



STATE
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of FLORIDA
Board of Governors

AGENDA

STEERING COMMITTEE

for Implementation of the 2025 *Strategic Plan for Online Education*

Room 3700

Marshall Student Center

University of South Florida

4103 USF Cedar Circle

Tampa, Florida 33620

June 12, 2019

8:30 a.m. to 10:00 a.m. or upon adjournment

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
 - a. March 27, 2019, Meeting Notes
 - b. May 1, 2019 Meeting Notes
 - c. Update: 2019 Summary Agendas
2. For Approval: Affordability Performance Indicators and Goals Dr. Nancy McKee, BOG
3. For Update:
 - a. Marketing Dr. Pam Northrup, UWF
 - b. Textbook Affordability Dr. McKee
 - c. Resiliency Initiative Dr. Jon Rogers, BOG
 - d. Completed Tactics Dr. McKee
4. Concluding Remarks and Adjournment Chair Wilcox

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 12, 2019**

SUBJECT: Opening Remarks

PROPOSED STEERING COMMITTEE ACTION

For Approval of Meeting Notes
For Information (Summary Agendas for 2019)

BACKGROUND INFORMATION

Members will review and approve the meeting notes of the Steering Committee meetings held on March 27, 2019, and May 1, 2019.

Members will be informed of highlighted revisions to upcoming agendas.

Supporting Documentation Included: Meeting Notes: March 27, 2019 and May 1, 2019
Summary Agenda for 2019

Facilitators/Presenters: Chair Ralph Wilcox



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STEERING COMMITTEE

for Implementation of the 2025 *Strategic Plan for Online Education*

Student Government Association Chambers, Room 100

Student Union

Florida A & M University

March 27, 2019

11:30 a.m. – 12:45 p.m.

(Lunch will be provided in the room.)

Meeting Notes

Members in attendance: Chair Ralph Wilcox; Provosts Brett Danilowicz, George Ellenberg, Ken Furton, Joe Glover, and Sally McRorie; and Associate Vice Chancellor Nancy McKee

1. Call to Order and Opening Remarks

Dr. Ralph Wilcox, Chair

a. January 30, 2019, Meeting Notes

The meeting notes from the January 30, 2019, Steering Committee meeting were approved.

b. Update: 2019 Summary Agenda

The work plan was accepted, with an acknowledgement that it will be adjusted as priorities change.

2. For Approval: "Quality" Performance Indicators and Goals

Dr. Nancy McKee, BOG

1. June 2019 Innovation and Online Committee Meeting

Dr. McKee indicated that the process for IOC review of performance measures in the SUS 2025 *Strategic Plan for Online Education* would reflect the process used by the Board's Strategic Planning Committee for reviewing the performance indicators and goals in the SUS Strategic Plan. A review for mid-course corrections would begin in June when Quality performance indicators and goals will be presented to the Innovation and Online Committee; revisions to the Affordability indicators and goals will be in August; and revisions to the Access indicators and goals will be in October. To assist in the mid-course

review, the Steering Committee reviewed and approved the Quality recommendations as follows:

<i>Performance Indicators</i>	<i>2025 Goals</i>	<i>Steering Committee Action</i>
<p>Number of annual SUS Chancellor Awards for high-quality courses</p> <p>Recommendation: No change</p>	<p>8 Chancellor Awards presented annually at the state level</p> <p>Recommendation: <i>Change the number of Chancellor's Awards to align with the structure of the awards program:</i></p> <p><u>One</u> Chancellor's Award presented annually at the state level</p>	Accepted
<p>Percent of SUS courses bearing a "high-quality" rating in the FLVC online catalog</p> <p>Recommendation: Percent of SUS courses bearing a "high-quality" <u>rating course design designation</u> in the FLVC online catalog</p>	<p>90% of SUS courses in the FLVC catalog rated high quality</p> <p>Recommendation: <i>There are (how many? Have requested of John Opper) unduplicated SUS course sections in the FLVC catalog. Although the number of courses that have already been reviewed using comparable review processes is unknown at this point, it is anticipated that the review process will be a massive undertaking, even for a multi-year effort. A baseline number of reviewed courses will need to be determined in order to implement the workgroup's recommendation below.</i></p> <p>90% <u>The number of SUS courses in the FLVC catalog rated high bearing a quality course design designation will increase by 10 percentage points each year.</u></p>	After a lengthy discussion, the Steering Committee decided to put a small group together to work on this language to find a more realistic approach that would provide the Board with assurance in the quality of course design. Prior to June, the Steering Committee will have a brief conference call to discuss and approve an updated revision.
<p>Percentage of faculty participating in professional development</p> <p>Recommendation: Percentage of faculty <u>teaching online courses</u> participating in professional development</p>	<p>15% of faculty from SUS institutions offering online education participate in yearly professional development activities</p> <p>Recommendation: <i>The goal is to ensure that faculty who teach online courses are well-prepared to do so.</i></p> <p><u>90% of faculty teaching online courses complete professional development related to online education.</u></p>	Accepted

<p>Number of institutions sharing research in online education</p> <p>Recommendation: No change</p>	<p>75% of SUS institutions participate in the online education research consortium</p> <p>Recommendation: <i>Strengthen the goal to ensure research is being shared.</i></p> <p><u>100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.</u></p>	<p>Accepted</p>
<p>Online student success (receiving a course grade of A, B, or C)</p> <p>Recommendation: No change</p>	<p>Online student success rate equals or exceeds the rate for comparable face-to-face courses</p> <p>Recommendation: <i>Edit the goal to better reflect the way in which the calculations are done at the system level.</i></p> <p>Online student success rate equals or exceeds the rate for comparable face-to-face courses.</p>	<p>Accepted as follows:</p> <p>Online student success rate equals or exceeds <u>is comparable to</u> the rate for comparable face-to-face classroom courses.</p>
<p>Online student withdrawal rate</p> <p>Recommendation: No change</p>	<p>Online student course withdrawal rate is no higher than for comparable face-to-face courses</p> <p>Recommendation: <i>Clarify that the withdrawal rate will be calculated in total at the system level and not for individual courses. Institutions may calculate and review individual courses for anomalies.</i></p> <p>Online student course withdrawal rate is no higher than for <u>comparable to the withdrawal rate from face-to-face classroom</u> courses.</p>	<p>Accepted</p>
<p>Student satisfaction with online education</p> <p>Recommendation: No change</p>	<p>Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses</p> <p>Recommendation: No change</p>	<p>Accepted as follows:</p> <p>Student satisfaction levels for online courses equal or exceed <u>are comparable to</u> satisfaction levels for comparable face-to-face classroom courses.</p>

2. Quality Designations Follow-up from 1/30/19 Steering Committee Meeting

Dr. Deb Miller, UNF

The discussion on Quality designations was included in the discussion of the performance metric on Quality and High Quality designations in the FLVC distance learning catalog.

- The Steering Committee discussed whether to have two quality designations – Quality and High Quality – or one (Quality). Governor Morton indicated that we have a tendency to look from inside out, rather than outside in. How would a student look at Quality, High Quality, and no designation? He said that if it is not

quality, it would not be in the catalog. Dr. Glover mentioned that the perception will be that if it does not say “Quality,” it will be low quality. The Committee recommended that there be only one designation, “Quality.”

- Dr. Danilowicz asked whether the designations should be internal or external, and the Committee decided the designations should be internal; they should be sent to Board staff for monitoring to ensure the reviews are being undertaken.
- Chair Wilcox asked Dr. McKee to distribute the Eduventures paper, “Building Better Online Courses: Findings from CHLOE3” to the rest of the Steering Committee members.

3. For Update:

a. Showcase for Board meeting in June

Dr. Cindy DeLuca, USF

Dr. DeLuca said that she and Dr. McKee will send a note to distance learning leaders within the next two weeks with details about the Showcase. Tables will be set up to represent Quality, Affordability, and Access initiatives underway to assist in implementing the Strategic Plan for Online Education. All institutions will be represented, and the tables will be set up outside the room where the Board of Governors will be meeting.

b. Student Services Summit

Dr. DeLuca

Dr. DeLuca said that Dr. Glover and Chair Wilcox have agreed to pay for a speaker who would give a presentation to the Board’s Innovation and Online Committee and also present at the Student Services Summit, which will be held for student services professionals in conjunction with the Board of Governors’ meetings at UF in October.

c. Resiliency Initiative

Dr. Jon Rogers, BOG

Dr. Rogers said that he had been researching Academic Continuity and Resiliency efforts throughout the country, including Best Practices and mutual aid agreements. He would like to pull a system-wide group together that would include academic and student services staff to discuss what the Resiliency initiative would look like in our System, and its logistics. He said that the Chancellor is very interested in having some type of Resiliency summit or workshop.

The Steering Committee expressed interest in and support for such an initiative and Chair Wilcox directed that Dr. Rogers work with Provost McRorie, as chair of CAVP, to get a group appointed and lead an initial planning call with the group.

d. 2025 Strategic Plan for Online Education: Completion of Initiatives

Dr. DeLuca

Dr. DeLuca indicated that the Implementation Committee would determine which initiatives have been completed.

e. Textbook Affordability

Dr. McKee

Dr. McKee said that Governor Patel and other Board members are interested in focusing on Textbook Affordability. She said that she and several university staff will be

meeting with Governor Patel later that day to update him on efforts in the System. Textbook Affordability will be part of the discussion at the August Innovation and Online Committee meeting.

4. Concluding Remarks and Adjournment

Chair Wilcox

Chair Wilcox adjourned the meeting at 12:45.



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STEERING COMMITTEE

for Implementation of the 2025 Strategic Plan for Online Education

May 1, 2019

Conference call 1:30 p.m.

1-888-585-9008; Code 305-002-533

1. **Call to Order and Opening Remarks** **Dr. Ralph Wilcox, Chair**
Chair Wilcox convened the meeting at 1:35 p.m. on May 1, 2019, with the following members present: Vice Chair Ellenberg, Provosts Furton and Glover, Robert Fuselier as Dr. McRorie's delegate, and Dr. McKee (non-voting).

2. **For Approval: Quality Course Design Performance Indicator and Goal** **Chair Wilcox**
The following performance indicator and goal were presented for discussion:

Performance Indicator:

Current: Percent of SUS courses bearing a "High Quality" rating in the FLVC online catalog

Proposed: Continuing assessment of online courses to provide quality assurance and improvement using the *Florida Online Course Design Quality* (https://www.flbog.edu/board/office/online/doc/2019_04_25_FLORIDA%20ONLINE%20COURSE%20DESIGN%20QUALITY_forPosting.pdf) review or an approved institutional process.

2025 Goal:

Current: 90% of SUS courses in the FLVC catalog rated "High Quality"

Proposed: 100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be reviewed on no less than a 5-year cycle.

On behalf of Provost McRorie, Chair Wilcox said she was comfortable with the performance indicator, but was concerned about the goal's 5-year cycle being difficult to implement. Robby Fuselier stated he had interpreted the language to

mean that every course had to have a full review every five years, and it would be helpful to have the flexibility to determine whether the course needed a full or minor review. Dr. Glover suggested amending the second sentence in the goal as follows. "Existing and continuing courses will be considered for review on no less than a 5-year cycle." Dr. Ellenberg moved the amended language and Dr. Furton seconded the motion. The motion was approved unanimously.

3. Concluding Remarks and Adjournment

Chair Wilcox

Chair Wilcox announced that the next Steering Committee meeting will be 8:30-10:00 a.m. on June 12 at USF. He requested that Provosts McRorie and Glover send delegates to the meeting, because they both will be out of the country at that time.

Chair Wilcox also announced that the Board's Innovation and Online Committee will meet Thursday, June 13, at 9:30. Dr. Cindy DeLuca provided details of the Showcase being planned for June 13. It will have four tables, with three of them highlighting activities that support the three elements in the Strategic Plan for Online Education: Access, Quality, and Affordability. The fourth table will highlight legislatively funded initiatives: UF Online, Complete Florida, and FloridaShines. All institutions will be represented at the Showcase.

Chair Wilcox adjourned the meeting at 1:55 p.m.

**Summary AGENDAS - the 2019 Work Plan
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
2019		
January 30-31 [FIU]	1. For Approval: SUS Plan for Strategic Marketing (Joseph) 2. Online Strategic Plan Update: Review of Tactics (ALL) 3. Update: Quality Designations (Deb, Kelvin) Workgroup Updates (each meeting)	1. Summary Reports: Textbook Affordability Surveys (FLVC, BOG) 2. Presentation: UF Online Business Plan 2019-2024 (Evie) Exemplary Online Student / Faculty
March 27 [FAMU]	1. "Quality" Performance Indicators/Goals (Mid-course Correction) 2. Updates: June Showcase; Student Services Summit; Resiliency; Board Interest in Textbook Affordability	Not meeting
June 12-13 [USF]	1. Affordability Performance Indicators/Goals (Mid-course Correction) 2. Updates: Marketing, Textbook Affordability, Completed Tactics, Student Services Summit, Resiliency Initiative	1. 2017-18 Annual Report: Strategic Plan for Online Education 2. "Quality" Performance Indicators/Goals 3. Workplace Performance of Online Students (presentation by employer of USF online students)
August 28-29 [FGCU]	1. Access Performance Indicators/Goals (Mid-course Correction) 2. Select Updates	1. Affordability Performance Indicators/Goals (Mid-Course Correction) 2. Textbook Affordability Plan 3. Exemplary FGCU Online Student/Faculty
October 29-30 [UF]	1. Emerging Online Issues 2. Select Updates	1. Access Performance Indicators/Goals (Mid-Course Correction) 2. Medical School Admissions 3. Meeting Workforce Needs 4. Exemplary UF Online Student / Faculty
January 29-30 (FSU)	1. TBD	1. Emerging Online Issues 2. Exemplary FSU Online Student/Faculty

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 12, 2019**

SUBJECT: Affordability Performance Indicators and Goals

PROPOSED STEERING COMMITTEE ACTION

For Approval

BACKGROUND INFORMATION

Steering Committee members will consider and approve proposed revisions to the Affordability performance metrics in the 2025 Strategic Plan for Online Education. The proposed revisions will then be considered by the Board's Innovation and Online Committee at its August meeting.

Supporting Documentation Included: Proposed Affordability Indicators and Goals

Facilitators/Presenters: Dr. Nancy McKee

Affordability

Performance Indicators and Goals

<i>Performance Indicators</i>	<i>2025 Goals</i>
<p>Current: Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)</p> <p>Proposed: TBD</p>	<p>Current: Annual increase in the percentage of online courses using electronic textbooks or open educational resources</p> <p>Proposed: <i>TBD. Waiting for PBF metric on textbook affordability.</i></p>
<p>Current: SUS and FCS institutions collaborate on course design and development</p> <p>Proposed: [Combine this indicator with the one below.]</p>	<p>Current: 50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources</p> <p>Proposed: <i>[Combine this goal with the one below.]</i></p>
<p>Current: SUS institutions collaborate on course design and development</p> <p>Proposed: No change</p>	<p>Current: 50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources</p> <p>Proposed: All universities offering online education work collaboratively to share online course development tasks and resources.</p>
<p>Current: Competency-based and adaptive learning approaches reduce time-to-degree and associated cost</p> <p>Proposed: Innovative strategies, which may include but are not limited to competency credit and adaptive learning, have the potential to reduce time-to-degree and enhance student success.</p>	<p>Current: 50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree</p> <p>Proposed: SUS institutions will utilize online education to accelerate time to degree.</p>

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 12, 2019**

SUBJECT: Updates

PROPOSED STEERING COMMITTEE ACTION

For Information

BACKGROUND INFORMATION

Steering Committee members will be updated on the following issues:

- Marketing: Dr. Pam Northrup, UWF, will present an update on the Marketing initiative.
- Textbook Affordability: Dr. McKee will present plans for developing a System approach for addressing the high cost of textbook and instructional materials.
- Resiliency Initiative: Dr. Jon Rogers, BOG, will update the Committee on the initiative.
- Completed Tactics: In response to the Steering Committee's request to see completed tactics, Dr. McKee will present the status of all tactics; completed tactics will reflect their respective deliverables and whether implementation will be ongoing.

Supporting Documentation Included: Completion of Tactics

Facilitators/Presenters: Chair Wilcox

Steering Committee

Completion of Initiatives in the 2025 Strategic Plan for Online Education

No.	Tactic	Completed?	Continuing work by workgroup or System committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
Quality Workgroup					
1.	Affordability 1.2.1: Co-develop a quality certification system with its own rubric to measure course quality or invest in state-level licensing agreements.	Yes	Yes. System committee will review institutional systems for comparability to QM standards	Florida Online Course Design Quality	No.
2.	Quality 1.1.3: Ensure implementation of a course certification system at all universities offering online education	Yes	Yes, at least through pilot	Quality course design designations in FLVC catalog will allow Board staff to monitor usage of quality course design process beginning Spring 2020	Yes. Board staff and universities
	[Designate such courses in FLVC course catalog, per Quality 1.1.2 below]	Yes	Yes, at least through pilot	FLVC has created coding system and universities are piloting the upload of quality course designations.	Yes. Universities, FLVC
3.	Awards for Quality Courses: Quality 1.1.1. In conjunction with the FCS, create a statewide award system for exceptional online courses and coding structure for FLVC catalog.	No	---	---	---
4.	Quality 1.1.2: Create a coding system in the FLVC course catalog that allows for the identification of quality certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.	Yes	Yes, at least through pilot	FLVC has created data elements for its catalog.	Yes. Universities and FLVC.

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
5.	Quality 1.1.4: Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.	Yes	No	Included in Annual Report for Online Education	Yes. Board Office.
Online Programs and Courses					
6.	Access 1.1.2 Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program	Yes	No	Analysis and recommendations presented to IOC on March 29, 2017.	Yes. Universities
7.	Access 3.1.2: Ensure universities are using need and demand data when considering programs for online delivery	No	---	---	---
8.	Access 1.1.1 Establish and maintain an inventory of SUS online programs, as well as online courses. Ensure consistency of FLVC DL catalog with Board's Inventory.	Yes	No	Web-based inventory of online majors in Board Office cross-walks to Board's Academic Program Inventory. FLVC staff checks their catalog's CIP codes against the inventory.	Yes. Universities, Board Office, FLVC.
9.	Affordability 1.2.2: Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas.	Yes	Yes (Pilot underway)	Pilot for repository is underway. UF is the lead institution, with SUS participation.	Yes. UF and any universities that choose to participate
10	Affordability 3.1.1: Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.	No	---	---	---

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
11.	Affordability 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, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.	CBE: No? AL: Yes.	CBE: Complete Florida? AL: No	CBE - --- Adaptive Learning: Several institutions are using adaptive learning strategies, primarily for student success and retention.	CBE: --- Adaptive Learning: Yes for institutions that are using AL strategies.
12	Access 2.1.3: Seek incentive funding to encourage institutions to implement innovations in online education	Yes	No	[SUS LBR funding was requested, but issue was not funded by Legislature]	---
13.	Affordability 2.1.1: Determine and promote methods to increase the use of open-access textbook and educational resources to reduce costs to students	Yes	Yes	The deliverable is a process, not a product. The System is now in the process of determining and promoting methods to increase usage. Examples are: the Affordability Counts website being hosted by FIU; TOPkit tools, techniques, strategies; and FLVC's system membership in Open Textbook Network. Individual universities' initiatives.	Yes. Universities. FIU maintenance of Affordability Counts site for System.
14	Affordability 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 material.	Yes?	Yes	This is a process, not a product. Some institutions have been successful in individually negotiating lower prices. Discussions underway regarding System negotiations with publishers. Also, FLVC has purchased a system membership to Open	Yes. Universities. Board Office, if System negotiations are undertaken

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
				Textbook Network, which contains over 400 open textbooks.	
15.	Quality 2.1.1: Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.	Yes.	Yes. UF lead; working with institutions.	Consortium created. See #16 for result of “research” effort.	Yes. UF Lead, working with universities.
16.	Quality 2.1.2 Develop a process to share research-based best practices that are occurring across the different institutions.	Yes.	Yes	Annual Innovation Summit	Yes. Universities (hosting and participation)
17.	Access 1.1.3: (a) Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. (b) Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction.	(a) No (b) Yes	(a) --- (b) No	(a) --- (b) Duplicative of Tactics in # 2, 3, 9, 10, 11, 15, 19, and 21.	(a) --- (b) No
18.	Access 3.1.1: Encourage universities to work with employers in their respective regions to identify unmet continuing education needs.	Yes?	No	Offer to work with Board ASA staff on the Board’s economic development initiatives and share inventory of online programs.	Yes. Universities will continue to work with employers.
19.	STEM Labs (<i>not in Strategic Plan</i>)	No	---	---	---
20.	Affordability 3.1.3: Implement a model to assess prior learning for the award of academic credit.	No	---	---	---
21.	Affordability 3.1.4: Develop a series of experimental incubation pilot projects to	Yes	Yes	Lead institutions designated for several	Yes. Lead institutions and

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
	support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.			initiatives: OER, Student Services, Infrastructure, and Professional Development.	those institutions participating in initiatives.
Infrastructure and Shared Services Workgroup					
22.	Quality 2.2.1: Use a scorecard to ensure that each university has the technology needed to provide quality online education.	Yes	Yes	Technology Scorecard	Yes. Institutions to complete Scorecard annually. Workgroup, led by FIU, to compile results and address opportunity areas with institutions.
23.	Quality 2.2.3: Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.	Yes	Yes	Component of Technology Scorecard	Same as above.
24.	Quality 2.2.2: Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness	Yes	No	FLVC established web page to share available statewide agreements, services, and contracts.	Yes. FLVC and Institutional participation.
25.	Affordability 1.1.2: Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.	Yes	No	FLVC established a web page for proctoring and other services. UWF has launched an ITN for online proctored testing services. FLVC has established a Proctoring and Shared Services Workgroup. FLVC	Yes. FLVC and universities

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
				has purchased a system membership in the Open Textbook Network, which contains over 400 open textbooks.	
26.	<u>Affordability 1.2.3:</u> Review and recommend data analytic tools and methods to predict student success in online education	Yes	Yes	Research Consortium will be responsible for researching data analytics and the Infrastructure Workgroup will disseminate the results.	Yes. Research Consortium and the Infrastructure Workgroup
27.	<u>Affordability 1.2.4:</u> Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.	Yes	Yes	Research Consortium will be responsible for researching data analytics and the Infrastructure Workgroup will disseminate the results.	Yes. Research Consortium and the Infrastructure Workgroup
28.	<u>Access 1.1.7:</u> Provide multiple, accelerated terms to allow students to begin and finish their online programs in a timelier manner. Address technology, workflow, and financial aid processes to allow implementation of these models.	Yes	No	"Evaluation of Accelerated Degree Models" report	Yes, by Institutions that choose to implement accelerated terms.
29.	<u>Affordability 1.1.1:</u> Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINES as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.	Yes	Yes	FLVC created website to encourage collaborative purchasing, and FloridaSHINES continues to upgrade its website to maximize its usefulness to students.	Yes. FLVC
30.	<u>Access 2.1.2:</u> Obtain funding for statewide marketing and recruiting to expand online enrollments.	No	---	---	---

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
31.	Access 1.1.5: Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System.	No	---	---	---
32.	Affordability 1.2.5: Encourage institutions to opt into the selected common Learning Management System	Yes	No	Master Agreement for Canvas (all institutions are either using Canvas or are piloting it)	No
Affordability Workgroup					
33.	Access 2.1.1: Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.	Yes	No	Cost of Online Education report	Yes. Universities
34.	Affordability 4.2.1: Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.	Yes	No	Cost of Online Education report	No, although report should be updated at some point
35.	Affordability 4.2.2: Develop models to achieve cost savings and cost avoidances in the development and delivery of online education	Yes	No	Cost of Online Education report	No.
Student Services					
36.	Quality 2.3.1: Ensure the universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.	Yes	Yes	Student Services Scorecard	Yes. Board will administer and workgroup will analyze Scorecard results every two years
37.	Access 1.1.8: Provide a robust set of student support services to support the delivery of multiple, accelerated models.	Yes	No	"Evaluation of Accelerated Degree Models" report	Yes for those universities offering multiple,

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
					accelerated models.
38.	Access 1.1.6: Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.	Yes	No	Guidebook for the Student Services Scorecard	Yes. Universities.
39.	Access 2.1.4: Secure student support resources to ensure students have access to technology required for online education	Yes	No	"Technology Access to Distance Learning Report." Board forwarded the issue to HECC, which included research and recommendations in its 2017 annual report to the Legislature and Governor.	- No
Professional Development					
40.	Quality 1.2.4: Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes.	Yes	No	Florida Online Course Design Quality Review – Process requires professional development for reviewers.	Yes. All universities.
41.	Quality 1.2.1: Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.	Yes	No	FLVC website for Instructional Designers	Yes. FLVC
42.	Quality 1.2.2: Enhance professional development opportunities offered by FLVC for institutional leaders in online education.	Yes	No	FLVC annual summits and workshops	Yes. FLVC
43.	Quality 1.2.3: Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act.	Yes	Yes	TOPkit	Yes. UCF, as lead institution, and all universities that contribute to TOPkit.

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
44.	Quality 1.2.4: Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers professional development staff, and faculty who teach online courses.	Yes	Yes	TOPkit and FLVC website for Instructional Designers	Yes. UCF, as lead institution, and all universities that contribute to TOPkit. FLVC
45.	Quality 1.2.5: Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.	No	---	---	---
Data Committee					
46.	Affordability 4.1.1: Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.	Yes	No	Refinements to Board's Data Dictionary. Split Fully Online and Primarily Online Courses. Defined Fully and Primarily online programs.	No
47.	Access 2.2.1: Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.	Yes.	No	Workgroup recommended edits. In Nov. 2017, former Vice Chancellor determined this should be reviewed from a broader perspective in a different Board committee, and said she would first have a conversation with the Academic Programs Coordination Committee about it.	No.
48.	Access 2.2.2: Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.	Yes.	No	Workgroup recommended edits. In Nov. 2017, Board Executive Staff determined this should be reviewed from a broader perspective	No.

No.	Tactic	Completed?	Continuing work by workgroup or System or committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
				in a different Board committee.	
49.	Access 2.2.3: Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.	Yes.	No	Workgroup recommended no changes to language at this time.	No.
50.	Access 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.	Yes.	No	Workgroup recommended no changes in the language until work has been completed by textbook affordability workgroups.	No