



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

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.)

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
 - a. January 30, 2019, Meeting Notes
 - b. Update: 2019 Summary Agenda
2. For Approval: “Quality” Performance Indicators and Goals Dr. Nancy McKee, BOG
 1. June 2019 Innovation and Online Committee Meeting
 2. Quality Designations Follow-up from
1/30/19 Steering Committee Meeting Dr. Deb Miller, UNF
3. For Update:
 - a. Showcase for Board meeting in June Dr. Cindy DeLuca, USF
 - b. Student Services Summit Dr. DeLuca
 - c. Resiliency Initiative Dr. Jon Rogers, BOG
 - d. 2025 Strategic Plan for Online Education:
Completion of Initiatives Dr. DeLuca
 - e. Textbook Affordability Dr. McKee
4. Concluding Remarks and Adjournment Chair Wilcox

Appendix: Florida Online Innovation Summit, TOPKit Workshop, and FLVC’s OER Summit



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

Graham University Center
Florida International University
Miami, Florida
January 30, 2019
11:00 a.m. – 12:30 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 11:00 a.m. on January 30, 2019 with the following members present: Vice Chair Dr. Ellenberg, Dr. Bret Danilowicz, Dr. Ken Furton, Dr. Joe Glover, and Dr. Jon Rogers.

Chair Wilcox introduced and welcomed Dr. Bret Danilowicz, Provost at Florida Atlantic University, who has been appointed by Chancellor Criser to serve on the Steering Committee.

b. Meeting Notes

The Meeting Notes from the November 7th Steering Committee meeting were approved by the Committee.

c. Update: 2019 Summary Agenda

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 2019 summary agenda will be further amended.

2. For Approval.

a. Statewide Marketing

Joseph Riquelme, FIU

Mr. Riquelme presented a revised draft of a recommendation for a statewide marketing campaign designed to increase awareness of online program offerings in the State

University System. Revisions focused on a marketing plan that will target underserved populations and geographic areas. The draft recommendation stated that “*the Florida Virtual Campus, through FloridaShines, should develop a statewide marketing campaign to increase awareness of the quality online degree programs and courses available across the State University System (SUS).*” The Committee reviewed the draft recommendation and made the following revisions:

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

Dr. Pam Northrup added that the Florida Virtual Campus should support what is occurring at the individual university campuses. Dr. Glover recommended that university marketing and communication representatives should be invited to review the Committee’s recommendation. The Committee approved the recommendation.

**b. Online Student Retention & Success:
New Initiative**

Dr. Vicki Brown, FAU

Dr. Vickie Brown, chair of the Online Student Services Support Workgroup, provided an update of planning activities for a state level effort to enable successful retention initiatives to be shared among SUS faculty and student support services personnel. The workgroup, along with members of the FLVC Student Services Committee, proposed an Online Student Support Summit to be hosted by FAU. The proposal recommended a combination of out-of-state keynote speakers and a call for proposals. Dr. Brown suggested a mid-2020 date for the Summit.

Chair Wilcox suggested providing some form of professional development activity sooner than 2020. He recommended a program to highlight online student support services that would include presentations by national experts in this area and would be designed for SUS student services professionals and academic leaders and webcast to a broad audience. Chair Wilcox and Dr. Glover indicated that they would provide financial support to bring in national experts and Chair Wilcox directed the Steering Committee’s Implementation Committee to develop an action plan for delivering this program. The Committee approved the development of an Online Student Support Summit.

Chair Wilcox also discussed with the Committee a proposal to schedule a SUS Innovation Showcase during the days of the June 2019 Board of Governors meetings that will be hosted by USF. Each university would be invited to “showcase” innovative online programs and initiatives during the board meetings in a public area adjacent to the meetings in the Marshall Center. The Committee supported the plan to conduct a SUS Innovation Showcase during the June 2019 BOG meeting at USF.

3. For Update.

a. 2025 Online Strategic Plan – Goals & Tactics

Dr. Rogers led a review of the 2025 Strategic Plan for Online Education by providing an update of the status of the Goals and Tactics that are expressed in the Plan. The status of these items were determined with the assistance of the Committee's workgroup chairs and the last review by the Committee occurred in fall 2017. The Committee found that 45 of the 49 tactics in the Plan were determined to be in the "full steam ahead" status and only one tactic has not been started. Dr. Northrup opined that there are tactics that will likely remain at the "Initial Stages" level due to the lack of resources. Dr. Rogers stated that the review process did not recognize that many of the tactics have been completed. Committee members agreed that it would be beneficial to determine which tactics have been completed and also to conduct a review of the Performance Indicators that are stated in the Plan (7 Indicators for Quality, 7 Indicators for Access, and 4 Indicators for Affordability).

Chair Wilcox directed the Implementation Committee to develop an action plan to identify the goals and tactics that have been completed and to provide a status report on the performance indicators in the Plan.

The Committee considered the establishment of a "resiliency workgroup" for universities and their online programs which was first suggested by Dr. Glover during the November Committee meeting. Chair Wilcox directed the Implementation Committee to propose recommendations for the membership and work plan for this workgroup.

b. Quality Designations

Dr. Deb Miller, UNF

Dr. Deb Miller, co-chair of the Quality Workgroup, provided an update of the quality designations project. Pilot testing of the updated FLVC course catalog uploading process has been completed. Seven institutions (UNF, FSU, USF, UCF, FIU, FGCU, Seminole State College) participated in the testing by uploading their online courses with icons for quality indicators and awards in the catalog's course description view. All involved were pleased with the uploading process and the updating of course indicators and awards. Additionally, FLVC has established student focus groups to gather feedback on the use of the online course catalog and the impact of the availability of quality course indicators and awards. Dr. Miller reported that the timeline for the launch of the FLVC Course Catalog with quality indicators remains during the fall of 2019. Additional work will be done regarding the course catalog on issues of data collection, submission, and maintenance.

The Committee discussed the significant progress that has been made on this project and recognized the burden of the costs involved, particularly the faculty and staff time that is required, for the online course review process. It was noted that a focused quality determination process typically does not occur for traditional face-to-face courses. The

Committee also discussed whether there were alternative methods to identify and report on course quality and mentioned the possible utilization of assessments on student satisfaction. Chair Wilcox requested that Dr. Miller continue to provide workgroup updates at upcoming committee meetings.

4. 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 for 2019.

Following further discussion, Chair Wilcox adjourned the meeting at 12:30 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 27-28 [FAMU]	1. "Quality" Performance Indicators/Goals (Mid-course Correction) 2. Updates: June Showcase; Student Services Summit; Resiliency; Completion of Initiatives; Board Interest in Textbook Affordability	Not meeting
June 11-13 [USF]	1. Affordability Performance Indicators/Goals (Mid-course Correction) 2. Updates: Textbook Affordability	1. 2017-18 Annual Report: Strategic Plan for Online Education 2. "Quality" Performance Indicators/Goals 3. Quality Designations 4. Exemplary USF Online Student/Faculty
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 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. Exemplary UF Online Student / Faculty
January 29-30 (FSU)	1. <i>(Deliverables TBD)</i> 2. Select Updates	1. Approval of revised Performance Indicators 2. Emerging Online Issues 3. Exemplary FSU Online Student/Faculty

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
March 27, 2019

SUBJECT: “Quality” Performance Indicators and Goals

PROPOSED STEERING COMMITTEE ACTION

For Approval.

BACKGROUND INFORMATION

The *2025 Strategic Plan for Online Education* includes performance indicators and goals for each of the three elements in the *Plan*: Quality, Access, and Affordability. Over the next few months, the Board’s Innovation and Online Committee will be conducting a mid-course correction of these indicators and goals.

At its March meeting, the Steering Committee is being asked to review and approve edits to the Quality performance indicators and goals, which will be considered by the Innovation and Online Committee in June. Implementation Committee members have reviewed the edits and have had opportunities to provide feedback.

To inform the discussion of the indicator and goal related to quality course design designations, and in response to questions raised at the Steering Committee’s January meeting, Dr. Deb Miller has provided the attached document explaining the designations and course review process.

Supporting Documentation Included: Quality Performance Indicators
Course Design Reviews

Facilitators/Presenters: Dr. Nancy McKee (BOG) and
Dr. Deb Miller (UNF)

PERFORMANCE INDICATORS

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Quality

<i>Performance Indicators</i>	<i>2025 Goals</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>
<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" rating <u>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><u>90% 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>
<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>
<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>Online student success (receiving a course grade of A, B, or C)</p> <p><i>Recommendation: No change</i></p>	<p>Online student success rate equals or exceeds the rate for comparable face-to-face courses</p> <p><i>Recommendation: 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>Online student withdrawal rate</p> <p><i>Recommendation: No change</i></p>	<p>Online student course withdrawal rate is no higher than for comparable face-to-face courses</p> <p><i>Recommendation: 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 comparable <u>the withdrawal rate from face-to-face classroom</u> courses.</p>
<p>Student satisfaction with online education</p> <p><i>Recommendation: No change</i></p>	<p>Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses</p> <p><i>Recommendation: No change</i></p>

Update on **Florida Online Course Design Quality reviews**

The **Q** indicator results from a course being reviewed by two trained reviewers, meeting all of the Quality Matters (QM) Higher Ed. Course Design Rubric essential standards, and providing alternative means of access to course materials in formats that meet the needs of diverse learners. The **HQ** indicator results from a course meeting all of the requirements for a Q indicator, plus the addition of a third trained reviewer *and* meeting additional standards. Courses are typically reviewed *after* they have been taught at least once.

Both Quality and High-Quality designations are significant accomplishment that indicate an online course has met rigorous, research-based standards of course design in a number of areas.

Most SUS institutions will have both Q- and HQ-designated courses ready to load into the FLVC catalog this spring, based on their existing course design review processes. Those courses have already met the criteria and can obtain the designation immediately.

The cost associated with completing course reviews is one of time and attention. To understand how faculty, instructional designers, and other trained reviewers participate in a course review process, it is helpful to examine infographics used by universities to communicate their processes. All of these institutions are using the QM standards or a set of standards that has been reviewed and deemed comparable to the QM standards.

The University of Central Florida infographic provides a good overview of the first phase from a faculty perspective. Their practice is to first designate a course as Q, then move to an HQ review.

The infographic from the University of Florida unbundles the process further and we can begin to see the variation in practice between institutions.

Florida Gulf Coast University's infographic provides more detail of a review itself and the tasks completed by faculty and reviewers. It highlights the time and effort involved and makes clear that the cost of completing course reviews are personnel costs.

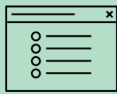


UF + Quality Matters

Course Review Timeline



Instructor Course Development



Complete the Great Online Course Workshop Series



Design and build a great online course with the help of an instructional designer



Teach the course and complete Part 1 of the Course Reviews for Excellence Workshop (CREW)



Complete a quality self-review in ProposalSpace and include student evaluations and course map

Office of Teaching Excellence Course Review Management



Assign trained reviewers to each course and send reviewers feedback tips



Track course collaborators and information in Salesforce



Identify reviewers who have completed CREW



Check self-review to insure all items have been submitted correctly and create a course Ally report

Reviewers Complete Course Review



Review assigned courses and receive feedback tips



Complete course review (target deadline is three weeks)



Send helpful feedback to instructor team through ProposalSpace

Instructor Follow-Up



If all essential standards **are** met: Instructor receives notification and invitation to complete Part 2 of the Course Reviews for Excellence Workshop (CREW)



Receive course feedback from the Office of Teaching Excellence



If all essential standards **are not** met: Instructor team has two weeks to make changes to course and provide additional details to reviewers

Reviewers Check Revisions



If revisions were requested:

- Reviewer receives additional details from instructor team
- Reviewer revises course review

Instructor “Pays it Forward”



Faculty teaching courses that receive an exemplary designation will be recognized at UF



Receive course badge for quality designation

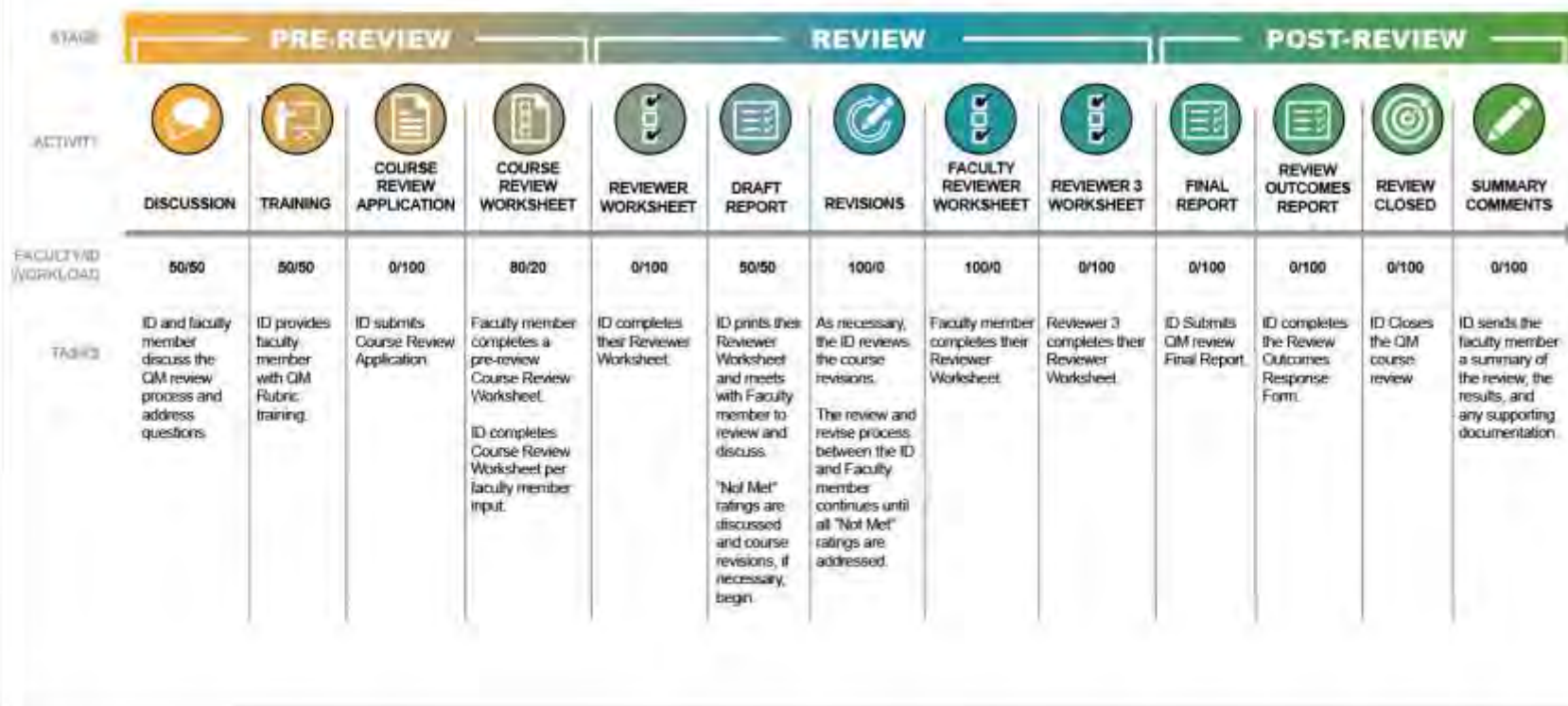


Review two courses



Become a trained course reviewer upon completion of CREW

Online Course Design Review Process using QM Standards/Rubric



Florida Gulf Coast University

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
March 27, 2019**

SUBJECT: Updates

PROPOSED STEERING COMMITTEE ACTION

For Information.

BACKGROUND INFORMATION

Brief updates will be provided for the following issues:

- Showcase for the Board of Governors meeting in June
- Student Services Summit
- Resilience Initiative
- 2025 Strategic Plan for Online Education Completion of Initiatives
- Board Interest in Textbook Affordability

Supporting Documentation Included: Resiliency Work Plan

Facilitators/Presenters: Dr. Cindy DeLuca (USF), Dr. Jon Rogers (BOG),
Dr. Nancy McKee (BOG)

STATE UNIVERSITY SYSTEM

ACADEMIC CONTINUITY: PREPARING FOR RESILIENCY

Work Plan

OVERVIEW:

Natural and man-made crises and major emergencies are a part of living and state universities continue to plan and prepare for such occurrences, including a hurricane or major storm, major explosion/fire, public health emergency, or terrorist threats and acts of violence. Preparation requires a focused and continuous effort from the entire university, including the campus leadership, faculty, staff, students, and external partners.

During times of major disruption on a university campus, the institution's emergency plan must prioritize both the safety and security of its campus community and the continuation of its core academic mission. All state universities have been proactive in efforts to plan and prepare for emergencies in their campus communities within the mandates of state law and Board of Governors regulation. Section 252.365, Florida Statutes, requires every state agency to have an emergency coordination officer and a comprehensive disaster preparedness plan. Further, Board of Governors Regulation 3.001 requires each university to develop and maintain a Comprehensive Emergency Management Plan (CEMP) and a Continuity of Operation Plan (COOP) to ensure continuity of essential university functions under all circumstances. Under these authorities, universities have continued to expand, refine, rehearse, and implement strong policies and procedures to reduce risks and maintain safety and security, with a focus on the campus infrastructure and on all members of the campus community.

Recognizing that broad areas of collaboration currently exist among postsecondary institutions at the national and state level, the focus of this initiative is on academic continuity in times of campus emergencies. The State University System will benefit from a focused, system-wide examination of the impact of a major crisis/emergency on a university's educational delivery system, with a focus on students.

GOALS:

- To provide guidance and a comprehensive set of plans and best practices to encourage and support state universities to prioritize academic/instructional continuity and better prepare for a major campus emergency that may have significant disruptions to students' educational pursuits.
- Increase lines of communication among the state universities via mutual aid agreements that will facilitate immediate assistance in a clearly-defined, well-coordinated response to maintain the core mission and restore the academic functioning of the institution.
- Promote preparedness for and resiliency from major crises among the SUS universities, students, and employees through planning, coordination, and communication.

ACTION PLAN:

- Convene a System-wide, representative group of academic policy and student support decision makers.
- At this meeting, participants will:
 - Review the Work Plan and identify topics/issues for review relating to students and their educational pursuits during a campus disaster/crisis;
 - Determine a format for a system-wide activity (*summer summit? conference? workshop? webcast?*);
 - Identify resources needed, and the date and location for a system-wide activity (*will need logistics planning, campus meeting space, etc.*);
 - For a System-wide meeting, determine program components, including sessions with experts/authorities, a keynoter, presenters, facilitators, etc. (*is a budget needed? Who will pay for what?*);
 - Schedule subsequent workgroup meetings and a timeline for work activities.

OUTCOMES:

- Recommend a comprehensive set of plans, policies, and best practices for state universities to consider in times of major campus disruption that will prioritize academic/instructional continuity and work to sustain students' academic pursuits.
- Increase the likelihood that the academic administrators, faculty, and students at each state university are informed with the most current and accurate information on campus plans, policies, and procedures relating to students and their academics during times of a campus crisis/emergency.
- Share findings and recommendations throughout the State University System.

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
March 27, 2019

SUBJECT: Appendix

PROPOSED STEERING COMMITTEE ACTION

For Information.

BACKGROUND INFORMATION

Florida Online Innovation Summit

(March 7, 2019)

In response to tactics in the *2025 Strategic Plan for Online Education*, UCF hosted the inaugural Florida Online Innovation Summit on March 7, 2019. The Summit, with a 5-year funding commitment from Complete Florida, is an opportunity to share and discuss projects that are being implemented across the state to advance the state-of-the-art in online learning. These are projects that seek to push the boundaries of current technology and practice in order to disrupt existing models and positively impact the constraints of the “iron triangle” of quality, cost, and access for students.

- 100 participants attended
 - 9 SUS institutions represented
 - 11 FCS institutions represented
- Agenda is attached

TOPkit Workshop

(March 5-6, 2019)

The annual TOPkit Workshop is a two-day workshop designed for higher education professionals in the State University System and State College System responsible for building or revising a professional development program for future online instructors. This is the third year of five, so the format has been modified to accommodate both new and returning participants. While the workshop is growing into somewhat of a conference format, this is still a workshop which is intended to be interactive with key takeaways.

- 79 participants attended
 - 8 SUS institutions represented
 - 12 FCS institutions represented
- Schedule is on the TOPkit Workshop website at https://ucfconference-prod.modolabs.net/topkit2018/topkit_schedule/index?subfeed=schedule_developing&feed=events&calendarMode=day&startdate=05-03-2019%20T000000&id=4f7eisab9fa1rjs7i1e9t08qgn%40google.com%7C20190305T000001

FLVC OER Summit
(February 27-28, 2019)

The Florida Virtual Campus (FLVC) hosted an OER Summit in Orlando, providing guest speakers and breakout sessions to “provide attendees with resources and opportunities to participate in interactive workgroups.” Participants were from institutions in the SUS and Florida College System.

Supporting Documentation Included: Florida Innovation Summit Agenda



UNIVERSITY OF
CENTRAL FLORIDA

Florida Online **INNOVATION SUMMIT**



General Schedule - Thursday, March 7, 2019

8:30am - 9:00am	Registration & Continental Breakfast (<i>Hallway</i>)
9:00am - 10:00am	Welcome - Thad Seymour, CIO, Partnerships and Innovations Opening Session - Keynote Address: Lou Pugliese (<i>Ballroom A</i>)
10:10am - 11:00am	Concurrent Session 1 (<i>Ballroom A, C, Boardroom</i>)
11:10am - 12:00pm	Concurrent Session 2 (<i>Ballroom A, C, Boardroom</i>)
12:00pm - 1:00pm	Lunch (<i>Hallway</i>)
1:10pm - 2:00pm	Concurrent Session 3 (<i>Ballroom A, C, Boardroom</i>)
2:10pm - 3:00pm	Concurrent Session 4 (<i>Ballroom A, C, Boardroom</i>)
3:10pm - 4:00pm	Closing Session (<i>Ballroom A</i>) Florida Online Leadership Panel

To read the long abstracts for each session, visit:
<http://dl.ucf.edu/innovation-program>

WELCOME AND KEYNOTE 9:00AM - 10:00AM

BALLROOM A

Welcome - 9:00AM - 9:10AM *Thad Seymour, Chief Innovation Officer, Partnerships and Innovations University of Central Florida*

Keynote Address - 9:10AM - 10:00AM - Digital Learning: The Path Ahead
Lou Pugliese, Senior Innovation Fellow and Managing Director at ASU EdPlus
Lou's 25-year career stands at the intersection of enterprise learning software, psychometrics, and data science. As former CEO of Blackboard and director of strategy at ETS, Lou has more than 25 years of experience developing a wide variety of enterprise technology solutions to improve teaching and learning outcomes. His expertise leads ASU's efforts to understand, advocate, execute and implement new solutions to enhance the digital learning environment.

CONCURRENT SESSION 1 - 10:10AM - 11:00AM

Beginner's Guide to Low-cost and High-impact Immersive Assignments for your Online Course
Boardroom
Maikel Alendy & Rodolfo Rego (Florida International University)
Virtual reality offers a promising new strategy for teaching and learning, engaging learners in a realistic and 360-degree environment. During this session, attendees will explore innovative VR assignments for online and in-person courses and discover how to create effective and engaging VR assignments on a public institution budget.

Do You See What I See? Immersing the Online Student with 360 Videos
Ballroom C
Chad Garcia, Heidi Schroeder, Jared Brown, Amber Lee, and Syleste Hoskins (USF)
To deliver authentic learning experiences, USF has utilized 360 videos to create immersive educational environments to simulate field trips, lab skills, tutorials, and clinical education experiences.

Adaptive Learning: Lessons Learned from Three Years of Research
Ballroom A
Patsy Moskal & Chuck Dziuban (University of Central Florida)
We will discuss the results of three years of collaborative research partnership between two universities and an adaptive learning provider. Current findings indicated that the underlying pattern of learning in adaptive courses remains comparable across disciplines and institutions. These findings have implications for predictive analytics and instructional design.

CONCURRENT SESSION 2 - 11:10AM - 12:00PM

Shrinking the Classroom, Mobile Strategy in a Large Class World
Boardroom
Ryan Seilhamer (University of Central Florida)
UCF is BIG, and teachers are often challenged to accommodate many students in one classroom. The Division of Digital learning at UCF is using mobile technologies to give students opportunities to influence the direction of a class. In this session, you will learn about UCF's six years of mobile research and academic mobile app strategy.

Virtual Mentoring: Harnessing the Power of Technology to Connect College and Career Ready Leaders

Ballroom C

Matthew Ohlson, Amanda Pascale, & Jordan Fleming (University of North Florida)

CAMP (Collegiate Achievement Mentoring Program) Osprey is a mentoring program where UNF students serve as leadership mentors to K12 students. To overcome geographic & financial barriers faced by our urban/rural partners throughout Florida, we've developed "virtual leadership mentoring" to positively impact more than 500 K12 students and 300 collegiate mentors.

Driving Student Success with Predictive Analytics

Ballroom A

Daniel Cespedes & Joseph Riquelme (Florida International University)

Discover the power of predictive analytics! Learn how FIU Online is increasing student success rates in critical courses by implementing predictive analytics using the capabilities of Alteryx, R-statistical programming, and Tableau.

LUNCH 12:00PM - 1:00PM - Hallway

CONCURRENT SESSION 3 - 1:10PM - 2:00AM

Looking at the Future of Cognitive Technology in Education

Ballroom A

David-John Palmer (Florida International University)

Virtual learning assistants and other emerging technologies help us create effective and engaging learning experiences. FIU implemented cognitive technologies to improve learning outcomes and assist business students to grasp key concepts in information system management. We'll consider lessons learned from these experiences and more.

Using Digital Badges to Connect Career Readiness Across Campus

Boardroom

Peter Thorsett, Lynn Chisholm, & Katlyn Kurtz (University of South Florida)

We've all heard: "career readiness is everyone's responsibility!" But how do we get everyone on board and how do we help students connect these programs to life after graduation? We'll explore USF's Career Readiness Badging Program, strategies for building relationships across campus, using badging technology, and how to market it to students and employers.

The Innovation of Online Abroad: Lessons Learned & Moving Forward

Ballroom C

Wendy Howard & Tameca Harris-Jackson (University of Central Florida)

Instructional designer and instructor team share their innovative "Online Abroad" model to provide students who are unable to travel access to international activities on a traditional study abroad trip. These researchers will share their evaluation research on a series of pilots that led to the most recent social work course in Greece.

CONCURRENT SESSION 4 - 2:10PM - 3:00PM

GPS for Learning: Adaptive Technology Helps Students Navigate Their Learning

Ballroom A

Tammy Muhs (University of Central Florida)

Participants will get an overview of adaptive learning while highlighting the benefits for both students and faculty. Participants will have the opportunity to virtually tour an adaptive mathematics course and try their hand at creating adaptive scenarios that could be implemented into exercises.

From Data to Design

Boardroom

Lindsey Mercer, Christie Nicholas, Chad Garcia, & Colleen Cook (University of South Florida)

See how the University of South Florida (USF) Digital Learning team aggregated and reviewed instructor support requests to inform training resources, elicited online student feedback to improve courses, and identified patterns in course evaluations to inform resources for improving course quality.

Overcoming the Challenges of Online Language Learning

Ballroom C

Brenda Such & Crystal Marull (University of Florida)

This presentation shares processes taken to integrate LinguaMeeting language coaching sessions and VoiceThread for fostering language learning through online interpersonal relationships.

CLOSING SESSION - 3:10 PM - 4:00 PM

Florida Online Leadership Panel

Ballroom A

Thomas Cavanagh (University of Central Florida), Panel Moderator

Victoria Brown (Florida Atlantic University)

Cynthia DeLuca (University of South Florida)

Robert Fuselier (Florida State University)

Pamela Northrup (Florida Virtual Campus)

Delaine Priest (University of Central Florida)

Joseph Riquelme (Florida International University)

The panel will discuss innovative student services and success strategies being employed at Florida institutions.