Extent of Online Education in the SUS

- Florida is second in the nation in the number of students enrolled in distance learning courses.

- 54% of students in the SUS in 2013-14 were enrolled in at least one distance learning course (9% of those enrolled only in distance learning courses).

- 20% of student full-time equivalents (FTE), which are calculated from student credit hours, were in distance learning courses in 2013-14.
• This Plan provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida’s economy.
Goal 1: The State University System will create a culture of quality for online education.

Goal 2: The State University System will provide a foundation for quality online education.
Quality:
Areas addressed in Quality Matters (similar areas are addressed in other “quality” rubrics)

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction & Engagement
6. Course Technology
7. Learner Support
8. Accessibility
Quality at FIU:
MAN4301 - Human Resource Management
## Learning Objectives (Competencies)

### 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

### 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

### 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.

### 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

### 2.5 The learning objectives or competencies are suited to the level of the course.
Welcome to MAN4301: Human Resource Management

My name is Dr. Emmanuele Archange and I will be your instructor for this Hybrid course. I am excited about the opportunity to work with you this semester. Please take a moment to review the information below. When you are done, proceed to the appropriate module below.

1. 📚 Read about getting started in your online course.
2. 🎬 Watch my welcome video (includes captions).
3. 📝 Read the Course Syllabus.
4. ⌨️ Proceed to the Discussion Board to introduce yourself to your colleagues.

Module 1: Understanding HRM

In this module, you will be introduced to Human Resources Management (HRM) and your online class. This is a two-week module that broadly covers the field of Human Resources Management. Mandatory assignments require two discussion board activities.

Module 2: The Legal and Ethical Context of HRM

In this module, you will learn about the legal and ethical context of HRM. This is a two-week module that covers pertinent laws, legislations, and court cases that impact HRM. The mandatory assignments are a case review assignment and a discussion board activity.
Module 5: *Maintaining High Performance*

**Learning Objectives**

After completing this module, you will be able to:

- Identify the three purposes of performance management systems and whom they serve.
- Explain why performance appraisals might be distorted.
- Define the goal of compensation administration.
- Discuss job evaluation and its three basic approaches.
- Discuss why executives' salaries are significantly higher than those of other employees.
- Evaluate employee wellness programs.

---

**Week 9: October 18 – October 24**

This week covers:

- *Chapter 10: Establishing the Performance Management System*

---

**Week 10: October 25 – October 31**

This week covers:

- *Chapter 11: Establishing Rewards and Pay Plans*
Week 9: October 18 – October 24

Directions

The following sequence of instructional events is required for successful mastery of this week’s content:

1. Read Chapter 10 in the textbook and read the supplemental document.
2. Watch the Awkward Performance Appraisal video.
3. Watch the presentation for Chapters 10.
4. Proceed to the Discussion Board to complete this week’s discussion board activity.
5. Complete the ungraded practice exercises for Chapters 10 located in the Practice Exercises area.

Resources

The Push Against Performance Reviews

Clean, Intuitive Visual Design
QM Standard 1: Course Overview and
QM Standard 2: Learning Objectives
Recruiting Goals

- Factors that affect recruiting efforts:
  - Organizational size
  - Employment conditions in the area
  - Effectiveness of past recruiting efforts
  - Working conditions, salary, and benefits offered
  - Organizational growth or decline
The Push Against Performance Reviews

Read the "The Push Against Performance Reviews" article at The New Yorker. (opens in a new window)
Interviews with Industry Leaders
QM Standard 4: Instructional Materials and
QM Standard 5: Learner Activities and Interaction
Ungraded Practice Exercises
QM Standard 3: Assessment and Measurement and
QM Standard 5: Learner Activities and Interaction
Virtual Group Presentations
QM Standard 5: Learner Activities and Interaction
This class is **designed** to be engaging, and will provide you with the chance to network with your classmates and other HR industry leaders. My expectations are that you participate, you complete your assignments, you study for and complete your exams, and you speak to me if you’re having any difficulties or you have any questions about this course online content. If you do these things, you’re expected to do well in this course.

When you log into the course—obviously you have, because you’re watching me in this welcome video—the first thing you should do is read the syllabus. If you have not done so yet, you should definitely begin reading the syllabus because this is our contract for this course. When you log in, you will see the home page for

---

**Videos with Captions for Accessibility**

**QM Standard 8: Accessibility**
Questions?

Matt Acevedo, Senior Instructional Designer
mmaceve@fiu.edu
Quality: Goal 1 - The SUS will create a culture of quality for online education.

Strategy 1.1: Recognize the development of high quality online education.

*Tactics:*

1.1.1 In conjunction with the FCS, create a statewide award system for exceptional online courses.

1.1.2 Create a coding system in the FLVC course catalog that allows the identification of quality courses.

1.1.3 Ensure implementation of quality rubrics/processes for all universities offering online education.

1.1.4 Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.
Quality: Goal 1 - The SUS will create a culture of quality for online education (continued)

Strategy 1.2: Expand support for professional development.

**Tactics:**

1.2.1 Create a statewide professional development network for instructional designers.

1.2.2 Enhance professional development opportunities offered by FLVC for institutional leaders in online education.

1.2.3 Provide an online toolkit and annual workshops for staff who are responsible for faculty professional development.
Quality: Goal 1 - The SUS will create a culture of quality for online education *(continued)*

**Strategy 1.2: Expand support for professional development. *(continued)***

**Tactics:**

1.2.4 Integrate quality rubrics into professional development processes.

1.2.5 Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.
Strategy 2.1: Conduct and share research about online education to improve quality.

Tactics:
2.1.1 Create a statewide online education research consortium.

2.1.2 Share research-based best practices.
Quality: Goal 2 - The SUS will provide a foundation for quality online education (continued)

Strategy 2.2: Provide the infrastructure needed to support the development and delivery of online education.

*Tactics:*

2.2.1 Ensure that each institution has the technology needed to provide quality online education.

2.2.2 Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.

2.2.3 Ensure universities review their infrastructure to confirm that students can easily access their online instruction.
Quality: Goal 2 - The SUS will provide a foundation for quality online education (continued)

Strategy 2.3: Ensure support services that promote student success are available for online students.

Tactic:
2.3.1 Ensure that universities confirm that online students have access to services equivalent to those used by campus-based students.
University of Florida
Counseling and Wellness Center

https://mediasite.video.ufl.edu/Mediasite/Play/36edb29e08334009addf4da43c53f8991d
# Quality – Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of annual SUS Chancellor Awards for high-quality courses</td>
<td>8 Chancellor Awards presented annually at the state level</td>
</tr>
<tr>
<td>Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog</td>
<td>90% of SUS courses in the FLVC catalog rated high quality</td>
</tr>
<tr>
<td>Percentage of faculty participating in professional development</td>
<td>15% of faculty from SUS institutions offering online education participate in yearly professional development activities</td>
</tr>
<tr>
<td>Number of institutions sharing research in online education</td>
<td>75% of SUS institutions participate in the online education research consortium</td>
</tr>
<tr>
<td>Online student success (receiving a course grade of A, B, or C)</td>
<td>Online student success rate equals or exceeds the rate for comparable face-to-face courses</td>
</tr>
<tr>
<td>Online student withdrawal rate</td>
<td>Online student course withdrawal rate is no higher than for comparable face-to-face courses</td>
</tr>
<tr>
<td>Student satisfaction with online education</td>
<td>Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses</td>
</tr>
</tbody>
</table>
Access: Undergraduate Historical and Projected Distance Learning Credit Hours

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL DATA</th>
<th>UNIVERSITY WORKPLANS</th>
<th>BOG PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>LOW</td>
<td>0.99</td>
<td>1.13</td>
<td>1.28</td>
</tr>
<tr>
<td>MED</td>
<td>0.99</td>
<td>1.13</td>
<td>1.28</td>
</tr>
<tr>
<td>HIGH</td>
<td>0.99</td>
<td>1.13</td>
<td>1.28</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>LOW</td>
<td>1.57</td>
<td>1.69</td>
<td>1.82</td>
</tr>
<tr>
<td>MED</td>
<td>1.57</td>
<td>1.69</td>
<td>1.82</td>
</tr>
<tr>
<td>HIGH</td>
<td>1.57</td>
<td>1.69</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>LOW</td>
<td>1.86</td>
<td>1.90</td>
<td>1.94</td>
</tr>
<tr>
<td>MED</td>
<td>1.94</td>
<td>2.06</td>
<td>2.18</td>
</tr>
<tr>
<td>HIGH</td>
<td>2.02</td>
<td>2.21</td>
<td>2.42</td>
</tr>
<tr>
<td></td>
<td>2020-21</td>
<td>2021-22</td>
<td>2022-23</td>
</tr>
<tr>
<td>LOW</td>
<td>1.97</td>
<td>1.98</td>
<td>2.01</td>
</tr>
<tr>
<td>MED</td>
<td>2.30</td>
<td>2.39</td>
<td>2.52</td>
</tr>
<tr>
<td>HIGH</td>
<td>2.62</td>
<td>2.80</td>
<td>3.02</td>
</tr>
<tr>
<td></td>
<td>2023-24</td>
<td>2024-25</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>2.05</td>
<td>2.08</td>
<td></td>
</tr>
<tr>
<td>MED</td>
<td>2.65</td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>HIGH</td>
<td>3.25</td>
<td>3.48</td>
<td></td>
</tr>
</tbody>
</table>
Access: Historical and Projected Undergraduate Student Credit Hours

2013-14
- Distance Learning: 20%
- Not Distance Learning: 80%

2024-25 Goal
- Distance Learning: 60%
- Not Distance Learning: 40%
Access: Historical and Projected Graduate Distance Learning Credit Hours

HISTORICAL & PROJECTED GRADUATE DISTANCE LEARNING CREDIT HOURS

<table>
<thead>
<tr>
<th>ACTUAL DATA</th>
<th>UNIVERSITY WORKPLANS</th>
<th>BOG PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>213       211       266       281       308       356       396       400       404       408       416       416       420       428       432</td>
<td></td>
</tr>
<tr>
<td>MID</td>
<td>396       408       424       444       460       472       492       508       528</td>
<td></td>
</tr>
<tr>
<td>HIGH</td>
<td>396       420       444       476       500       524       556       584       616</td>
<td></td>
</tr>
</tbody>
</table>
Access Historical and Projected Graduate Student Credit Hours

2013-14
- Distance Learning: 18%
- Not Distance Learning: 82%

2024-25 Goal
- Distance Learning: 66%
- Not Distance Learning: 34%
Access: Goal 1 - The SUS will increase access to and participation in online education

Strategy 1.1: Increase enrollments in online education.

**Tactics:**

1.1.1 Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses.

1.1.2 Offer a broad range of fully online degree programs.

1.1.3 Increase 2+2 collaboration.

1.1.4 Support the development and delivery of affordable, high quality, fully online baccalaureate programs by UF Online

1.1.5 Provide a statewide marketing campaign.
Strategy 1.1: Increase enrollments in online education (continued)

Tactics:

1.1.6 Retain fully online students by implementing best practices such as academic coaches, success coaches, analytics, and early alert interventions.

1.1.7 Provide multiple, accelerated terms.

1.1.8 Provide a robust set of student support services to support the delivery of multiple, accelerated models.
Access: Goal 2 - The SUS will create an environment favorable to the growth of online education

Strategy 2.1: Secure the funding necessary to continue expansion of online education.

Tactics:

2.1.1 Determine means to optimize use of the distance learning fee.

2.1.2 Obtain funding for statewide marketing and recruiting.

2.1.3 Seek incentive funding to encourage innovations in online education.

2.1.4 Secure student support resources to ensure students have access to technology required for online education.
Strategy 2.2: Pursue changes to the regulatory environment to enable continued growth in online education.

Tactics:

2.2.1 Clarify that the requirement in Board Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.

2.2.2 Amend Board Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.
Strategy 2.2: Pursue changes to the regulatory environment to enable continued growth in online education (continued)

*Tactics:*

2.2.3 Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.

2.2.4 Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.
Access: Goal 3 - The SUS will harness the power of online education to help meet the economic development needs of the state.

Strategy 3.1: In collaboration with the Florida College System, meet the educational needs of employers in the state.

Tactics:

3.1.1 Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.

3.1.2 Ensure universities are using need and demand data when considering programs for online delivery.
## Access – Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of undergraduate student credit hours in online education</td>
<td>3.48 million</td>
</tr>
<tr>
<td>Number of undergraduate FTE enrolled in online courses</td>
<td>86,900</td>
</tr>
<tr>
<td>Number of graduate student credit hours in online education</td>
<td>616,000</td>
</tr>
<tr>
<td>Number of graduate FTE enrolled in online courses</td>
<td>19,250</td>
</tr>
<tr>
<td>Percentage of SUS undergraduate students enrolling in one or more online course each year</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of SUS graduate students enrolling in one or more online course each year</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.</td>
<td>60%</td>
</tr>
</tbody>
</table>
## Student Success

Students will use educational services to improve abilities to navigate through education to career

<table>
<thead>
<tr>
<th>People and Partners</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a high quality work &amp; shared environment so that everyone can achieve at the highest level.</td>
<td>Foster strategic partner collaboration to solve critical higher education challenges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shared Services</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a high quality value-added service culture and infrastructure to all partners, students and institutions in Florida.</td>
<td>Use value-added approaches to support lower costs of instructional delivery through shared services and innovation.</td>
</tr>
</tbody>
</table>
Welcome to Florida's student hub of innovative educational services.

Specializing in bright futures.

Go to College  Succeed in College  Find a Career

https://www.floridashines.org
Specializing in bright futures.

Go to College
Compare schools. Get admissions info. Browse degree programs.

Find a Career
Find career resources. Explore becoming a Florida educator.

Get a transcript of courses

Search for a scholarship

Plan Your Path
Earn Credit by Exam
Check Your Progress
Learn Online
Locate a Testing Center
Take a Course at Another School
Transfer Schools
Search Libraries

https://www.floridashines.org
Online Catalog
Fall 2015

LEARN ONLINE
Taking an online course or degree program allows you to learn on your own schedule.

Online Courses
FloridaShines courses include a wide variety of online courses offered at colleges and universities across the state. Florida also makes it easy for students to take a course at another college or university without worrying if the course is transferable. Under state policy, all state public four-year colleges and universities will accept courses offered by another state public institution.

To register for an online course through the catalog, you must be enrolled in a state college or university. Once you find the course you want, click Begin Registration and complete the form. Your application will be sent automatically to your home institution and the institution offering the course. The institution offering the course will contact you to finalize registration.

• 17,990 fully online courses

• 595 Programs
Over 75 million searches for full text, e-resources, and library materials
student hub of innovative educational services.

Everything under the sun you'll need to shine.

Go to College
Compare schools. Get admissions info. Browse degree programs.

Succeed in College
Review transcripts. Search libraries. Find an online course.

Explore Careers
Become a Teacher

https://www.floridashines.org

powered by the Sunshine State

Get Help • About • Partners
MyCareerShines
A service of FloridaShines
A career readiness and assessment tool for Florida

Elementary
Fall 2016

Middle/Secondary
September 2015

College Student
October 2015

A comprehensive, K-20 education and career planning system that will help students and adults succeed in the increasingly competitive global economy.
Facilitates **career development planning** for all adult populations (aligns with the WIOA).

Supports reliable **major or program selection** which leads to successful completion.

Guides **workforce preparation** for seamless transitions into the world of work.
Welcome to Kuder Navigator®

Kuder Navigator® is an online education and career planning system that gives you the tools you need to build a foundation for lifelong career success. You will learn what your interests and skills are and how to apply them to a career plan for your future.

Begin by Taking Assessments

Your assessment results will help us tailor your experience throughout the site.

Kuder® Career Interests Checklist
Connect your top interests with career paths
Choose what activity you like to do the most, the next most, and the least. When you’re finished, your highest interests will be matched with careers that you may enjoy.

Review My Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have not yet completed the interests checklist</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Links

<table>
<thead>
<tr>
<th>Links</th>
<th>Recommended By</th>
</tr>
</thead>
<tbody>
<tr>
<td>You do not currently have any recommended links</td>
<td></td>
</tr>
</tbody>
</table>
Occupations Suggested by Six National Career Fields

Careers that share common characteristics can be grouped into six career fields. To learn more about each field and the careers that belong to it, click on any of the six icons below.

Industrial, Manufacturing and Engineering Systems

Save to my favorite career fields

People who work in this group have jobs such as machine operators, engineers, scientists, architects, and aircraft mechanics. These people design products and structures, make them, and deliver them for others to buy.

Related Occupations for Industrial, Manufacturing and Engineering Systems

- High School Completion
- High School Completion & Two Years Beyond
- Four-Year Degree and Beyond

How are the 16 National career clusters related to the 6 career fields?

Information about each of the 16 National career clusters, their pathways, and the titles of their related occupations and majors is provided by the National Association of Career Technical Education Consortium (NASCCTEC), with support from the National Career Technical Education Foundation (NCTEF) to support the National Career Clusters™ Framework. Information included in this database is updated as soon as refinements are made by this organization. The last review of this information was completed July 2012.
For additional questions, contact:

Dr. Pam Northrup
pnorthru@uwf.edu
Strategy 1.1: Enhance shared support services for online students.

*Tactics:*

1.1.1 Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.

1.1.2 Explore additional items for potential sharing.
Strategy 1.2: Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.

**Tactics:**

1.2.1 Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for a quality rubric to measure course quality for the system.

1.2.2 Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas.
Affordability: Goal 1 - The SUS will enhance shared services to support online program development and delivery costs (continued)

Strategy 1.2: Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience. (continued)

Tactics:

1.2.3 Review and recommend data analytic tools and methods to predict student success in online education.
1.2.4 Develop means to collect data to create predictive analytics tools and interventions to increase student persistence and completion.
1.2.5 Encourage institutions to opt into the selected common Learning Management System.
Affordability: Goal 2 – The SUS will reduce the costs of educational materials for students.

Strategy 2.1: Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.

_Tactics:_

2.1.1 Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.

2.1.2 Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials.
Affordability: Goal 3 - The SUS will adopt innovative instructional models to create instructional efficiencies.

Strategy 3.1: Implement innovative instructional models.

**Tactics:**

3.1.1 Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand.

3.1.2 Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand.

3.1.3 Implement a model to assess prior learning for the award of academic credit.

3.1.4 Develop a series of experimental incubation pilot projects to support new and emerging online education innovations.
Affordability: Goal 4 - The SUS will determine the costs of online education campus-by-campus.

Strategy 4.1: Update system-wide definitions of online education terms.

*Tactic:*

4.1.1 Review and recommend revisions to current system-wide terms and definitions.
Affordability: Goal 4 - The SUS will determine the costs of online education campus-by-campus (cont.)

Strategy 4.2: Develop a model that captures each institution’s online education revenues and expenditures.

Tactics:

4.2.1 Determine and define the elements that should be captured for the model.

4.2.2 Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.
### Affordability – Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)</strong></td>
<td>Annual increase in the percentage of online courses using electronic textbooks or open educational resources</td>
</tr>
<tr>
<td><strong>SUS and FCS institutions collaborate on course design and development</strong></td>
<td>50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources</td>
</tr>
<tr>
<td><strong>SUS institutions collaborate on course design and development</strong></td>
<td>50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources</td>
</tr>
<tr>
<td><strong>Competency-based and adaptive learning approaches reduce time-to-degree and associated cost</strong></td>
<td>50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree</td>
</tr>
</tbody>
</table>