



STATE  
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of FLORIDA  
Board of Governors

## AGENDA

### STEERING COMMITTEE

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

Room 243, Graham University Center  
Florida International University  
January 30, 2019  
11:00 a.m. – 12:30 p.m.

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
  - a. November 7, 2018 Meeting Notes
  - b. Update: 2019 Summary Agenda
2. For Approval
  - a. Statewide Marketing Joseph Riquelme, FIU
  - b. Online Student Retention & Success: Proposal for Webinar Series Dr. Vicki Brown, FAU
3. For Update
  - a. 2025 Online Strategic Plan – Goals & Tactics Committee Members  
SC Workgroup Chairs
  - b. Quality Designations Dr. Deb Miller, UNF  
Dr. Kelvin Thompson, UCF
4. Concluding Remarks and Adjournment Chair Wilcox

ATTACHMENT: Workgroup Updates



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

**Center for eLearning**  
**Florida Atlantic University**  
**Boca Raton, Florida**  
**November 7, 2018**  
**1:30 – 3:00 p.m.**

**Meeting Notes**

**1. Call to Order and Opening Remarks**

**Dr. Ralph Wilcox, Chair**

**a. Call to Order**

Chair Wilcox convened the meeting at 1:30 p.m. on November 7, 2018 with the following members present: Vice Chair Dr. Ellenberg, Dr. Joe Glover, and Dr. Sally McRorie.

**b. Meeting Notes**

The Meeting Notes from the September 12<sup>th</sup> Steering Committee meeting were approved by the Committee.

**c. Update: 2018 Summary Agendas**

**Chair Wilcox**

Moving forward into 2019, as the BOG Innovation & Online Committee and the Steering Committee continue to approve actions and recommend new initiatives, the summary agendas will be further amended.

**2. For Approval.**

**a. Statewide Marketing**

**Joseph Riquelme, FIU**

Mr. Riquelme discussed strategies to build a marketing campaign that will increase awareness of online program offerings in the State University System. He recommended utilization of the FloridaShines website as an enhanced component of the existing “Go Back to College” campaign. Dr. Glover stated that a campaign should tout the strengths of the SUS, including cost, accessibility, and quality and

should focus on targeted degree programs of need. Chair Wilcox stressed the need to target specific populations, particularly underserved areas of the state.

The Committee discussed the challenges of funding a statewide marketing campaign and recognized that it would likely be a multi-million-dollar initiative. Partnership efforts with corporations and other business entities may be an avenue to advertise to employees the value of a postsecondary degree. Chair Wilcox deferred further action on this issue pending discussions with selected staff to develop a specific, cost effective plan for the marketing of SUS online programs that will target underserved populations and geographic areas. The Committee concurred.

### **3. For Discussion.**

#### **a. Retention Strategies for SUS Online Students: Sharing Best Practices**

**SUS Distance Learning Leaders**

Dr. Vicki Brown (FAU) highlighted the work of the Student Support Workgroup that developed a student support services scorecard that includes a review of retention programs and services that are provided for online students.

Mr. Robbie Fuselier (FSU) reviewed retention strategies that are in place at FSU for online students which emphasize orientation programs, well-trained advising and mentoring, and academic readiness courses. Special programs are made available to at-risk students. Key components of FSU programs include ongoing communication with online students and an emphasis on student engagement and connectedness. Other distance learning leaders participated in the discussion and provided additional information on successful retention initiatives in the SUS.

Chair Wilcox expressed the value in identifying best practices to share across the SUS. He recommended the development of a state level effort to enable successful retention initiatives to be shared among SUS faculty and student support services personnel. The Committee discussed alternative strategies to do this, including webinars and statewide meetings. The Online Innovation Summit that is planned for Spring 2019 may be an appropriate venue for a session on retention best practices for online students.

### **4. For Information.**

#### **a. *STEMPowered Florida*–SUS Faculty Symposium**

**Ms. Evie Cummings, UF**

Ms. Cummings reported on the October 23-24 SUS Faculty Symposium, *STEMPowered Florida*, hosted by UF Online. Over 160 attendees, representing 16 universities, participated in the Symposium that promoted the sharing among faculty of best practices for the online delivery of STEM curriculum, particularly

STEM labs. Ms. Cummings highlighted conference sessions and said that the central value of the Symposium was the collaboration among faculty to share approaches for the delivery of online courses and lab curricula in the STEM fields.

## **5. Concluding Remarks and Adjournment**

**Chair Wilcox**

Chair Wilcox referenced the Steering Committee workgroup updates that were submitted by the individual workgroup chairs for review by Committee members. The updates provide a summary of workgroup activities and plans.

Chair Wilcox discussed the need to fill the vacant position on the Committee and will work with staff to identify and solicit a recommendation for the Chancellor.

Chair Wilcox discussed with Steering Committee members the future direction of the Committee heading into 2019. The members agreed that the Committee should remain at a strategic level and needs to focus on the continued implementation of the 2025 Strategic Plan for Online Education. Chair Wilcox directed staff to provide an update on implementation actions and activities at the next meeting.

**Summary AGENDAS - the 2018 Work Plan  
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
<b>2018</b>		
January [FSU]	<ol style="list-style-type: none"> <li>1. Approval: Funding Proposal for online STEM labs (Andy/Evie)</li> <li>2. Approval: Plans for Shared Programs Task Force (Pam)</li> <li>3. Approval: Report on use of data analytic tools (Joseph)</li> <li>4. Approval: Report on technology and processes needed for multiple, accelerated terms (Joseph)</li> <li>5. Discussion: Student Services Scorecard report (Vicki)</li> <li>6. Update: Inventory of online programs/Academic Online Program Coordination (Nancy)</li> <li>7. Update: Technology Scorecard Follow-up (Joseph)</li> </ol>	<ol style="list-style-type: none"> <li>1. Report: UF Online Annual Report (Andy/Evie)</li> <li>2. Approval: Online Labs Task Force (<i>presented to Steering Com on 11/30/2017</i>) (Andy/Evie)</li> <li>3. Approval: Technology Scorecard Report (<i>presented to Steering Com on 11/30/2017</i>) (Joseph)</li> </ol>
March [UNF]	<ol style="list-style-type: none"> <li>1. Approval: Student Services Scorecard Report (Vicki)</li> <li>2. Approval: Plans for moving forward with issues not funded in LBR –Master Courses, IFOL, Proctoring, OER (Andy/Tom/Joseph/Cindy:)</li> <li>3. Approval: Draft regulation for Online Program Coordination (Nancy)</li> <li>4. Update: Use of data analytic tools for Student Success (<i>Steering Comm. on 1/24/2018</i>)</li> <li>5. Update: Quality Coding Structure in DL Catalog (Cindy)</li> <li>6. Update: Merger of Research Consortium tactic with data analytics tactic (Andy and Joseph)</li> <li>7. Clarification of participation in STEM Labs (Nancy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Approval: 2016-17 Annual Report for Online Education (Nancy)</li> <li>2. Workshop on institutions' online programs</li> </ol>
June [UCF]	<ol style="list-style-type: none"> <li>1. Approval: Statewide Marketing Report (Edward Duran for Joseph)</li> <li>2. Approval: Report on Student Services needed for multiple, accelerated terms (Vicki)</li> <li>3. Approval: Online Program Coordination (Nancy)</li> <li>4. Update: Quality Designations (Kelvin)</li> <li>5. Update: OER (Cindy)</li> <li>6. Update: Expanding Shared Services on FloridaShines (Pam)</li> </ol>	<ol style="list-style-type: none"> <li>1. Approval: Student Services Scorecard report (<i>Steering Comm on 3/2018</i>) (Vicki)</li> <li>2. Use of data analytics (request of Gov. Patel)</li> <li>3. Council on Public Liberal Arts Colleges (request of Gov. Tyson)</li> </ol>

**Summary AGENDAS - the 2018 Work Plan  
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
	7. Update: Facilitating Collaboration (Edward Duran for Joseph) 8. Update: Proctoring (Edward Duran for Joseph) 9. Discussion: IOC Areas of Interest (Nancy)	
September [NCF]	1. Discussion: Governor Morton on IOC Areas of Interest: <ul style="list-style-type: none"> <li>• <i>Graduation rates</i></li> <li>• <i>Alignment of employment needs</i></li> <li>• <i>Cost containment</i></li> </ul> With Jason Jones, BOG Chief Data Officer 2. Update: Quality Designations (Deb, Kelvin)  Workgroup Updates	1. Presentation: (Pam, UWF staff) <ul style="list-style-type: none"> <li>• <i>Complete Florida Degree Initiative</i></li> <li>• <i>MyCareerShines</i></li> </ul> 2. Update: Report on Multiple Accelerated Terms (Vicki) ( <i>from Steering Committee: 6/26/2018</i> )
November [FAU]	1. Approval: Statewide Marketing (Joseph, Pam) 2. SUS Retention Strategies (DLL) 3. STEMPowered Symposium 4. Preview: OER Workshop  Workgroup Updates	1. WORKSHOP: Open Educational Resources/eTexts (SC OER Workgroup)   Exemplary Online Student / Faculty

**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
<b>2019</b>		
<b>January 30-31</b>  <b>[FIU]</b>	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
<b>March 27-28</b>  <b>[FAMU]</b>	1. 2017-18 Annual Report: Strategic Plan for Online Education  Workgroup Updates	1. 2017-18 Annual Report: Strategic Plan for Online Education 2. Update: Quality Designations (Deb, Kelvin)  Exemplary Online Student / Faculty
<b>June 11-13</b>  <b>[USF]</b>	  Workgroup Updates	  Exemplary Online Student / Faculty
<b>August 28-29</b>  <b>[FGCU]</b>	  Workgroup Updates	  Exemplary Online Student / Faculty
<b>October 1-2</b>  <b>[UCF]</b>	  Workgroup Updates	  Exemplary Online Student / Faculty
<b>October 29-30</b>  <b>[UF]</b>	  Workgroup Updates	  Exemplary Online Student / Faculty
<b>2019 Topics</b>	<ul style="list-style-type: none"> <li>• Update: Report on Adaptive Learning/CBE (Tom C., Pam)</li> <li>• Update: UCF Digital Learning Course Redesign (Tom C.)</li> <li>• Update: Research Consortium (Andy/Tom D.)</li> <li>• Report on Shared Programs (Pam)</li> <li>• Update: IFOL Conference (Tom)</li> <li>• Master Courses Repository (Andy)</li> <li>• STEM Initiatives (Courses and Labs)</li> </ul>	<ul style="list-style-type: none"> <li>• Approval: Report on Shared Programs</li> <li>• Presentations: System-wide Faculty Development –               <ul style="list-style-type: none"> <li>- TopKit and others</li> <li>- The Faculty/Instructional Designer Relationship</li> </ul> </li> <li>• Update: Proctoring</li> <li>• Update: Facilitating Collaboration</li> <li>• Update: Online Program Coordination</li> <li>• Presentation: Research Consortium and STEM Initiatives</li> <li>• Presentation: VR / AI Learning</li> </ul>

STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
January 30, 2019

**SUBJECT: Statewide Marketing**

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**PROPOSED STEERING COMMITTEE ACTION**

For Approval.

**BACKGROUND INFORMATION**

**2025 Strategic Plan for Online Education**

*ACCESS Goal 2. The State University System will create an environment favorable to the growth of online education.*

- *Tactic 2.1.2: Obtain funding for statewide marketing and recruiting to expand online enrollments.*
- *Tactic 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.*

In past meetings, the Steering Committee has discussed alternative marketing strategies designed to increase awareness of online program offerings in the State University System. SUS distance learning representatives provided input and feedback on marketing alternatives. Challenges were identified relating to cost and accessibility and members agreed that a marketing campaign should tout the strengths of the SUS, should focus on targeted degree programs of need, and should target specific underserved populations.

The Committee Chair directed the Infrastructure Workgroup representatives to develop a specific, cost effective plan for the marketing of SUS online programs that will utilize existing resources in the SUS. The Plan should identify specific goals and should target underserved populations and geographic areas of the State.

At this meeting, the Infrastructure Workgroup will propose a SUS plan for marketing its online programs for review and approval by the Committee.

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**Supporting Documentation Included:** Report with Recommendations

**Facilitators/Presenters:** Joseph Riquelme, FIU Online



STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education

**SUBJECT:   Statewide Marketing**

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**Infrastructure Workgroup: RECOMMENDATION**

**Introduction**

The market for online degrees is crowded. As the third most populous state, Florida is often a target for institutions, in other states and nations, promoting online programs. High-priced for-profits, non-accredited institutions and deep-pocket competitors make Florida a highly competitive marketplace that leads to increased advertising costs for everyone, particularly for state universities. As such, the development of a complementary Florida marketing message would showcase the best-in-class/quality education and value of the comprehensive Florida University System. Such a campaign would demonstrate the system’s commitment to opportunity and value of online programs to the non-traditional student seeking a fully online degree. For Florida residents, a state online education represents value – value that comes with full support as this is *their* university system.

The Florida Virtual Campus’s *FloridaShines* is Florida’s statewide hub of innovative educational services and provides an extensive array of FREE online tools to help students succeed in school and prepare for careers. FloridaShines includes the official statewide catalog of online courses and degree programs offered by Florida’s public postsecondary institutions, as defined in F.S. 1006.735(3).

**Recommendation**

**The Florida Virtual Campus (FLVC), through *FloridaShines*, should develop a statewide marketing strategy to increase awareness of the quality online degree programs and courses available across the State University System (SUS).**

- **The strategy should emphasize the strengths of the SUS, including quality, accessibility, and cost, should target underserved populations and geographic areas of the state, and should promote programs of strategic emphasis for Florida’s workforce.**

- The strategy should also promote a unified message and brand that emphasizes the state system of 12 universities, highlighting collaborative efforts among the state universities, and promoting open and equitable articulation among institutions.

### Statewide Marketing Goals

- Increase brand awareness of Florida's State University System (SUS) online offerings.
- Connect underserved markets in Florida to online university courses and programs.
- Increase awareness of SUS online offerings emphasizing the value provided by the System.
- Promote programs of strategic emphasis aligned to Florida's skills gaps and workforce needs.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
January 30, 2019**

**SUBJECT: Online Student Support in the State University System**

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**PROPOSED STEERING COMMITTEE ACTION**

For Approval.

**BACKGROUND INFORMATION**

At its November 2018 meeting, the Steering Committee expressed interest in providing a state level venue to enable universities to share best practices regarding student success initiatives and retention strategies for online students. SUS distance learning leaders discussed different possibilities, including webinars, a student success conference, and the 2019 Innovation Summit. Following discussion, the Committee requested that Dr. Vicki Brown, FAU Assistant Provost for eLearning, explore utilizing webinars to provide opportunities for SUS distance learning leaders to share best practices.

At this meeting, Dr. Brown will present a proposal for an Online Student Support Summit to promote online student retention and success in the State University System.

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**Supporting Documentation Included:** Proposal for SUS Summit

**Facilitators/Presenters:** Dr. Vicki Brown, FAU

**STATE UNIVERSITY SYSTEM  
ONLINE STEERING COMMITTEE**

**PROFESSIONAL DEVELOPMENT PROPOSAL:  
IMPROVING ONLINE STUDENT SUPPORT SERVICES**

**GOAL: To offer Online Student Support Professional Development for the State University System**

**Background**

On August 30, 2017, the Steering Committee for the Implementation of the 2025 Strategic Plan for Online Education asked FAU and FAU accepted the lead institution role for Online Student Support on behalf of the state university system. The Associate Vice Chancellor announced the lead institutions for the different areas at the Florida Board of Governors Innovation and Online Committee the following day.

At the November 7, 2018 meeting, the Steering Committee requested that the Online Student Service Support Workgroup provide a proposal for professional development of staff to improve services offered for online students. The Steering Committee discussed several options including statewide professional development day or online webinars. With the increasing number of statewide summits and conferences, the steering committee decided to host a series of webinars and provide a panel session at the Innovate Summit. Planning for these webinars became the Chair of the Online Student Service Support Workgroup (Vicki Brown) responsibility. For the January 30, 2019 meeting, the Workgroup was to present to the Steering Committee a proposal for professional development for individuals providing support for online students.

Although Florida state universities have pockets of expertise to share in the implementation of online student support services, institutions from around the United States are also developing best practices in providing support for online students. FAU will incur expenses in the delivery of the proposed webinars. This proposal provides a high-level view of those expenses and a solution for recouping those costs.

The Online Student Success Workgroup (OSSW), a committee within the Online Education Strategic Plan Implementation Committee, and the Student Services Committee (SSC) of the Florida Virtual Campus met on January 15, 2019 to craft a solution to the request to provide statewide professional development for the individuals providing online student support.

## **Proposal**

FAU would host an Online Student Support Summit. FAU will organize the Summit with the support from a planning committee whose members belong to the OSSW and SSC. The Summit would have a combination of out-of-state keynote speakers and call for proposals. The Planning Committee will organize a call for proposals, determine the delivery platform, determine the cost of attendance, and coordinate the schedule. FAU will use the Marketplace platform to gather the revenue.

### **Potential topics:**

- Improving Student Services in a Digital World
- Evaluation and Support for Digital Health
- Promoting Student Success through Engagement Beyond the Classroom
- Creating Career Opportunities for Online Students
- Creating Positive Interactions Through Web Based Communication Tools
- Developing Engagement through Communities for Online Students

### **Budget** (See next page)

Expenses	
Webinar speaker fees	\$ 3000
Support (Web design & Coordinator)	\$ 10,500
Zoom	Paid by FAU (Part of Current Contract by CeL)
Registration tool	Paid by FAU (Market Place)
Total expenses	\$ 13,500
Income	
Registration fees	To be determined by the planning committee

Options for paying for the webinars to be present for consideration by the Steering Committee:

The combined Student Success Workgroup and the Student Support Committee was to have a two-option payment system.

1. Pay by registrant
2. Package options for institutions

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
January 30, 2019**

**SUBJECT: 2025 Online Strategic Plan: Update of Goals and Tactics**

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**PROPOSED STEERING COMMITTEE ACTION**

For update

**BACKGROUND INFORMATION**

The 2025 Strategic Plan for Online Education was approved by the Board of Governors in November 2015 and SUS workgroups were established to implement the Goals and Tactics recommended in the Plan. In November 2017, the Steering Committee and the Board of Governors Online Committee received a status report on the implementation process.

At its November 2018 meeting, the Steering Committee Chair requested an updated status report on the goals and tactics in the 2025 Online Strategic Plan. Board staff worked with workgroup chairs and SUS distance learning leaders to prepare a 2019 status report for review by the Committee.

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**Supporting Documentation Included:** 2025 Online Strategic Plan:  
Status Report on Goals & Tactics

**Facilitators/Presenters:** Chair Wilcox, Committee members  
Workgroup Chairs



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## State University System of Florida

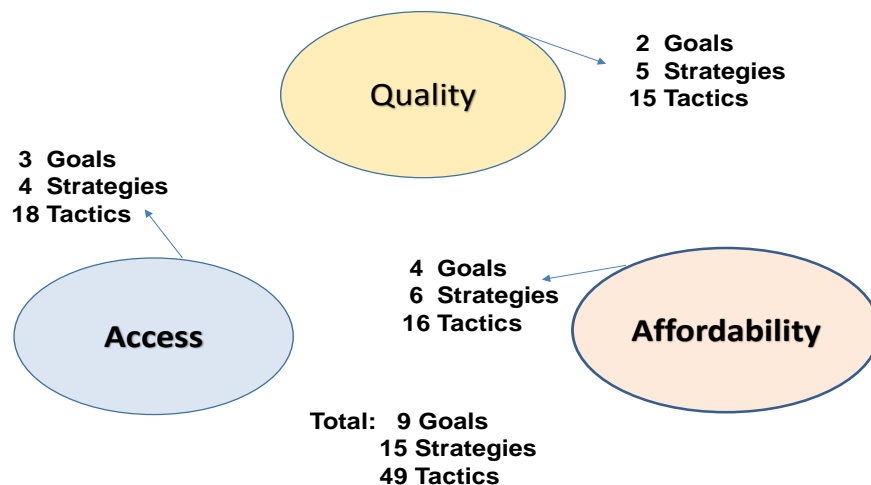
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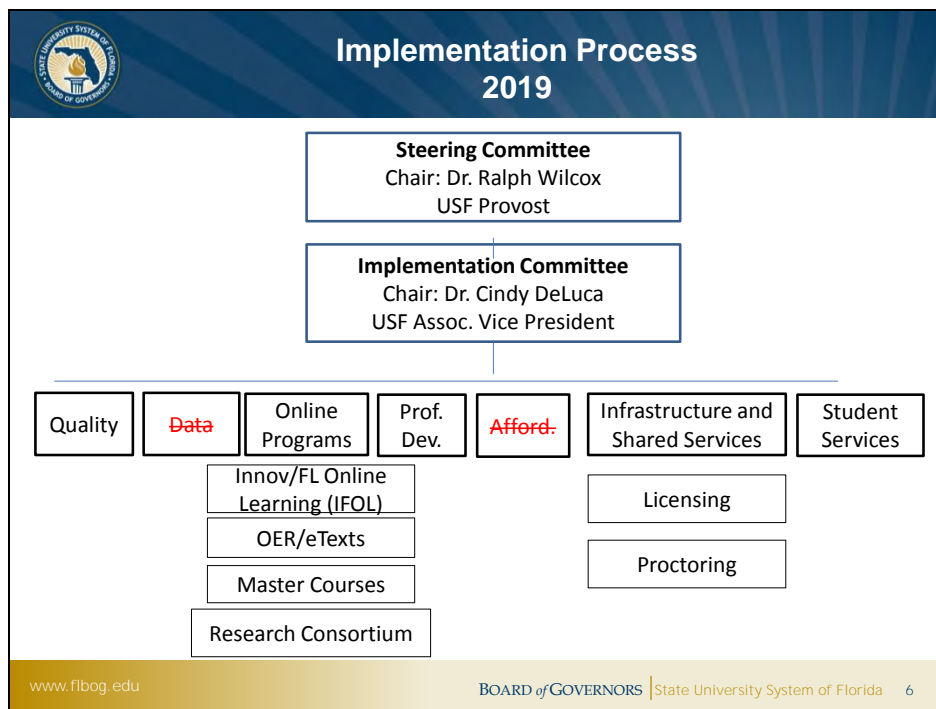
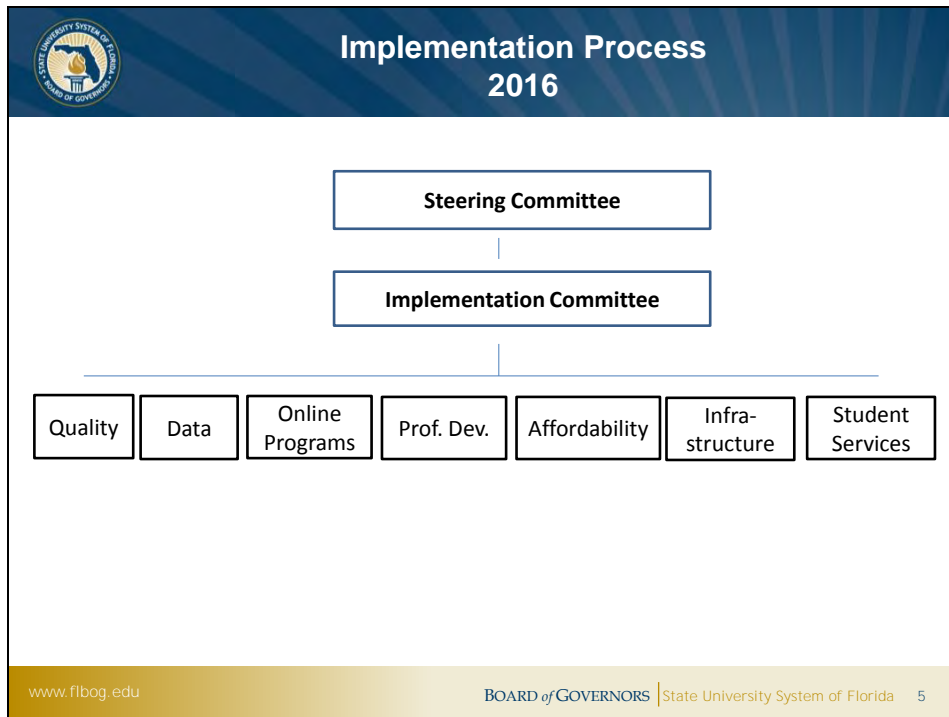
Steering Committee  
January 30, 2019

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### 2025 Strategic Plan for Online Education







## QUALITY


**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

November 2017


Stage	Tactic (Summary)
■	Ensure implementation of course certification processes
■	Create a statewide award system
■	Create a coding system to recognize quality-certified and system award-winning courses in the Florida Virtual Campus course catalog
■	Compare success of students in online courses and classroom courses

**Not Started**

**Initial stages**

**Full steam ahead**

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**Quality Goal 1: The SUS will create a culture of quality for online education.**

### Strategy 1.2: Expand support for professional development.

November 2017

Stage	Tactic (Summary)
■	Create prof. dev. network for instructional designers.
■	Enhance FLVC prof. dev. opportunities for online education institutional leaders.
■	Provide online toolkit & annual workshop for professional development staff.
■	Integrate "quality" rubrics into professional development processes.
■	Consider certifying faculty to teach online.

**Not Started**

**Initial stages**

**Full steam ahead**

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## Quality Goal 2: The SUS will provide a foundation for quality online education

### Strategy 2.1: Conduct and share research about online education to improve quality.

November 2017

Stage	Tactic (Summary)
	Create a research consortium to share and present research, determine research needs, and identify collaborative projects.
	Develop a process to share research-based best practices.



## Quality Goal 2: The SUS will provide a foundation for quality online education

### Strategy 2.1: Conduct and share research about online education to improve quality.

January 2019 (update by JR)

Stage	Tactic (Summary)
	Create a research consortium to share and present research, determine research needs, and identify collaborative projects.
	Develop a process to share research-based best practices.





## Quality Goal 2: The SUS will provide a foundation for quality online education.

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

November 2017

Stage	Tactic (Summary)
<div><div></div><div></div><div></div></div>	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
<div><div></div><div></div><div></div></div>	Ensure that each institution has the technology needed to provide quality online education.
<div><div></div><div></div><div></div></div>	Ensure universities review their infrastructure to confirm that students can easily access their online instruction.

Not Started Initial stages Full steam ahead



## Quality Goal 2: The SUS will provide a foundation for quality online education.

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

January 2019 (update by JR)

Stage	Tactic (Summary)
<div><div></div><div></div><div></div></div>	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
<div><div></div><div></div><div></div></div>	Ensure that each institution has the technology needed to provide quality online education.
<div><div></div><div></div><div></div></div>	Ensure universities review their infrastructure to confirm that students can easily access their online instruction.

Not Started Initial stages Full steam ahead



## Quality Goal 2: The SUS will provide a foundation for quality online education.

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

November 2017

Stage		Tactic (Summary)
		Ensure that universities confirm that online students have access to services equivalent to those used by campus-based students.

Not Started	Initial stages	Full steam ahead
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## ACCESS

**Access Goal 1: The SUS will increase access to and participation in online education.**

**Strategy 1.1: Increase enrollment in online education.**

November 2017

Stage	Tactic (Summary)
■	Establish and maintain an inventory of SUS fully online and primarily online programs.
■	Offer a broad range of fully online degree programs.
■	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System.
■	Support the development and delivery of programs by UF Online.
■	Provide a statewide marketing campaign to build awareness of fully online programs offer by the SUS and the Florida College System.

Not Started
  Initial stages
  Full steam ahead

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**Access Goal 1: The SUS will increase access to and participation in online education.**

**Strategy 1.1: Increase enrollment in online education.**

January 2019 (update by JR)

Stage	Tactic (Summary)
■	Establish and maintain an inventory of SUS fully online and primarily online programs.
■	Offer a broad range of fully online degree programs.
■	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System.
■	Support the development and delivery of programs by UF Online.
■	Provide a statewide marketing campaign to build awareness of fully online programs offer by the SUS and the Florida College System.

Not Started
  Initial stages
  Full steam ahead

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## Access Goal 1: The SUS will increase access to and participation in online education

### Strategy 1.1: Increase enrollment in online education (cont.)

November 2017

Stage	Tactic (Summary)
	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	Provide multiple, accelerated terms. Address technology, workflow, and financial aid processes to allow implementation.
	Provide a robust set of student support services to support the delivery of multiple, accelerated models.

Not Started	Initial stages	Full steam ahead
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## Access Goal 1: The SUS will increase access to and participation in online education

### Strategy 1.1: Increase enrollment in online education (cont.)

January 2019 (Updated by VB)

Stage	Tactic (Summary)
	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	Provide multiple, accelerated terms. Address technology, workflow, and financial aid processes to allow implementation.
	Provide a robust set of student support services to support the delivery of multiple, accelerated models.

Not Started	Initial stages	Full steam ahead
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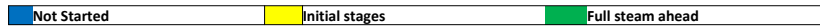


## Access Goal 2: The SUS will create an environment favorable to the growth of online education.

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

November 2017

Stage	Tactic (Summary)
	Determine means to optimize use of distance learning course fee to enhance the design, development, and delivery of online education.
	Obtain funding for statewide marketing and recruiting to expand online enrollments.
	Seek incentive funding to encourage institutions to implement innovations in online education.
	Secure student support resources to ensure students have access to technology required for online education.



## 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.

January 2019 (no change-JR)

Stage	Tactic (Summary)
	Determine means to optimize use of distance learning course fee to enhance the design, development, and delivery of online education.
	Obtain funding for statewide marketing and recruiting to expand online enrollments.
	Seek incentive funding to encourage institutions to implement innovations in online education.
	Secure student support resources to ensure students have access to technology required for online education.





## Access Goal 2: The SUS will create an environment favorable to the growth of online education.

Strategy 2.2: Pursue changes to the regulatory environment to enable continued growth in online education.

November 2017

Stage	Tactic (Summary)
	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.
	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.
	Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.
	Review and modify regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.

Not Started Initial stages Full steam ahead



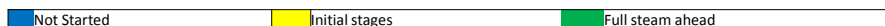


### Access Goal 3: The SUS will harness the power of online education to help meet the economic development needs of the state.

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

November 2017

Stage	Tactic (Summary)
	Encourage universities to work with employers to identify unmet continuing education needs that could be addressed through online education and collaborate with colleges to develop those opportunities.
	Ensure universities are using need and demand data when considering programs for online delivery



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### 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.

January 2019 (Updated by CD)

Stage	Tactic (Summary)
	Encourage universities to work with employers to identify unmet continuing education needs that could be addressed through online education and collaborate with colleges to develop those opportunities.
	Ensure universities are using need and demand data when considering programs for online delivery



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## **AFFORDABILITY**

**Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.**

Strategy 1.1: Enhance shared support services for online students.

November 2017

Stage	Tactic (Summary)
<div style="background-color: yellow; width: 10px; height: 20px; margin: 0 auto;"></div>	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.
<div style="background-color: green; width: 10px; height: 20px; margin: 0 auto;"></div>	Develop FloridaSHINES as a point of contact for students at all levels.
<div style="background-color: yellow; width: 10px; height: 20px; margin: 0 auto;"></div>	Explore additional items for potential sharing.

Not Started

Initial stages

Full steam ahead

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**Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.**

Strategy 1.1: Enhance shared support services for online students.

January 2019 (Update by PN, JR)

Stage	Tactic (Summary)
<div style="background-color: yellow; width: 10px; height: 20px; margin: 0 auto;"></div>	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.
<div style="background-color: green; width: 10px; height: 20px; margin: 0 auto;"></div>	Develop FloridaSHINES as a point of contact for students at all levels.
<div style="background-color: yellow; width: 10px; height: 20px; margin: 0 auto;"></div>	Explore additional items for potential sharing.

Not Started

Initial stages

Full steam ahead

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## Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.

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

November 2017

Stage	Tactic (Summary)
	Co-develop or invest in state-level licensing agreements to measure course quality.
	Develop shared master courses to be available, but not required, for use in high-demand areas.
	Review and recommend data analytic tools and methods to predict student success in online education.
	Develop means to collect data from learning management systems and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.
	Encourage institutions to opt into the selected learning management system.

Not Started

Initial stages

Full steam ahead

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## Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.

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

January 2019 (Updated by JR)

Stage	Tactic (Summary)
	Co-develop or invest in state-level licensing agreements to measure course quality.
	Develop shared master courses to be available, but not required, for use in high-demand areas.
	Review and recommend data analytic tools and methods to predict student success in online education.
	Develop means to collect data from learning management systems and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.
	Encourage institutions to opt into the selected learning management system.

Not Started

Initial stages

Full steam ahead

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## 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.

November 2017

Stage	Tactic (Summary)
	Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.
	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.

Not Started	Initial stages	Full steam ahead
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### Affordability Goal 3: The SUS will adopt innovative instructional models to create instructional efficiencies.

#### Strategy 3.1: Implement innovative instructional models.

November 2017

Stage	Tactic (Summary)
<div><div></div><div></div><div></div></div>	Develop or co-develop shared programs.
<div><div></div><div></div><div></div></div>	Develop or co-develop competency-based and adaptive learning programs.
<div><div></div><div></div><div></div></div>	Implement a model to assess prior learning for the award of academic credit.
<div><div></div><div></div><div></div></div>	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations.

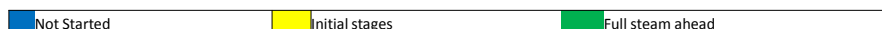


### Affordability Goal 3: The SUS will adopt innovative instructional models to create instructional efficiencies.

#### Strategy 3.1: Implement innovative instructional models.

January 2019 (Update by PN)

Stage	Tactic (Summary)
<div><div></div><div></div><div></div></div>	Develop or co-develop shared programs.
<div><div></div><div></div><div></div></div>	Develop or co-develop competency-based and adaptive learning programs.
<div><div></div><div></div><div></div></div>	Implement a model to assess prior learning for the award of academic credit.
<div><div></div><div></div><div></div></div>	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, including, but not limited to, fully online programs and primarily online programs.

November 2017

Stage	Tactic (Summary)
	Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.

Not Started	Initial stages	Full steam ahead
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## Affordability Goal 4: The SUS will determine the costs of online education campus-by-campus.

Strategy 4.2: Develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.

November 2017

Stage	Tactic (Summary)
	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.
	Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.

Not Started	Initial stages	Full steam ahead
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## Summary: Status of Implementation of Tactics

November 2017

Elements	Not Started	Initial Stages	Full Steam Ahead	Total
Quality	0	3	12	15
Access	5	2	11	18
Affordability	2	6	8	16
Total	7	11	31	49



## Summary: Status of Implementation of Tactics

January 2019

Elements	Not Started	Initial Stages	Full Steam Ahead	Total
Quality	0	0	15	15
Access	1	1	16	18
Affordability	0	2	14	16
Total	1	3	45	49

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
January 30, 2019**

**SUBJECT: Online Course Design Quality Designations**

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**PROPOSED STEERING COMMITTEE ACTION**

For update.

**BACKGROUND INFORMATION**

The Quality Workgroup remains actively engaged in development of a quality designation process to evaluate online courses and identify quality designations for the courses to be uploaded in the Florida Virtual Campus (FLVC) online course catalog.

At the June 2018 meeting of the Steering Committee, Quality Workgroup leaders led a discussion of workgroup activities and Committee members learned additional information on the process and provided guidance to the workgroup. At this meeting, workgroup leaders will update the Steering Committee on its progress and plans in preparation for a March update to the BOG Online Committee.

**1. Course Catalog Quality Indicators Pilot**

The FLVC has created a beta test instance of the Florida Shines Course Catalog and six pilot institutions (FGCU, FIU, Seminole State, UCF, UNF, USF) are using this beta test site to test the course upload process and course tagging with quality designations. FLVC will also do user testing with students in early spring and use that feedback to refine the indicator icons and display.

BOG staff are reviewing sample data from the beta instance for reporting needs.

**2. Quality Designations**

The intent of the course design quality review process is to encourage a culture of quality across the system. While a desirable outcome of this process would be a high percentage of courses across the system that carry designations, the impetus is really about supporting quality course development and the creation of well-structured online courses.

The NR (Not Reviewed) and PR (Pending Review) indicators were intended to help users understand that the lack of a designation should not be interpreted as a lack of quality. We plan instead to communicate how to interpret review status on a public facing webpage. This approach reduces the workload for institutional course catalog



administrators and eliminates potential points of confusion for both end users and catalog administrators. Draft language is as follows:

*The standards-based, course review process is a significant commitment of institutional time and resources. This is a new initiative involving thousands of courses and the lack of a Q or HQ should not be interpreted as a lack of quality.*

The workgroup plans to revisit that approach after the designations have been in public use for at least two years.

### **3. Communication**

The Quality Workgroup has developed a public facing webpage and the page is ready to be finalized and published by FLVC at the conclusion of the pilot. Once that webpage is published, a communication will be sent from the Board of Governors to each University to provide an overview of the initiative and planned implementation.

### **4. Faculty Awards**

A subcommittee has been formed to develop the Faculty Awards process in conjunction with the Advisory Council of Faculty Senate. Three award levels are anticipated, and courses taught by faculty who have received awards will display a designation in the FloridaShines online course catalog.

- President (1 per institution)  
Selected at each institution
- Florida (3-5 per year in SUS)  
Selected from pool of Presidential award winners
- Chancellor (1 per year in SUS)  
Selected from pool of Florida award winners

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**Supporting Documentation Included:** Online Course Designations: Project Update

**Facilitators/Presenters:**

Dr. Deb Miller

Dr. Kelvin Thompson

## FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS

**Florida will create a culture of quality for online education by recognizing the development of high-quality online education statewide.**

As the demand for online courses in higher education continues to increase, so has the concern for the quality of online education and its impact on student success. While there are many components of online education that can impact student success, the most standardized and least subjective component has to do with the online course design and structure. Just as brick-and-mortar construction standards were used to build traditional face-to-face classrooms, online courses are now being similarly built using rigorous, research-based standards for quality course design and format. The result is increased quality and accessibility of online education and reduced barriers to student success.

### A Statewide Quality Initiative

The catalyst for this initiative was the Florida Board of Governors 2025 SUS Strategic Plan for Online Education, which outlines goals and strategies designed to result in improved instruction and increased educational opportunities for Florida Citizens. Goal 1 of the plan is that the State University System (SUS) in conjunction with the Florida College System (FCS) will create a culture of quality for online education. Tactics in support of this goal include a process to ensure implementation of quality standards for course design and the creation of a coding system in the Florida Virtual Campus course catalog that allows the identification of Quality and High-Quality online courses.

To work toward increasing the number of quality online courses in Florida, a BOG Quality Workgroup was tasked with developing online course design quality review processes that would be flexible enough to work across all SUS and FCS institutions and accommodate institutional differences while increasing overall online course quality. The result of this statewide collaboration is that beginning in 2019, online courses that have completed an online course design quality review will be tagged with a Quality designation in the FloridaShines course catalog.

### Online Course Design Quality Designations

*The standards-based, course review process is a significant commitment of institutional time and resources. This is a new initiative and the lack of a Q or HQ indicator in the catalog should not be interpreted as a lack of quality.*

Florida Online Course Design Quality reviews can result in a Quality or High-Quality designation. Both quality designations rely on the Quality Matters (QM) Higher Ed. Course Design Rubric Standards, but the course review process is unique to Florida. The main differences between the two quality designations are in the number of course reviewers and the number of QM standards that must be met.

**Quality (Q)** designation results from a course being reviewed by two trained reviewers, meeting all QM essential standards, and providing alternative means of access to course materials in formats that meet the needs of diverse learners.

**High Quality (HQ)** designation results from a course being reviewed by three trained reviewers, meeting all QM essential standards, receiving at least 85% of the available points on the QM Rubric, and providing alternative means of access to course materials in formats that meet the needs of diverse learners.

## **Online Course Design Quality Standards**

A Quality or High-Quality designation is a significant accomplishment that means an online course has met rigorous, research-based standards of course design in the following areas:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Learning Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability

## **Florida Quality Workgroup and Subcommittees**

Deb Miller, **SUS Chair** (March 2018 - ) University of North Florida

Kelvin Thompson, **SUS Co-Chair** (June 2017 - ) University of Central Florida

Michelle Franz, **FCS Co-chair** (July 2018 - ), Seminole State College

Michael Nathanson, **FCS Co-chair** (July 2018 - ), Lake Sumter State College

Len Roberson, Chair (December 2015 – June 2017) University of North Florida

Cindy DeLuca, Co-Chair (June 2017 – March 2018) University of South Florida

Sid Beitler, Palm Beach State College

Alexandra Bitton-Bailey, University of Florida

Vicki Brown, Florida Atlantic University

Kelvin Bentley, University of West Florida

Vance Burgess, University of West Florida

Kevin Celebi, New College of Florida

Joe Clark, Florida State University

Franzetta Fitz, Florida A & M

Arifa Garman, Gulf Coast State College

Julie Golden, Florida Atlantic University

Dave Jaeger, Florida Gulf Coast University

Mimi Lezcano, Florida International University

Brian Marchman, University of Florida  
Elizabeth Metzger, Broward College  
Christie Nicholas, University of South Florida  
Jessica Rodriguez, Florida International University  
Jennifer Smith, University of Florida  
Brenda Vose, University of North Florida  
Dennis Walpole, University of South Florida

**Canvas Site for Quality Workgroup**

Chris Amato, Polk State College  
Joe Clark, (**lead**), Florida State University  
Kyle Cole, Lake Sumter College  
Dave Jaeger, Florida Gulf Coast University  
Liyang Miao, Florida State University  
Deidre Price, Northwest Florida State College  
Jennifer Smith, University of Florida

**Communication Subcommittee**

Alexandra Bitton-Bailey, University of Florida  
Joe Clark, Florida State University  
Michelle Franz, Seminole State University  
Kevin Hulen, University of North Florida  
Elizabeth Metzger, Broward  
Deb Miller, University of North Florida

**Equivalency Process Subcommittee**

Michelle Franz, Seminole State College  
Arifa Garman, Gulf Coast State College  
Kevin Hulen (**lead**), University of North Florida  
Nathan Neuman, Polk State College  
Christie Nicholas, University of South Florida  
Brian K. Marchman, University of Florida

**FLVC Catalog Process Subcommittee**

Kristin Carlton, Florida State University  
Sally Davis, University of South Florida  
Kevin Hulen, University of North Florida  
Patrice Kapcio, University of North Florida  
Joni Miller, Seminole State College  
Dru Mozingo, University of Central Florida  
Bob Reed, University of Central Florida  
Jessica Rodriguez, Florida International University  
Brandon Stuil, University of Central Florida  
Dennis Walpole (**lead**), University of South Florida  
David Jaeger, Florida Gulf Coast University

Joe Stanis, Florida Gulf Coast University  
David deMoya, Florida Gulf Coast University

### **QM Standards Subcommittee**

Alexandra Bitton Bailey, University of Florida  
Kevin Hulen, University of North Florida  
Dave Jaeger, Florida Gulf Coast University  
Mimi Lezciano (**lead**), Florida International University  
Liyang Miao, Florida State University  
Cody Moyer, Polk State College  
Tammi Viviano-Brodrick, College of Central Florida  
Amy Stuart, Seminole State College

### **Faculty Awards Subcommittee**

Gabriela Alvarez, Florida International University  
Sid Beitler, Palm Beach State College  
Alexandra Bitton-Bailey, University of Florida  
Julie Golden, Florida Atlantic University  
Dave Jaeger, Florida Gulf Coast University  
Brian Marchman, University of Florida  
Deirdre Price, Northwest Florida State College  
Jennifer Smith (**co-lead**), University of Florida  
Amy Stuart, Seminole State College  
Nancy Swenson, University of Central Florida  
Kelvin Thompson (**co-lead**), University of Central Florida



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**STEERING COMMITTEE**  
**Florida International University**  
**January 30, 2019**

**WORKGROUP Updates**

**ADAPTIVE LEARNING WORKGROUP**

Dr. Tom Cavanagh, UCF

Adaptive learning is a computer-based instructional strategy that personalizes the educational experience of learning and assessment for each individual student, based upon his/her own unique strengths, weaknesses, and performance. Adaptive learning can be deployed for a variety of reasons, including improving student success and retention, allowing acceleration through a curriculum, and providing targeted remediation when necessary.

Adaptive learning can be extremely useful in helping institutions provide a high-quality, personalized educational experience for each student at scale. Researchers at the University of Central Florida, where the strategic implementation of adaptive learning has been expanding for several years, have not only found that [many students succeed at higher rates](#) but that they also [evaluate the experience highly](#) on affective measures.

**Status**

To date, UCF's [adaptive learning pilot](#) has impacted more than 23 courses, 48 faculty, and over 11,000 students. Another 26 adaptive UCF courses are currently in development. Other schools, such as FIU, have also begun piloting adaptive learning systems. FIU has launched an adaptive algebra course and their Masters of Public Health Program is being redesigned using adaptive technologies.

In February 2017, the University of Florida hosted the [Engaged and Personalized Learning Conference](#) for both UF faculty and others across Florida to discuss the current state of the art in personalized and adaptive learning, explore best practices, and meet with commercial providers.

While still an emerging strategy, adaptive learning remains a key area of emphasis for delivering a high-quality, personalized digital education at scale for Florida students.

## **FLORIDA ONLINE INNOVATION SUMMIT**

(formerly the Innovation in Florida Online Learning (IFOL))

Dr. Tom Cavanagh, UCF

In 2018, a plan was proposed to convene the annual innovation summit, showcasing innovative work already occurring at SUS institutions. This plan was approved by the Council of Academic Vice Presidents (CAVP) and the Online Implementation Steering Committee.

The CAVP endorsed the convening of an annual one-day Florida Higher Education Innovation Summit (FHEIS) at UCF. The intention is to scale the impact of potentially-isolated campus-based projects. The goal of the annual innovation summit is to disseminate information about each innovative project to help foster the scaling of high-impact innovations across the SUS.

There will be two distinct tracks to the FHEIS:

- ☐ Innovative projects: featuring innovative initiatives from faculty or staff that could be replicated or expanded at other institutions.
- ☐ Research: focusing on online and digital learning research coordinated by the statewide online research consortium.

We have changed the official name to The Florida Online Innovation Summit and have stood up a website: <https://digitallearning.ucf.edu/ilab/innovation-summit/> . We are currently evaluating proposals to present.

UCF and FLVC have worked out an agreement to seek funding to cover the expenses for five years of delivery of the Florida Online Innovation Summit. This will allow us to guarantee this event without requiring either user registrations or questionable vendor sponsorships. We will be announcing this arrangement shortly. We have already stopped requiring payment for new registrations and will soon be issuing refunds for any that have already paid for the 2019 event.

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## **FLORIDA COURSESHARE INITIATIVE**

Ms. Jennifer Smith, UF

### Overview

The *Online Education 2025 Strategic Plan*, tactic 1.2.2 recommends, “Develop or co-develop shared Master Courses that would be available, but not required, for use in specific high-demand areas.” As the lead institution for this tactic, the University of Florida proposes to pilot a course preparation and review process using the FLVC Canvas Commons as a repository.

## Advisory Committee Recommendations

The advisory committee recommends that the Florida CourseShare initiative coordinate with the Florida Quality Online Course Review process and possibly establish an “exemplary” level. This would help to elevate the distinction of Florida CourseShare contributions and help to motivate faculty participation.

Where possible, it is desirable for CourseShare contributions to incorporate lower-cost library-licensed or OER materials. The CourseShare Advisory Committee members are reviewing the state core offerings at their institutions to identify candidates for contribution. UF is currently preparing MUL2010 Introduction to Music Literature for contribution to the repository as a pilot. The eTextbook for this course is licensed through the UF Libraries. Information about the licensing will be included with the CourseShare package.

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### **STEM LABS WORKGROUP**

Ms. Evie Cummings, UF Online

Chemistry lab project update :

The SUS of Florida Taskforce, assigned the task of insuring the availability of high-quality STEM labs for online students, continues to move ahead following the October 2018 STEMPowered Faculty Symposium. The Taskforce is now focused on piloting a chemistry lab innovation for online students. In December, 2018, the Taskforce appointed a workgroup charged with the deployment of a chemistry lab boot camp that would provide online students a hybrid lab offering (some online content plus a 2 week, face to face lab learning experience). This group, chaired by UF and comprised of faculty and instructional designer pairs from each SUS member, will reconvene in early February for biweekly video calls to facilitate delivery of this boot camp in the Summer A term of 2019.

All dates are subject to change but initial framing includes: Students would first engage in online content starting May 13 and then, on June 3, students would be expected on the UF campus. Students would complete a two-week, face to face, Chemistry 2045 lab intensive, (June 3-14) The lab bootcamp would be conducted in the new Joseph Hernandez Hall’s chemistry lab and classroom spaces on the UF campus in Gainesville. To defray costs for students, optional UF housing will be made available at a cost of approximately \$30/night. We anticipate a very small cohort of 5-10 students for this initial pilot.

The workgroup will next focus on the lab design, and how to facilitate replication and customization at local campuses.



## **STUDENT SUPPORT WORKGROUP**

Dr. Vicki Brown, FAU

You may recall that during the June 2018 meetings, the Steering Committee and the BOG ONLINE Committee approved the use of a Student Services Scorecard and directed universities to conduct a self-study of the support services provided to online students to ensure that online students are receiving the equivalent services as on-campus students. As a result of this work, the Florida State University System received a 2018 “Best in Practice” Award for Student Support Services from the national Online Learning Consortium.