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State University System of Florida

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

Dr. Nancy McKee, Associate Vice Chancellor for Innovation and Online Education
November 9, 2017

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- <u>Growing number of enrollments in distance learning</u>: In 2015-16, 24% of undergraduate student FTE enrollments were in distance learning, up from 14% in 2010-11.
  - 26,641 UG students took only distance learning courses in 2015-16;
  - 175,103 took a mix of distance learning and non-distance learning courses; and
  - 107,456 took no distance learning courses.

- <u>Improved Time to Degree</u>: Students who supplement classroom courses with distance learning courses graduate faster than those who do not.

- <u>Large number of online majors</u>: In 2015-16, there were 320 online majors in the SUS, with 210 of those being distinct (inventory is being updated for 2017-18).

- <u>To ensure quality, access, and affordability</u>

Time to Degree for 2015-16 Full-Time, FTIC Baccalaureates in 120-hour Programs

Distance Learning Categories	Headcount	Median Years	Mean Years
0% DL (Classroom/Hybrid Only)	2,214	4.33	4.47
1-20%	13,515	4.00	4.26
21-40% DL	6,314	4.00	4.12
41-60% DL	1,703	3.92	3.95
61-80% DL	147	*	*
81-99% DL	20	*	*
100% DL	3	*	*
Total	**23,916**	**4.00**	**4.22**

* Due to low counts of the 61% - 100% groups, results are not generalizable to other populations.

SUS Undergraduate Full Time Equivalent (FTE) Students: 2017 Work Plans

	Undergraduate					
Method of Instruction	**Actual 2015-16**	**% of Total 2015-16**	**Planned 2017-18**	**% of Total 2017-18**	**Planned 2019-20**	**% of Total 2019-20**
Distance	**59,372**	**24%**	**67,845**	**27%**	**75,288**	**29%**
Hybrid	8,629	4%	10,453	4%	11,335	4%
Classroom	178,467	72%	176,583	69%	175,598	67%
Total	246,468	100%	254,881	100%	262,220	100%

SUS Graduate Full Time Equivalent (FTE) Students: 2017 Work Plans

Graduate						
Method of Instruction	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	**13,225**	**25%**	**14,770**	**27%**	**15,916**	**28%**
Hybrid	1,340	3%	1,971	4%	2,221	4%
Classroom	38,452	73%	38,306	70%	38,997	68%
Total	**53,017**	**100%**	**55,049**	**100%**	**57,134**	**100%**

DISTANCE LEARNING AS A PERCENT OF UNDERGRADUATE CREDIT HOURS

	2010-11	2011-12	2012-13	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2015 STRATEGIC PLAN	14%	16%	18%	22%	23%	24%	26%	28%	30%	32%	34%	36%	38%	40%
2017 UPDATE	14%	16%	18%	22%	24%	26%	27%	28%	29%	31%	32%	34%	36%	37%

ACTUAL   WORK PLANS   BOG PROJECTIONS

DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS

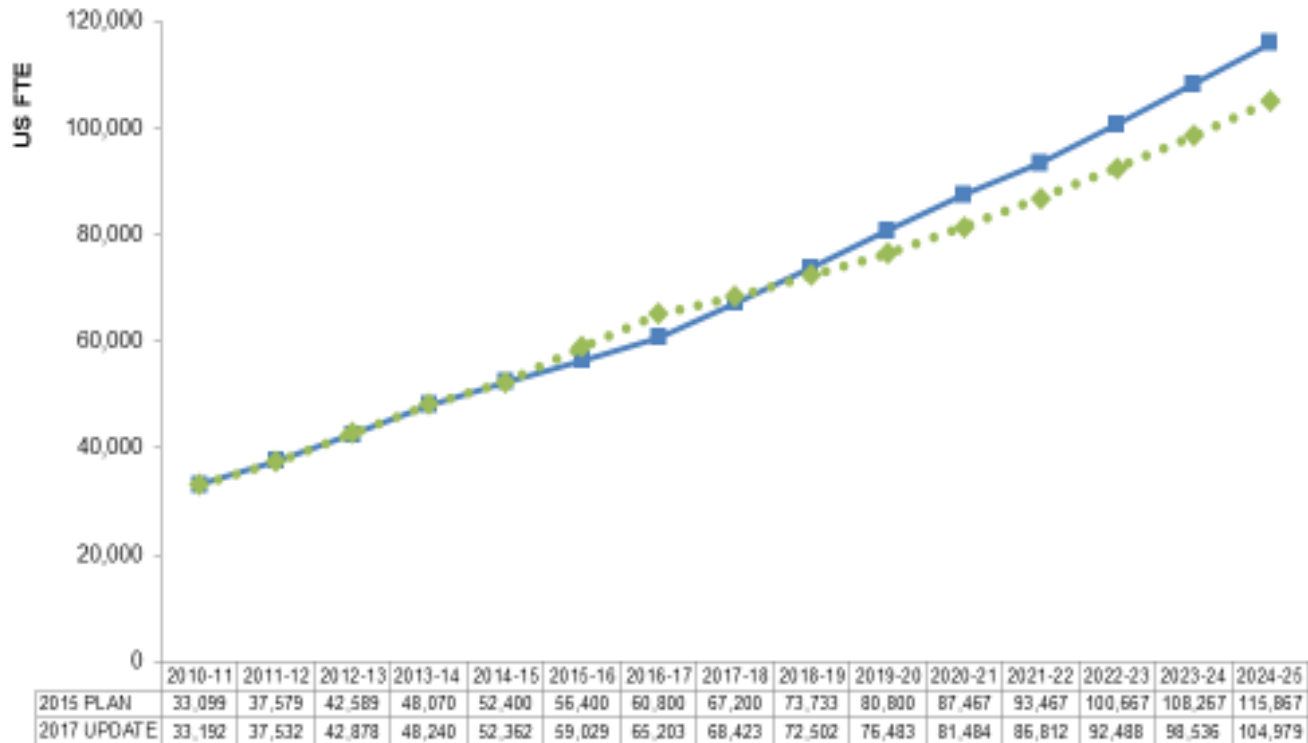|	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2015 STRATEGIC PLAN	14%	14%	18%	18%	20%	22%	24%	25%	27%	28%	29%	31%	32%	33%	34%
2017 UPDATE	17%	17%	21%	22%	24%	25%	27%	27%	27%	28%	29%	30%	31%	32%	33%

ACTUAL   WORK PLANS   BOG PROJECTIONS

Note: The historical percentage changed for the graduate credit hours due to a methodology change. The 2015 data was based on E&G fundable credit hours. The 2017 update is more comprehensive – it includes all credit hours regardless of fundability or budget entity. This methodology change has been implemented for all credit hour reporting – not just for distance learning.
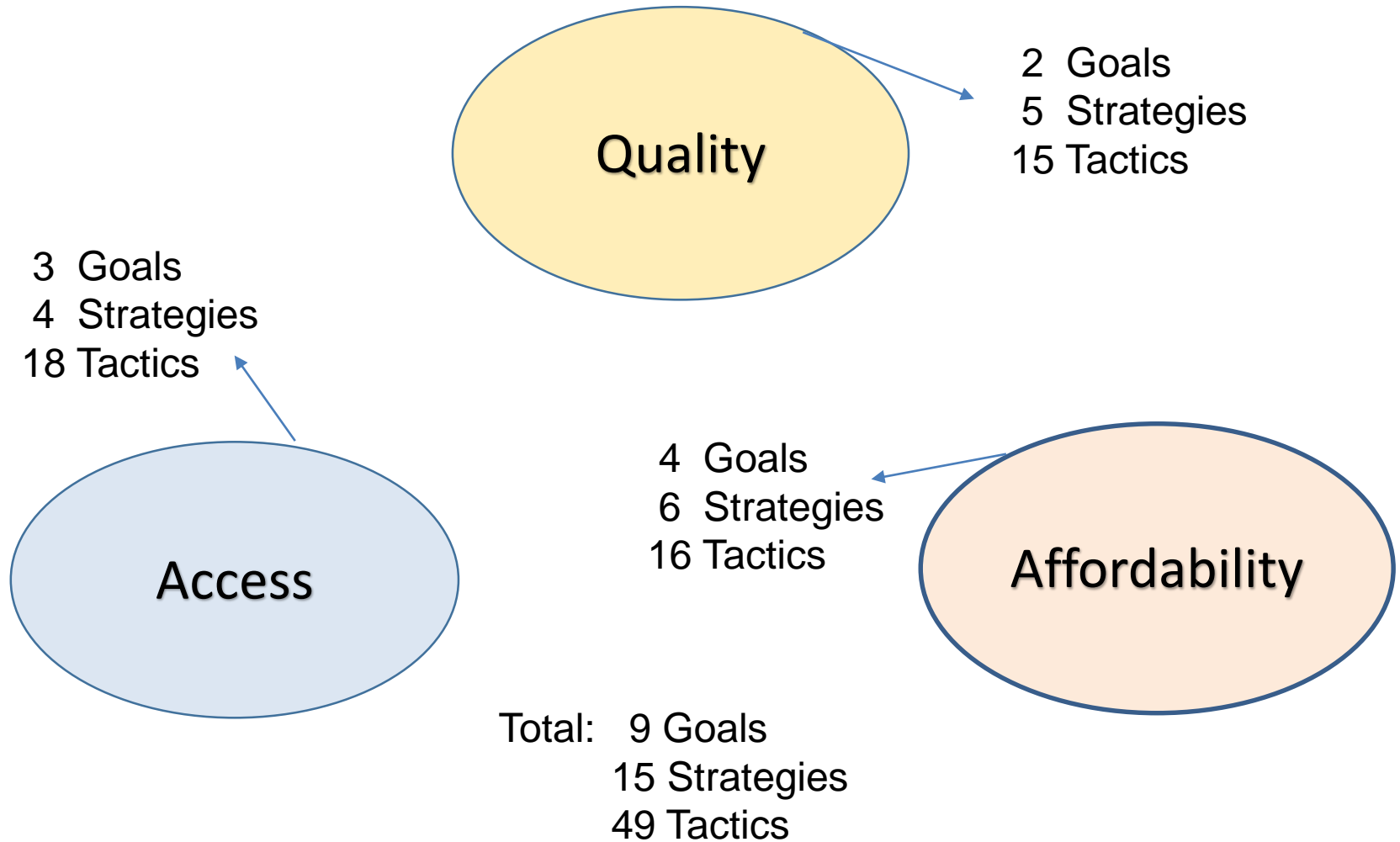
HISTORICAL & PROJECTED
UNDERGRADUATE DISTANCE LEARNING ENROLLMENT
REVISED OCT 2017

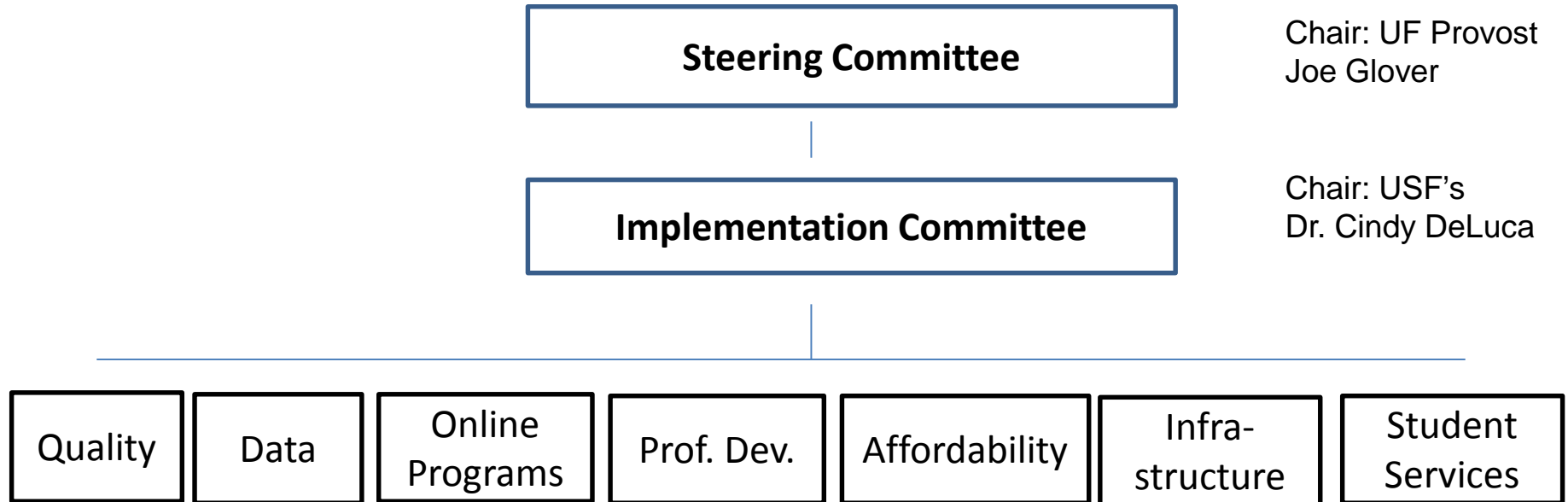|	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2015 PLAN	33,099	37,579	42,589	48,070	52,400	56,400	60,800	67,200	73,733	80,800	87,467	93,467	100,667	108,267	115,867
2017 UPDATE	33,192	37,532	42,878	48,240	52,362	59,029	65,203	68,423	72,502	76,483	81,484	86,812	92,488	98,536	104,979

Quality

2 Goals
5 Strategies
15 Tactics

3 Goals
4 Strategies
18 Tactics

Access

4 Goals
6 Strategies
16 Tactics

Affordability

Total: 9 Goals
        15 Strategies
        49 Tactics

Implementation Process

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┌─────────────────────────────────────┐          Chair: UF Provost
│        Steering Committee           │          Joe Glover
└─────────────────────────────────────┘
                   │
┌─────────────────────────────────────┐          Chair: USF's
│     Implementation Committee        │          Dr. Cindy DeLuca
└─────────────────────────────────────┘
                   │
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Quality	Data	Online Programs	Prof. Dev.	Affordability	Infra-structure	Student Services

Implementation Process

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                        ┌─────────────────────────┐
                        │   Steering Committee    │
                        └─────────────────────────┘
                                    │
                        ┌─────────────────────────┐
                        │ Implementation Committee│
                        └─────────────────────────┘
                                    │
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Quality	Data	Online Programs	Prof. Dev.	Afford.	Infrastructure and Shared Services	Student Services

Innov/FL Online Learning (IFOL)

OER/eTexts

Master Courses

Research Consortium

Licensing

Proctoring

Strategy 1.1: Recognize the development of high quality online education

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

Strategy 1.2: Expand support for professional development.

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.
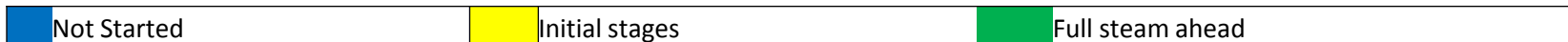
	Not Started		Initial stages		Full steam ahead

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

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.

🟦 Not Started	🟨 Initial stages	🟩 Full steam ahead

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

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

	Not Started		Initial stages		Full steam ahead

Example of Quality Indicators in *Technology Scorecard* for Institutional Self-Assessments

Quality Indicators	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
Building and maintaining infrastructure	The Learning Management System is scalable and is prepared to handle client growth. Equipment and resources are available to monitor, adjust performance, and ensure that applications and systems run optimally.	The Learning Management System is scalable and is prepared to handle client growth. Equipment and resources are available to monitor system performance and applications. The system does not allow for real time performance adjustments.	The Learning Management System is partially prepared to handle client growth.	

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

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

Examples of Indicators in the *Quality Scorecard for Student Support*

Quality Indicators	Exemplary Service – 2 pts	Service Available – 1 pt	Limited or No Service – 0 pts	Score
The institution provides virtual campus tours during the admission process				
Students have access to interview preparation workshops				
Students have access to library workshops and tutorial library skills				
Students have access to help desk support for technical support				

Strategy 1.1: Increase enrollment in online education.

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

CIP	CIP Title	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF T	USF SM	USF SP	UWF	Area
01.1102	Agronomy and Crop Science	-	-	-	-	-	-	-	-	M	-	-	-	-	-	STEM
01.1201	Soil Science and Agronomy, General	-	-	-	-	-	-	-	-	M	-	-	-	-	-	STEM
03.0103	Environmental Studies	-	-	-	B	-	-	-	-	-	-	-	-	-	-	STEM
03.0301	Fishing and Fisheries Sciences and Management	-	-	-	-	-	-	-	-	M	-	-	-	-	-	STEM
03.0501	Forestry, General	-	-	-	-	-	-	-	-	M	-	-	-	-	-	STEM
04.0301	City/Urban, Community and Regional Planning	-	-	-	-	-	-	-	-	M	-	-	-	-	-	-
05.0107	Latin American Studies	-	-	-	-	-	-	-	B	-	-	-	-	-	-	GLOBAL
05.0207	Women's Studies	-	-	-	B	-	-	-	-	-	-	-	-	-	-	-
09.0101	Speech Communication and Rhetoric	-	-	-	B	-	-	-	B	-	-	-	-	-	-	GAP ANALYSIS
09.0102	Mass Communication/Media Studies	-	-	-	M	-	-	-	-	M	-	-	-	-	-	-
09.0499	Journalism, Other	-	-	-	-	-	-	-	-	-	-	-	-	M	-	-
09.0701	Radio and Television	-	-	-	-	-	-	-	-	B	-	-	-	-	-	-
09.0903	Advertising	-	-	-	-	-	-	-	B	-	-	-	-	-	-	-
11.0101	Computer and Information Sciences, General	-	-	-	-	-	B	-	-	B	-	-	-	-	M	STEM
11.0103	Information Technology	-	-	-	-	-	M	-	-	-	-	M	-	-	B	STEM
11.0199	Computer and Information Sciences, Other	-	-	-	-	-	-	-	M	-	-	-	-	-	-	STEM
11.0401	Information Science/Studies	-	-	-	-	-	M	-	-	-	-	M	-	-	-	STEM
11.0501	Computer Systems Analysis/Analyst	-	-	-	-	-	-	-	-	-	-	M	-	-	-	STEM
13.0101	Education, General	-	-	-	-	-	-	-	M	-	-	-	M	-	-	EDUCATION
13.0301	Curriculum and Instruction	M	M	M	M	-	M	-	-	S	-	R	-	-	M	EDUCATION

CIP : 13.0301, CIP Title : Curriculum and Instruction

Institution	Degree Level	Degree	Major	Delivery	Upper Delivery	Area
FAMU	M	-	Curriculum and Instruction	PRIMARILY ONLINE	-	EDUCATION
UWF	M	-	Secondary Education Comprehensive	FULLY ONLINE	-	EDUCATION
FAU	M	-	Master of Education Curriculum and Instruction with a concentration in TESOL	FULLY ONLINE	-	EDUCATION
FGCU	M	-	Curriculum and Instruction: Educational Technology	FULLY ONLINE	-	EDUCATION
FIU	M	MS	MS in Curriculum and Instruction	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Elementary Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	English Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Foreign and Second Language Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Mathematics Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Science Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Social Science Education	FULLY ONLINE	-	EDUCATION
FSU	M	MS	Special Education	FULLY ONLINE	-	EDUCATION
UF	P	EdD	"Ed.D. Curriculum, Teaching and Teacher Education (CTTE)"	PRIMARILY ONLINE	-	EDUCATION
UF	P	EdD	Ed.D. in Curriculum and Instruction with an emphasis on Educational Technology	PRIMARILY ONLINE	-	EDUCATION
UF	S	EdS	Ed.S. in Curriculum and Instruction with a concentration in Teacher Leadership for School Improvement	PRIMARILY ONLINE	-	EDUCATION
UF	S	EdS	Ed.S. in Curriculum and Instruction with an emphasis in Educational Technology	FULLY ONLINE	-	EDUCATION
UF	M	MEd	M.Ed. in Curriculum and Instruction with a concentration in Teacher Leadership for School Improvement	PRIMARILY ONLINE	-	EDUCATION
UF	M	MEd	M.Ed. in Curriculum and Instruction with an emphasis in Educational Technology	FULLY ONLINE	-	EDUCATION
USF	R	PhD	Curriculum and Instruction - Career and Workforce Education	PRIMARILY ONLINE	-	EDUCATION
USF	M	-	Curriculum and Instruction - Instructional Technology	FULLY ONLINE	-	EDUCATION
USF	S	-	Curriculum and Instruction - Instructional Technology	FULLY ONLINE	-	EDUCATION
USF	M	-	Curriculum and Instruction - Secondary Ed (TESOL)	FULLY ONLINE	-	EDUCATION
UWF	M	-	Curriculum Studies	FULLY ONLINE	-	EDUCATION
UWF	M	-	Elementary Education Comprehensive	FULLY ONLINE	-	EDUCATION
UWF	M	-	Instructional Technology	FULLY ONLINE	-	EDUCATION
UWF	M	-	Middle Level Education Comprehensive	FULLY ONLINE	-	EDUCATION
UWF	M	-	Primary Education Comprehensive	FULLY ONLINE	-	EDUCATION
UWF	M	-	Reading Instruction	FULLY ONLINE	-	EDUCATION
FAU	M	-	Master of Education Curriculum and Instruction with a concentration in Multicultural Educationaion	FULLY ONLINE	-	EDUCATION

- One of the tactics on the Access screen was to support UF Online. In support of UF Online efforts and those across the SUS, the Steering Committee approved the creation of a system-wide task force to evaluate options for deployment of STEM labs for online students.

- A one-year effort to inventory current online lab offerings across the SUS, identify gaps and opportunities, examine options, and produce findings and recommendations for moving forward is being conducted by the SUS Online Labs Taskforce, led by Evie Cummings, the Director of UF Online.

- The report will be ready to present to the Innovation and Online Committee in January 2018.

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

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

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

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.

🟦 Not Started	🟨 Initial stages	🟩 Full steam ahead

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

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.
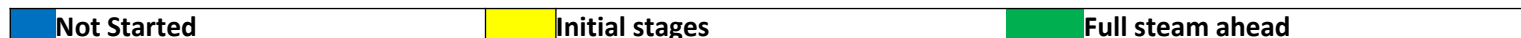
	Not Started		Initial stages		Full steam ahead

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

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

Not Started	Initial stages	Full steam ahead

Strategy 1.1: Enhance shared support services for online students.

Stage			Tactic (Summary)
	🟨		Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.
		🟩	Develop FloridaSHINES as a point of contact for students at all levels.
	🟨		Explore additional items for potential sharing.

	Not Started		Initial stages		Full steam ahead

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.

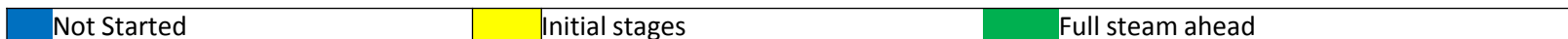| Stage			Tactic (Summary)
		🟩	Co-develop or invest in state-level licensing agreements to measure course quality.
		🟩	Develop shared master courses to be available, but not required, for use in high-demand areas.
	🟨		Review and recommend data analytic tools and methods to predict student success in 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.
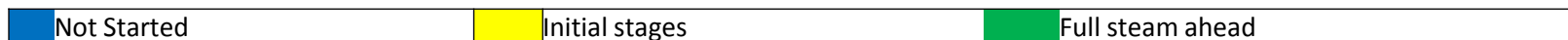
🟦 Not Started	🟨 Initial stages	🟩 Full steam ahead

Strategy 2.1: Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.

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

Strategy 3.1: Implement innovative instructional models.

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

🟦 Not Started	🟨 Initial stages	🟩 Full steam ahead

Strategy 4.1: Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs.

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

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.

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

Summary: Status of Implementation of Tactics

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

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