

QUALITY METRICS

From the SUS 2025 Strategic Plan for Online Education:

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>Currently: Number of annual SUS Chancellor Awards for high-quality courses</p> <p>Recommendation: <i>No change</i></p>	<p>Currently: 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 newly developed awards program. Each institution offering online education will have a President's Award, with the System having one Chancellor's Award selected from the winners of the President's Awards. The recommended 2025 Goal is:</i></p> <p>One Chancellor's Award presented annually at the state level</p>
<p>Currently: Percentage of faculty participating in professional development</p> <p>Recommendation: Percentage of faculty teaching online courses participating in professional development</p>	<p>Currently: 15% of faculty from SUS institutions offering online education participate in yearly professional development activities</p> <p>Recommendation: <i>To ensure that faculty who teach online courses are well-prepared to do so, the recommended goal is below.</i></p> <p>90% of faculty teaching online courses complete professional development related to online education.</p>
<p>Currently: Number of institutions sharing research in online education</p> <p>Recommendation: <i>No change</i></p>	<p>Currently: 75% of SUS institutions participate in the online education research consortium</p> <p>Recommendation: <i>Strengthen the goal to ensure research is being shared, as reflected below.</i></p> <p>100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.</p>

<p>Currently: Online student success (receiving a course grade of A, B, or C)</p> <p>Recommendation: <i>No change</i></p>	<p>Currently: Online student success rate equals or exceeds the rate for comparable face-to-face courses</p> <p>Recommendation: <i>Edit the goal to capture the methodology used at the System level. The success rate is calculated by comparing the success of all students in online courses with that of all students in classroom courses. The success rate is not calculated at the System level for individual courses. The recommended revisions to the goal are below.</i></p> <p>Online student success rate equals or exceeds is comparable to the rate for comparable face-to-face <u>classroom</u> courses.</p>
<p>Currently: Online student withdrawal rate</p> <p>Recommendation: <i>No change</i></p>	<p>Currently: Online student course withdrawal rate is no higher than for comparable face-to-face courses</p> <p>Recommendation: <i>Clarify that the withdrawal rate will be calculated in total at the System level and not for individual courses. Institutions may calculate and review individual courses for anomalies. Recommended revisions are below:</i></p> <p>Online student course withdrawal rate is no higher than for comparable to the withdrawal rate from face-to-face <u>classroom</u> courses.</p>
<p>Currently: Student satisfaction with online education</p> <p>Recommendation: <i>No change</i></p>	<p>Currently: Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses.</p> <p>Recommendation: <i>Clarify that the System data reported will reflect student satisfaction levels for online and classroom courses in total and not for individual courses.</i></p> <p>Student satisfaction levels for online courses are comparable to equal or exceed satisfaction levels for <u>classroom</u> comparable <u>face-to-face</u> courses.</p>
<p>Currently: Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog</p> <p>Recommendation: <i>Replace current performance indicator with</i></p> <p>Continuing assessment of online courses to provide quality assurance and improvement using the <i>Florida Online Course Design Quality</i> (https://www.flbog.edu/board/office/online/doc/2019_04_25_FLORIDA%20ONLINE%20COURSE%20DESIGN%20QUALITY_forPosting.pdf) review or an approved institutional process.</p>	<p>Currently: 90% of SUS courses in the FLVC catalog rated high quality</p> <p>Recommendation: <i>In 2018-19, the number of unduplicated courses in the Fall and Spring terms in the FLVC online catalog exceeded 17,000. The review process is a massive undertaking, even for a multi-year effort, requiring a large amount of institutional time and resources devoted to the process. To make implementation manageable while remaining committed to the offering of quality-designed online courses in the System, the goal is recommended to be revised as reflected below:</i></p> <p><u>100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.</u></p>