removal, and (5) financial aid processes. Online student engagement projects include:

- Creating a UGA distance learning orientation for newly enrolled online students, including an Overview of eLC module available for campus-wide distribution
- Providing a financial planning webinar series with the Graduate School covering topics such as budgeting, credit, taxes, student loans, and benefits, etc.
- Promoting UGA virtual career fairs, Hugh Hodgson School of Music streaming concerts, UGA Game Watching Party and Alumni Association Welcome to the City Events

The bulleted efforts above are part of a larger strategy to provide more of a sense of belongingness to UGA online students. We envision a graduation event for online students, perhaps at the Gwinnett campus, at some time in the future.

Moreover, the OOL student services coordinator processes various reports and applications such as the annual NC-SARA Enrollment Data Report, NC-SARA Renewal Application for Institutional Participation in SARA, and contributing to UGA Fifth-Year Interim SACSCOC Accreditation Report.

As UGA online programs grow and the number of UGA online students increase, demands for more accessible student resources and engagement initiatives will become proportionally impacted.

Personnel and Area Evaluation

Since 2017, a new director joined the office, our administrative manager left for Franklin College and was replaced, the instructional designer for Grady and CAES left for a K-12 position and was replaced, and two instructional designers have left since the spring and both positions have candidates who will be back for second interviews the week of 15 October.

Overall, the instructional design team is strong but has very limited capacity with the vacancies in it. Our instructional designer assigned to CAES and Grady will continue to move the Masters in Food Technology and the new Concentration in Emerging Media programs forward. The two new instructional designers are being hired using a new job description that emphasizes the nationally-recognized IBSTPI instructional designer competencies. All current instructional designers have been provided with these standards (Instructional Designer Competencies, the Standards, 4th edition) and will eventually shift to competency-based job descriptions. This effort will co-occur with the more general effort at UGA to align with USG's competency-based job descriptions. The two new instructional designers will be onboarded in a team-based environment incorporating the two current instructional designers. We expect this team to get even stronger in the next year.

The marketing team is also very strong but also limited in capacity. In addition to oversight and strategic responsibilities, the marketing manager is the primary copy editor, student worker supervisor, creative director, and account manager across all programs. She couldn't add much more and as new programs come online, she must juggle her schedule even more. She needs a marketing assistant to take on some of the production duties. Our digital marketing specialist is also at capacity. If we were to take on group of programs such as those in the College of Education, we could no longer have one person tweaking all the digital campaigns for each of our programs but would have to outsource the digital ad management, have our specialist manage that contract and its results, and take on some other, related duties. Finally, the enrollment coach role is new to our team, and the person who has filled the role is demonstrating more capacity than we anticipated. We expect that he will be able to work with seven programs closely rather than the four we initially expected. While this is a substantial increase, it does not meet the needs of all 32 of our online programs.

Our State Authorization and Student Services Coordinator continues to build strong national state authorization and campus networks to serve the mission and functions of the OOL and the university at large. State Authorization is a tedious and time-consuming process. Notwithstanding the limitations of a one-person staff, the student support services unit is effective and strong. However, one person cannot sufficiently maintain this pace for OOL and all of UGA. For instance, in May 2019 all SARA member states will be required to report out-of-state learning placements for online and on-campus programs to NC-SARA. This extraordinary task rests on Sharon's shoulders. Nonetheless, she is assembling a team of campus contacts to begin working on this report, with the knowledge that seven months is the appropriate lead time to (1) create a communication plan to inform campus-wide stakeholders about the requested data, (2) identify data collection methods, and (3) discuss a future plan-of-action regarding the NC-SARA Enrollment Data Report and experiential learning activities that may impact UGA's NC-SARA membership, state authorization status, and our ability to offer interstate online programs. This is an indication of what is to come as her job becomes more and more complex.

Our media team has just expanded both in size and in its mission and it is currently learning its own boundaries. We expect that its capacity is going to better meet both OOL and CTL needs and both directors are evaluating its work as they ramp up. Stephen and Bobby have many years of experience and have worked with each other for multiple years; we have high hopes for what they will be able to do.

Space

Space is a huge challenge. Because the media team is housed in CTL space in South Instructional Plaza, we currently have enough offices for all our personnel. Also, thanks to the CTL, South Instructional Plaza has an excellent set of studios for media creation that have helped immensely as our previous studio set up in a hallway. However, if the requests we have made to USG for additional staffing comes through, we will have one staff member in a non-office space and student assistants in hallways. If we moved to meet any other needs we had, such as a Marketing Assistant or even more students to help with State Authorization research, we would need to move one more of our teams to another space such as the vacant Wilson Center. Being in three buildings is not ideal, but most of our office uses the Slack communication tool for distributed teams and it would be workable. The architect's office is working with us to find a space for us on campus because the majority of our office is in the Bank of America building downtown. UGA would prefer we vacated the Bank of America space, but it has been difficult to find a good space for us that is easily accessible to the faculty we work with.

Conclusion

OOL is a young unit which has experienced a significant growth in its mission by virtue of its own success at meeting the strategic goals assigned to it in UGA's 2020 Strategic Plan. It far exceeded both of its stated goals in the Strategic Plan. The much larger number of online programs and courses now require more instructional design and marketing support than OOL can provide and will soon outstrip its ability to provide state authorization and student services support. OOL and CTL's Media Cooperative is brand new and is hard to evaluate given its new capacity and charge. OOL has altered its methods in all four of its primary task areas to be more efficient, more supportive, and more innovative but faces some real challenges in what is expected of it and, particularly, its budget model. OOL seeks to build more partnerships to help it fully realize what online learning could be at UGA. From partnerships with the Graduate School that help extend its budget, to partnerships with colleges (e.g., Public Health), schools (e.g., Social Work), and programs (e.g., Financial Planning) to amplify its instructional design and media capacity. OOL would like to have greater engagement with colleges and schools to better synergize its mission with theirs in service to university goals. The current director has prioritized this new effort and made organizational changes to help the unit be more efficient so it can take on this new task. OOL is grateful for any suggestions and comments the committee may offer.

Appendix A: OLF Courses for FY19

Course		College	Faculty	Launch
CMLT3001E	The Swahili and the World I	Franklin	Dainess Maganda	Summer 2019
CSCI3030E	Computing, Ethics, and Society	Franklin	Michael Cotterell	Summer 2019
ECOL3530E	Conservation Biology	Ecology	Scott Connelly	Summer 2019
LLED8055E	Capstone Practicum and Portfolio in TESOL and World Language Education	COE	Victoria Hasko	Fall 2019
PSYC4230E	Psychology of the Workplace	Franklin	Malissa Clark	Summer 2019
EHSC3060E	Introduction to Environmental Health Science	Public Health	Anne Marie Zimeri	Summer 2019
FDST7120E	Food Fermentations	CAES	Abhinav Mishra	Spring 2019
PATH3XXX	Virus versus Humans: Health and Food	CAES	Sudeep Bag	Summer 2019
GEOG4590/6590E	Programming for Geographic Information Systems	Franklin	Lan Mu	Summer 2019
MARS1020E	Biology of the Marine Environment	Franklin	Catherine Ketter	Summer 2019
TXMI5220E	Fashion Product Development and Brand Management	FACS	Yoo-Kyoung Seock	Summer 2019
VBDI4998E	Online Histology	Vet Med	Sheba Mohankumar	#N/A
EPID/BIOS8060E	Modern Applied Data Analysis	Public Health	Andreas Handel	Fall 2019
PEDB1930E	Jogging for Fitness	COE	Ilse Mason	Summer 2019
EDIT6150E	Introduction to Digital Learning	COE	Nancy Knapp	Summer 2019
GEOG1113E	Introduction to Landforms	Franklin	Stan Hopkins	Summer 2019
PSYC3990E	Research Analysis	Franklin	Michelle Vandellen	Summer 2019

SPED7150E	Designing Reading Interventions for Special Education	COE	Kristin Sayeski	Spring 2019
ANTH2002E	Tombs and Temples	Franklin	Victor Thompson	Summer 2019
GEOG1101E	Introduction to Human Geography	Franklin	Amy Trauger	Summer 2019
PSYC1101E	Introduction to Psychology	Franklin	Trina Cyterski	Summer 2019
MUSI7XX1E	Pedagogical Efficacy in the Studio/Ensemble	Franklin	Rebecca Atkins	Spring 2019
CVLE2710E	Numerical Methods for Engineers	Engineering	Siddharth Savadatti	Summer 2019
ENGL4332E	Digital Storytelling	Franklin	Lindsey Harding	Summer 2019
FHCE3200E	Introduction to Personal Finance	FACS	Sophia Anong	Summer 2019
HORT/ENTO4000/6000E	Discover the Wonderful World of Plants and Pollinators and Your Place in it	CAES	Bodie Pennisi	Summer 2019
HPRB7510E	Health Promotion Research Methods	FACS	Jennifer Gay	Summer 2019
LACS1000E	Introduction to Latin America and the Caribbean	Franklin	Frans Weiser	Summer 2019
LLED7500E	Curriculum Design in World Languages and TESOL, Grades P-12	COE	Lou Tolosa-Casadont	Spring 2019
NMIX4111/6111E	New Media Design	Grady	Chris Gerlach	Summer 2019
THEA5810E	Computer Animation I	Franklin	John Kundert-Gibbs	Summer 2019
LAMS3000E	Clinical Concepts in Health Sciences	Vet Med	Jarred Williams	#N/A

Appendix B: Full List of Online Programs

Program	College School	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018
Bachelor of Business Admin	Terry	64	100	65	100	140	152	111
Master in Business & Technology	Terry	28	28	15	35	34	32	53
Master of Avian Health and Medicine	VM	9	11	0	12	13	14	14
Post-Baccalaureate in Classical Languages	Frank	2	7	0	3	5	3	4
Master of Music Education	Frank	5	5	17	13	14	22	9
Nonprofit Mgmt and Leadership	SW	0	0	0	0	0	2	4
M.S. in Pharmacy, International Biomedical Regulatory Sciences	Pharm	19	29	15	21	30	22	23
Phar Biomed Reg Affairs Online	Pharm	11	22	16	15	6	1	0
Graduate Certificate Clinical Trials Design and Management	Pharm	2	5	4	4	4	4	6
Low-Res MFA Narrative Media Writing	Grady	36	39	2	52	53	50	31
Master of Food Technology	CAES	9	12	2	19	26	29	37
M.S. in Foods and Nutrition, Community Nutrition	FACS	0	0	0	3	4	6	7
Master of Science in Financial Planning	FACS	24	31	26	38	43	40	47
B.S. in Special Education	CED	32	33	21	38	41	41	28
M.Ed. Learning Design & Technology	CED	11	16	13	21	23	22	14
M.Ed. Workforce Education	CED	1	3	3	3	5	5	7
Certificate eLearning Design	CED	13	13	9	14	17	15	8
Certificate Instructional Technology for Teaching	CED	1	2	1	2	1	1	1
Master of Learning, Leadership & Organization Development	CED	33	32	18	42	40	35	50
Interdisciplinary Qual Studies	CED	6	4	3	7	7	7	2

Certificate in Pre-Professional Speech Language Pathology	CED	0	0	0	0	0	10	20
Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)	CED	3	6	4	7	8	5	3
Ed.S. in Educational Psychology, Gifted & Creative Education	CED	7	7	13	13	12	22	14
M.Ed. in Educational Psychology (both concentrations)	CED	32	35	33	41	44	51	41
M.Ed. in Middle Grades Education	CED	14	16	20	26	27	27	19
M.Ed. in Reading Education	CED	11	12	8	12	13	15	16
Gifted In-Field Endorsement	CED	5	19	16	9	12	14	6
M. Ed. in Science Education	CED	0	0	0	0	0	0	0
Graduate Certificate in Dyslexia	CED	0	0	0	0	0	0	0
Endorsement in Reading Ed	CED							
Endorsement in English to Speakers of Other Languages (ESOL)	CED							