
IMPLEMENTATION SCHEDULE AND ACTION STEPS FOR STRATEGIC GOALS AND ASSOCIATED TACTICS FOR ONLINE EDUCATION: 2025 STRATEGIC PLAN

This document identifies the action steps to be taken to address each tactic in the 2025 SUS Strategic Plan for Online Education, the time by when the action step will be completed, and the group responsible for completing each action step. Most of the responsibilities for completing the actions falls to specific workgroups that are part of the Implementation Committee. Members of each workgroup include not only members from the Implementation Committee but also members from the FLVC Member Council, faculty representatives, and other stakeholder groups as appropriate.

Four workgroups have been established: Quality Workgroup, Professional Development Workgroup, Affordability Workgroup, and Data Workgroup. The membership in each of the Implementation Committee's workgroups can be found on the Board of Governors Online Education Online web site , http://flbog.edu/about/online_education.php.

It is anticipated that three additional workgroups will be established: Student Services Workgroup, Infrastructure Workgroup, and Online Programs Workgroup.

The Implementation Committee will have regularly scheduled in person meetings three times a year – March, June, and January – in conjunction with the Board of Governors meetings. Other meetings, by teleconference or in person, will be scheduled as needed.

The Steering Committee will be invited to join the Implementation Committee meeting in June.

TACTICS RELATED TO QUALITY METRICS FOR ONLINE EDUCATION

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<p><i>Quality</i></p> <p>1.1.3</p>	<p>Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.</p>	<p>May 2016: The Data Workgroup will coordinate with FLVC staff to obtain data on current methods and processes used to certify quality of online courses. Report to be given to the Quality Workgroup.</p> <p>December 2016: The Quality Workgroup will recommend to the Implementation Committee for approval by the Steering Committee a proposal for using one or a limited set of quality rubrics(s) statewide in order to enable identification of quality and high-quality courses across SUS institutions. The proposal may recommend the development of a new, SUS-specific rubric or the approval of a set of 3rd party rubrics that have been shown to be equivalent in terms of measuring quality.</p>	
<p><i>Afford-ability</i></p> <p>1.2.1</p>	<p>Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system.</p> <p>Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of a statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics.</p>	<p>May 2017: In the case that 3rd party rubrics are recommended, state-level licensing agreements will be negotiated. The Quality Workgroup will work with the Board's Director of Shared Services and FLVC staff to facilitate this agreement.</p> <p>December 2017: In the case of a proposed SUS-specific rubric, the Quality Workgroup will develop a rubric for approval by the Steering Committee for use in Spring semester 2018.</p>	

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<i>Quality</i> 1.1.2	Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.	<p>December 2016: The Quality Workgroup will recommend a coding structure for quality and high quality courses to FLVC staff for implementation. Coding plan should accommodate existing rubrics that have been selected for statewide as well as a SUS-specific rubric when and if such a rubric is developed. Codes should be in place for spring 2017.</p> <p>May 2017: The Quality Workgroup will recommend a coding structure to identify courses that will receive statewide awards to FLVC staff for implementation. Coding should be implemented in time to recognize the first set of award-winning courses in spring 2018.</p>	
<i>Quality</i> 1.1.1	<p>In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses.</p> <p>System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President's Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor's Quality Award that represents the best of breed throughout the state.</p>	<p>May 2017: The Quality Workgroup will recommend to the Implementation Committee for its approval a detailed proposal for implementing a statewide award system for exceptional online courses.</p> <p>May 2018: Upon approval by Steering Committee and availability of funding, the first awards will be given at end of spring semester 2018.</p>	✓

TACTICS RELATED TO DATA COLLECTION AND SHARING

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Quality 1.1.3	Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.	<p>May 2016: Data Workgroup will work with FLVC staff to obtain data on current methods and processes used to certify quality of online courses. Report to be given to the Quality Workgroup.</p> <p>May 2017: Data Workgroup to work with FLVC in updating its information about the current methods and processes used to certify quality of online courses. Report to be presented to the Implementation and the Steering Committee.</p>	✓
Quality 2.2.1	Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.	December 2016: Data Workgroup will coordinate with FLVC staff and the Infrastructure Workgroup to obtain data about current processes used by SUS institutions to ensure that their respective institutions have the technology needed. Survey provided to Infrastructure Workgroup.	✓
Quality 1.1.4	Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.	May 2016: Data Workgroup will determine the availability of data elements and data collection timelines for potential inclusion in the 2015-16 Accountability Report for Online Education.	

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 1.1.1	Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses. Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs.	<p>May 2016 The Data Workgroup will make recommendations to the Board of Governors Workgroup on Metrics for Online Education on revisions to the definitions to be used for fully online and primarily online degree programs. Definitions will be used to inform a statewide inventory of such programs.</p> <p>December 2016: Using data definitions proposed by Data Workgroup and approved by the BOG Workgroup on Metrics for Online Education, BOG staff will publish and maintain an inventory of SUS fully online and primarily online programs. The Inventory will be maintained on the BOG web site.</p> <p>May 2017: FLVC will ensure consistency between the Board of Governors Inventory of Online Programs and the FLVC database.</p>	
Affordability 4.1.1	Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.	<p>May 2016: Data Workgroup will review and recommend these revisions and present to the Implementation Committee for approval.</p> <p>December 2016: Data Workgroup will work with the BOG Workgroup on Metrics for Online Education to make recommendations official.</p>	
Access 3.1.2	Ensure universities are using need and demand data when considering programs for online delivery.	<p>December 2016: The Data Workgroup will coordinate with FLVC to define and determine the availability of “need and demand data.” The Data Workgroup will obtain data on how SUS institutions are using “need and demand data” in planning programs online. A report with recommendations will be prepared for the Implementation Committee and the Steering Committee.</p>	

Note: In addition to the responsibilities outlined above, the Data Workgroup will also have responsibility for compiling the data needed for the Performance Metrics dashboard and the annual Accountability Report.

TACTICS RELATED PROFESSIONAL DEVELOPMENT OF FACULTY AND STAFF

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Quality 1.2.1	Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.	<p>May 2016: Professional Development Workgroup will make recommendation to Implementation Committee for approval by the Steering Committee. Such recommendations should address funding requirements, if any.</p> <p>December 2016: Subject to approval by Steering Committee and availability of funding, the recommendation will be implemented so that the professional development network for instructional designers will be operational by end of 2016.</p>	✓
Quality 1.2.2	Enhance professional development opportunities offered by FLVC for institutional leaders in online education.	<p>May 2016: Professional Development Workgroup will make recommendation to the Implementation Committee, for approval by Steering Committee, on how FLVC can best assist in providing professional development opportunities for institutional leaders in online education. Such recommendations should address funding requirements, if any.</p> <p>December 2016 Subject to approval by the FLVC Members Council for Distance Learning and Student Services, as well as the availability of any needed funding, FLVC will implement recommendations for providing professional development opportunities for institutional leaders in online education.</p>	✓

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<p>Quality 1.2.2 (cont.)</p>	<p>Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.</p>	<p>May 2016: Data Workgroup will coordinate with FLVC staff to determine processes currently used for ensuring faculty are prepared to teach online.</p> <p>December 2016: Based on report produced by the Data Workgroup on processes currently used for ensuring faculty are prepared to teach, the Professional Development workgroup will make Best Practices recommendations to Implementation Committee. Upon approval, Best Practices will be shared with all SUS institutions.</p> <p>December 2016: Professional Development Workgroup will investigate different approaches for certifying faculty to teach online and will make recommendation to the Implementation Committee on which approach(es) should be used if a SUS institution decides to certify faculty to teach online.</p>	<p style="text-align: center;">✓</p>
<p>Quality 1.2.3</p>	<p>Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act.</p>	<p>June 2017: Professional Development Workgroup made recommendation to CAVP, who agreed to fund recurring costs for four years after the first year startup. FLVC agreed to fund first year start-up, nonrecurring costs. <i>Toolkit will be available by June 30, 2017.</i></p>	<p style="text-align: center;">✓</p>
<p>Quality 1.2.4</p>	<p>Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online</p>	<p>June 2017: Quality Workgroup will work with UCF to integrate the most commonly used rubrics by SUS institutions into the online tool kit.</p> <p>December 2017: Quality Workgroup will work with UCF to integrate approved state-wide rubrics into professional development material.</p>	

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TACTICS RELATED TO UF ONLINE

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 1.1.4	Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes.	May 2016: The Implementation Committee and UF Online will work together in identifying the support needed to continue development of UF Online in the delivery of affordable, high quality, fully online baccalaureate degree programs.	

TACTICS RELATED TO CHANGING REGULATIONS

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 2.2.1	Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.	May 2016: BOG staff will obtain clarification and propose new wording of regulation to recognize availability of online courses. December 2016: Upon approval by the Steering Committee, BOG staff will initiate the standard institutional review process for the creation or modification of regulations.	
Access 2.2.2	Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.	May 2016: BOG staff will propose new wording for regulation for approval by Implementation Committee and Steering Committee. December 2016: Upon approval by the Steering Committee, BOG staff will initiate the standard institutional review process for the creation or modification of regulations.	
Access 2.2.3	Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.	May 2016: BOG staff will conduct research on the flexibility to establish non-resident fees that is currently permitted by BOG regulations or state statute. As appropriate, BOG staff will propose revisions to regulations to be approved by Implementation Committee and Steering Committee. December 2016: If changes are needed and upon approval by the Steering Committee, BOG staff will initiate the standard institutional review process for the creation or modification of regulations.	
Access 2.2.4	Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.	May 2016: BOG staff will review regulations for consistency with statutes and Board policy and will propose new wording for approval by Implementation Committee and Steering Committee. December 2016: If changes are needed and upon approval by the Steering Committee, BOG staff will initiate the standard institutional review process for the creation or modification of regulations.	

TACTICS RELATED TO A COMMON LMS

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<i>Afford-ability</i> 1.2.5	Encourage institutions to opt into the selected common Learning Management System.	May 2016: Steering Committee is responsible for encouraging members of the CAVP to adopt common LMS.	✓

TACTICS RELATED TO THE COST AND FINANCING OF ONLINE EDUCATION

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 2.1.1	Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.	May 2016: Affordability Workgroup to make recommendations to the Implementation Committee, which will be discussed at June meeting. During this meeting, future action steps will be identified. June 2016: Implementation Committee presents a plan to the Steering Committee.	
Afford-ability 4.2.1	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.	May 2016: Affordability Workgroup to make recommendations to the Implementation Committee, which will be discussed at June meeting. During this meeting, future action steps will be identified. June 2016: Implementation Committee presents a plan to the Steering Committee.	
Afford-ability 4.2.2	Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.	May 2016: Affordability Workgroup to make recommendations to the Implementation Committee, which will be discussed at June meeting. During this meeting, future action steps will be identified. June 2016: Implementation Committee presents a plan to the Steering Committee.	

TACTICS RELATED TO COLLABORATIONS

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Quality 2.1.1	Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.	<p>May 2016: UF Online will lead the creation of the consortium. BOG staff will obtain membership names from provosts and FLVC.</p> <p>December 2016: UF Online will host the first meeting of the consortium.</p>	
Quality 2.1.2	Develop a process to share research-based best practices that are occurring across the different institutions.	May 2017: Online Education Research Consortium will recommend a process to the Implementation Committee for its approval.	
Access 1.1.3	<p>Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System.</p> <p>Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction.</p>	May 2017: Online Programs Workgroup to make recommendations on the process for identifying and creating these collaborations to the Implementation Committee.	

TACTICS RELATED TO INFRASTRUCTURE

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Quality 2.2.1	Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.	<p>December 2016: Data Workgroup surveys institutions to determine current processes used by SUS institutions for ensuring their respective institutions have the technology needed. Survey results provided to the Infrastructure Workgroup.</p> <p>May 2017: Infrastructure Workgroup recommends to the Implementation Committee the best process(es) for conducting technology reviews and the timeframe the reviews should be undertaken at each institution. Institutional reviews begin after approval by the Steering Committee.</p> <p>December 2017: Infrastructure Workgroup compiles results of institutional reviews, including the costs of additional resources needed, and presents findings to the Implementation Committee and the Steering Committee.</p>	✓
Quality 2.2.3	Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.	<p>May 2017: The Infrastructure Workgroup will recommend best process(es) for conducting the review and the timeframe the reviews should be undertaken. Workgroup will make recommendations to the Implementation Committee to carry forward to the Steering Committee.</p> <p>December 2017: Infrastructure Workgroup will compile results of institutional reviews and provide report to be discussed at the summer meeting of the Implementation Committee.</p>	✓
Quality 2.2.2	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.	<p>December 2016: The Infrastructure Workgroup to work with the Board's Director of Shared Services and FLVC staff to facilitate collaboration.</p> <p>May 2017: Workgroup will report findings/recommendations to Implementation Committee to carry forward to the Steering Committee.</p>	

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<i>Afford-ability</i> 1.1.1	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINEs as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.	December 2016: Infrastructure Workgroup to work with FLVC staff to make recommendations to Implementation Committee.	✓
<i>Afford-ability</i> 1.1.2	Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.	December 2016: Infrastructure Workgroup to work with FLVC staff to make recommendations to Implementation Committee.	
<i>Afford-ability</i> 1.2.4	Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.	December 2016: Infrastructure Workgroup will review capabilities of LMS and other systems currently in use to collect such data and share results and recommendations with the Implementation Committee.	✓
<i>Access</i> 1.1.7	Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models.	May 2017: Infrastructure Workgroup to survey SUS institutions to determine availability of multiple, accelerated terms. Identify the technology and processes that need to be altered. Provide report with recommendations to the Implementation Committee at its June 2017 meeting. Present the report to the Steering Committee.	✓

TACTICS RELATED TO SUPPORTING STUDENT SUCCESS

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Quality 2.3.1	Ensure that universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.	<p>December 2016: Student Services Workgroup, in conjunction with the FLVC Members Council for Distance Learning and Student Services, will recommend to the Implementation Committee best practices for confirming all online students have access to services equivalent to those used by campus-based students. The Workgroup will also recommend the timeframe in which the confirmation should occur. Institutional reviews begin.</p> <p>May 2017: Upon approval of process by Implementation Committee, the Student Services Workgroup will conduct an assessment of each SUS institution and provide report to the Implementation Committee who will forward to the Steering Committee. The Student Services Workgroup will compile the results of institutional reviews and provide a report to the Implementation Committee and Steering Committee.</p>	✓
Access 1.1.6	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.	<p>December 2016: Student Services Workgroup, in conjunction with the Innovation Institute at UWF and FLVC Members Council for Distance Learning and Student Services, will review and confirm best practices Student Services Workgroup will prepare a report detailing best practices to be shared with SUS Institutions.</p>	
Affordability 1.2.3	Review and recommend data analytic tools and methods to predict student success in online education.	<p>December 2016: Infrastructure Workgroup will review and evaluate current data analytic tools and methods on the market and provide information on which data analytic tools and methods are being used by each SUS institution. A report will be delivered to the Implementation Committee for its discussion in its January 2017 meeting.</p>	
Access 2.1.4	Secure student support resources to ensure students have access to technology required for online education.	<p>December 2016: Student Services Workgroup, in conjunction with FLVC Members Council for Distance Learning and Student Services, will make recommendation on resources needed – and their respective costs - to the Implementation Committee and Steering Committee.</p>	✓

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 1.1.8	Provide a robust set of student support services to support the delivery of multiple, accelerated models.	December 2017: Based on report created by the Infrastructure Workgroup describing processes used by SUS institutions that have implemented multiple, accelerated terms, the Student Services Workgroup will recommend to the Implementation Committee and the Steering Committee the student support services needed to support this new delivery method, as well as their costs.	✓

TACTICS FOR PROGRAM/COURSE DEVELOPMENT

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 1.1.2	Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program.	December 2016: Online Programs Workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to address gaps in providing a broad range of degree programs online. Recommendations presented to Implementation Committee in its January meeting. Upon approval, recommendations sent to Steering Committee for their approval. After approval by the Steering Committee, the recommendations are sent to the CAVP.	✓
Afford-ability 1.2.2	Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas. The Florida Orange Grove could be refined for master course availability throughout the state. With additional standards around the best-case use of a master course, the Florida Orange Grove could be a shared resource for all Florida institutions to exchange content.	May 2017: Online Programs Workgroup will submit to the Implementation Committee a proposal for funding, developing, and delivering master courses. June 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, implement the proposal. December 2017: Master course(s) will be available.	✓

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<i>Affordability</i> 3.1.1	Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.	<p>May 2017: Online Programs Workgroup will submit to the Implementation Committee a plan for how shared programs could be funded, developed, and delivered.</p> <p>June 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, pilot the plan.</p> <p>December 2017: First shared program would be available.</p>	✓
<i>Affordability</i> 3.1.2	Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.	<p>May 2017 : Online Programs Workgroup will submit to the Implementation Committee a plan for how competency-based and adaptive learning programs could be funded, developed/co-developed, and delivered.</p> <p>December 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, pilot the plan.</p>	✓
<i>Affordability</i> 2.1.1	Determine and promote methods to increase the use of open-access textbook and educational resources to reduce costs to students.	<p>December 2016: Online Programs Workgroup will submit to the Implementation Committee a plan for increasing the use of open-access textbooks and educational resources.</p> <p>May 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, pilot the plan.</p> <p>December 2017: Online Program Workgroup will review the results of the pilot program and report to the Implementation Committee in its June meeting.</p>	✓

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
<i>Afford-ability</i> 2.1.2	Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational material.	December 2016: Online Programs Workgroup will research such mechanisms, including opportunities within the new Unizin consortium, and submit to the Implementation Committee information on how a university could use these mechanisms. Report will be distributed to SUS institutions.	
<i>Access</i> 2.1.3	Seek incentive funding to encourage institutions to implement innovations in online education.	December 2016: Online Programs Workgroup will submit to the Implementation Committee a proposal for innovative projects along with ideas for incentive funding. May 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, implement the proposal.	✓
<i>Afford-ability</i> 3.1.4	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.	December 2016: Online Programs Workgroup will submit to the Implementation Committee a proposal for experimental incubation pilot projects. May 2017: Upon approval by Implementation Committee and the Steering Committee and with available funding, implement the proposal.	✓

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 3.1.1	Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.	May 2016: University liaisons will be asked to share this request with academic units in their institutions.	
Afford-ability 3.1.3	Implement a model to assess prior learning for the award of academic credit.	December 2016: Online Programs Workgroup will present a model for assessing prior learning to the Implementation Committee at its January meeting.	✓

TACTICS FOR THE MARKETING OF ONLINE PROGRAMS

TACTIC CODE	TACTIC DESCRIPTION	ACTION STEPS AND DUE DATES	IMPLEMENTATION: POTENTIAL FUNDING IMPACT
Access 2.1.2	Obtain funding for statewide marketing and recruiting to expand online enrollments.	May 2016: FLVC staff will present to the Implementation Committee their statewide marketing and recruiting plans for online education. If additional efforts are required, the Implementation Committee, in collaboration with FLVC staff and institutional marketing staff, will present a plan, with funding requirements, to the Steering Committee for consideration and direction.	✓
Access 1.1.5	Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System.	May 2017: Marketing campaign approved by Steering Committee in Access Tactic 2.1.2 launched, subject to availability of funds.	✓