



BOARD *of* GOVERNORS

State University System of Florida

Mid-course Correction of the SUS 2025 *Strategic Plan for Online Education's* Quality Metrics

Dr. Nancy McKee, Associate Vice Chancellor
June 13, 2019

www.flbog.edu



Performance Indicator and Goals: Faculty Awards

Performance Indicator:

- Currently: Number of annual SUS Chancellor Awards for high-quality courses
- Recommendation: No change

Goal:

- Currently: 8 Chancellor Awards presented annually at the state level
- Recommendation: One Chancellor's Award presented annually at the state level.



Performance Indicator and Goals: Faculty Professional Development

Performance Indicator:

- Currently: Percentage of faculty participating in professional development
- Recommendation: Percentage of faculty teaching online courses participating in professional development



Performance Indicator and Goals: Faculty Professional Development

Goal:

- Currently: 15% of faculty from SUS institutions offering online education participate in yearly professional development activities
- Recommendation: 90% of faculty teaching online courses complete professional development related to online education



Performance Indicator and Goals: Research

Performance Indicator:

- Currently: Number of institutions sharing research in online education
- Recommendation: No change



Performance Indicator and Goals: Research

Goal:

- Currently: 75% of SUS institutions participate in the online education research consortium
- Recommendation: 100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.



Performance Indicator and Goals: Research



Florida Online
**INNOVATION
SUMMIT** 



Performance Indicator and Goals: Student Success

Performance Indicator:

- Currently: Online student success (receiving a course grade of A, B, or C)
- Recommendation: No change



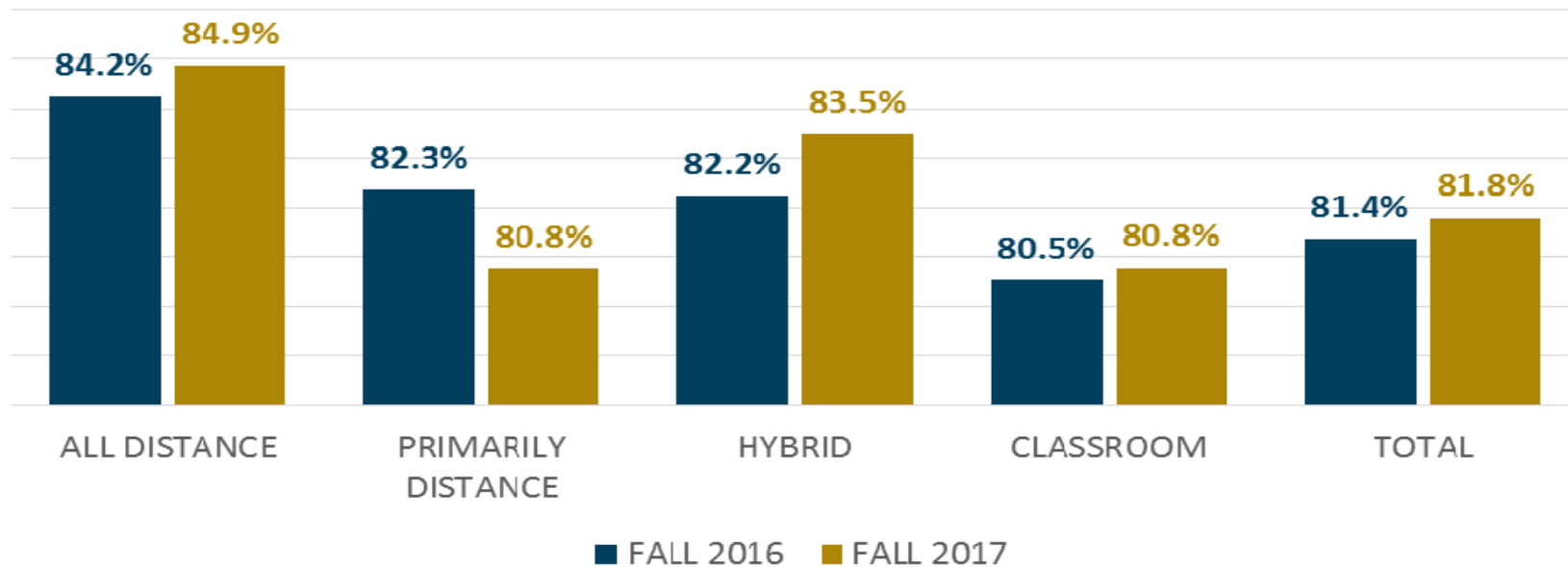
Performance Indicator and Goals: Student Success

Goal:

- Currently: Online student success rate equals or exceeds the rate for comparable face-to-face courses.
- Recommendation: Online student success rate is comparable to the rate for classroom courses.



2018 Annual Report for Online Education: Student Success





Performance Indicator and Goals: Student Withdrawal Rate

Performance Indicator:

- Currently: Online student withdrawal rate
- Recommendation: No change



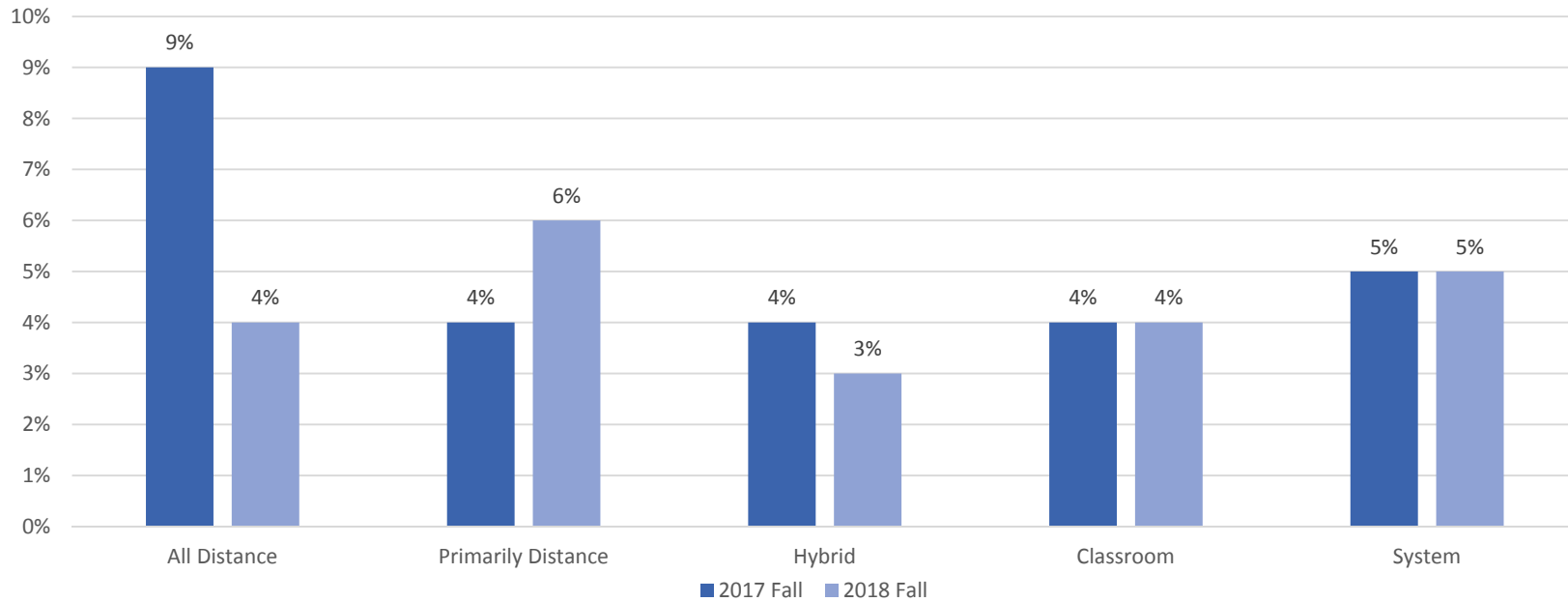
Performance Indicator and Goals: Student Withdrawal Rate

Goal:

- Currently: Online student course withdrawal rate is no higher than for comparable face-to-face courses.
- Recommendation: Online student withdrawal rate is comparable to the withdrawal rate from classroom courses.



Student Withdrawal Rates





Performance Indicator and Goals: Student Satisfaction

Performance Indicator:

- Currently: Student Satisfaction with Online Education
- Recommendation: No change



Performance Indicator and Goals: Student Satisfaction

Goal:

- Currently: Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses.
- Recommendation: Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.



Performance Indicator and Goals: Quality Course Design

Performance Indicator:

- **Currently:** Percent of SUS courses bearing a “high quality” rating in the FLVC online catalog.
- **Recommendation:** Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality (https://www.flbog.edu/board/office/online/doc/2019_04_25_FLORIDA%20ONLINE%20COURSE%20DESIGN%20QUALITY_forPosting.pdf) review or an approved institutional process.



Performance Indicator and Goals: Quality Course Design

Goal:

- Currently: 90% of SUS courses in the FLVC catalog rated high quality
- Recommendation: 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.



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