STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Steering Committees
for Implementation of the *2025 Strategic Plan for Online Education*

Room 222, Pensacola Board Room
FAIRWINDS Alumni Center
University of Central Florida
Orlando, Florida
November 8, 2017
9:15 – 10:15 a.m.

1.	**Call to Order and Opening Remarks**	**Dr. Joe Glover, Chair**
2.	**Consideration for Approval**	
	a. Online Labs Task Force Report	**Evie Cummings, UF Online**
	b. Technology Scorecard Report	**Joseph Riquelme, FIU**
3.	**For Information: PowerPoint for Nov. 9 Innovation and Online Committee meeting (Status Of Implementation of 2025 Strategic Plan for Online Education)**	**Dr. Nancy McKee**
4.	**Concluding Remarks and Adjournment**	**Chair Glover**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Steering Committee
November 8, 2017

SUBJECT: Online Labs Task Force Report

PROPOSED STEERING COMMITTEE ACTION

For approval

BACKGROUND INFORMATION

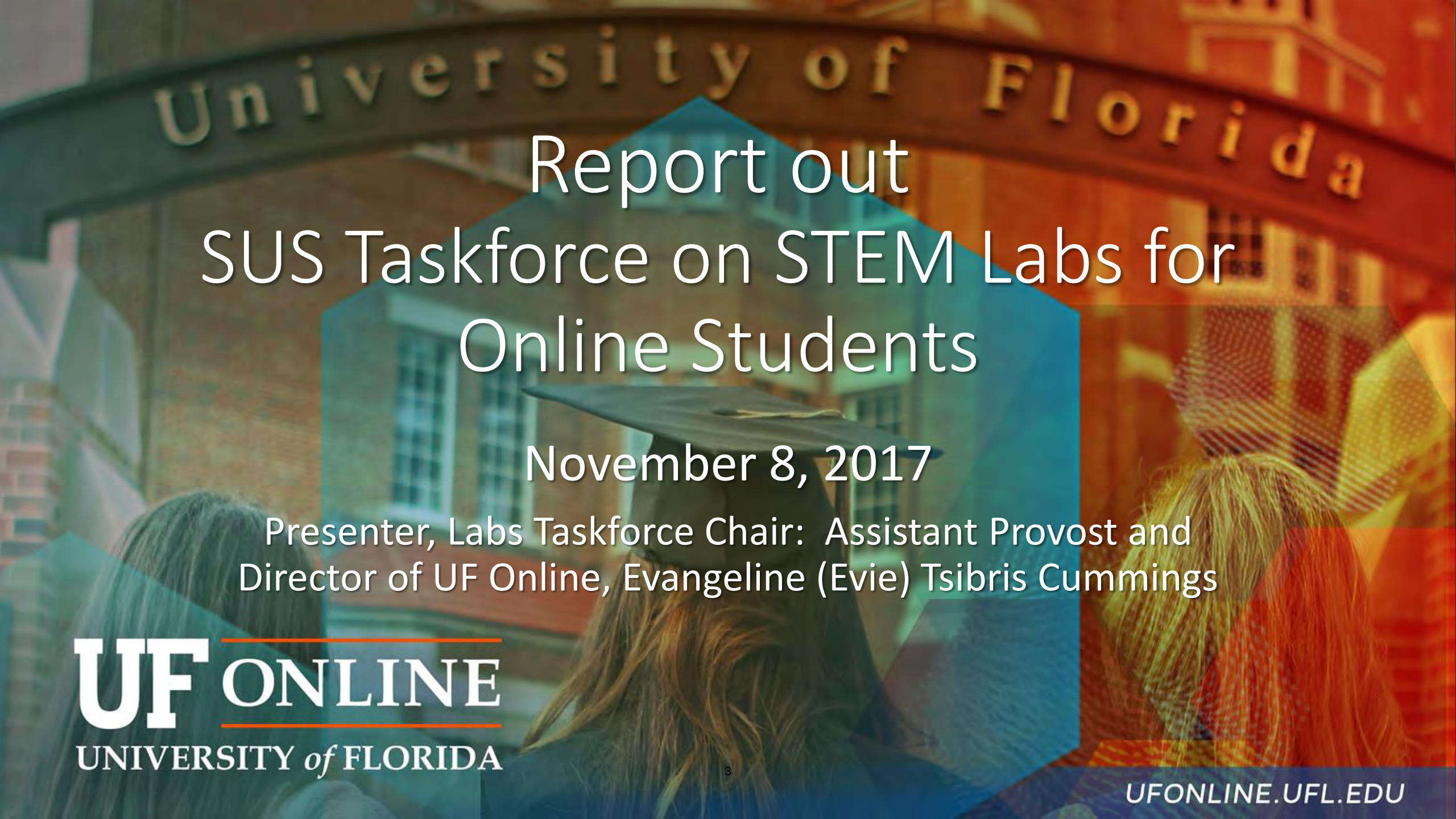
In support of UF Online efforts and those across the SUS, the Steering Committee approved the creation of a system-wide task force to evaluate options for deployment of STEM labs for online students.

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 was conducted by the SUS Online Labs Taskforce, led by Evie Cummings, Assistant Provost and Director of UF Online.

Ms. Cumming's slides are included in the agenda packet, and the report will be distributed prior to the Steering Committee meeting.

Supporting Documentation Included: PowerPoint slides

Facilitators/Presenters: Ms. Evie Cummings



Report out
SUS Taskforce on STEM Labs for Online Students

November 8, 2017

Presenter, Labs Taskforce Chair: Assistant Provost and Director of UF Online, Evangeline (Evie) Tsibris Cummings

UF ONLINE
UNIVERSITY of FLORIDA

Overview

- Taskforce launched in November 2016
- Charge: To examine the current state of labs for online students, analyze the current state and offer recommendations (near term and longer term) to ensure the availability of high quality STEM labs for online students enrolled in Florida's SUS programs.
- Membership and Process we utilized
- Findings and Observations
- Recommendations
  - Conceptual
  - Tactical

1 year process, 2016 - 2017

- Reaffirmation of taskforce goals (Nov)
- Inventory phase (Nov-Dec)
- Analysis of inventory along the lines of our goals: ensuring access to key lab courses for online students across the SUS (Jan-Feb)
- Distillation of observations and findings from inventory. (Feb-March; 3 taskforce calls and google doc group work to capture and organize all observations and findings)
- Assigning major findings to a taskforce member to then propose recommendations for action to achieve stated goals (April-May)
- Distillation of recommendations into near-term and longer term bins with vetting by full taskforce (June - Sept)
- Compilation and editing of reports (Sept- Oct)
- Final report (November)

Taskforce Observations

- Statewide STEM labs for online students 2017 Inventory findings:
  - Many labs exist across the SUS – that's a success story.
  - The Nature of labs: complex and tied to faculty expertise
  - There is a rich spectrum of options and formats: "online" is complex
  - Technology not just for online population STEM labs: many faculty using technology in their residential labs, second life.
  - But fundamental gaps exist in SUS availability of labs in core areas: physics, biology, chemistry
- Demand for labs by online populations is not urgent given that most SUS campuses do not offer fully online STEM degrees.
  - UF is the exception and others are interested in improving their current STEM offerings for their student populations (online and on campus). Over time, STEM degree programs for mobile students could grow. Labs for mobile populations will help to fuel that growth.

Observations, cont'd

- Future of labs for online students is bright but not easy and faculty-intensive (no off-the-shelf vendor options that meet quality standards)
- Given what is already in place, there is a great opportunity for Florida in this area to serve our students better and to reach students not currently enrolled in our programs from beyond Florida's borders.
- Significant resources (including faculty time and effort) will be required for a the deployment of a highquality, statewide network of lab options for online students

Recommendations to ensure availability of STEM labs for students across the state enrolled in online programs.

Conceptual Recommendations:

How Florida can best approach labs for online students

- Increase the sophistication in how we approach online programs: quality not quantity, faculty-driven, student-centric learning environments, academic focused.
- Utilize a new nomenclature for labs for online students: Face to face, hybrid, boot camp, to fully virtual.
- Engage graduate and professional programs (vet, med, dental, nursing and more) to understand their core needs for students that complete labs as online students.

Conceptual Recommendations, cont'd

- Shift thinking now toward fueling innovation not mandating standardization - Approaches should consider how we will help faculty innovate and teach to more mobile populations (i.e., via repository for faculty and campuses using subscription model?) not how we will standardize or mandate certain models that must be applied SUS wide
- Remain focused on efficiency, keeping costs low, interoperability and truly leveraging the technology
- As we approach labs for online students, infuse greater flexibility into the content, not just technology for mobility, for ex.
- Always engage and be mindful of communication; keeping that as a dedicated focus going forward in the next phase of this effort:

Tactical Recommendations:

- Bring Faculty Innovators Together and Pilot Chemistry in 2020
- See this as a long term, 10 year focused effort to enact meaningful change with strong academic outcomes
- Take a tiered approach starting in 2018:
  - Bring Faculty Innovators Together:
    - Foster a System wide conversation and collaboration:
    - Convene a 2018 conference for faculty across SUS teaching online STEM and in particular labs for online students (funded by each SUS in part)
  - Ensure one group is responsible for ensuring momentum, reporting, direction:
    - SUS wide taskforce to shepherd efforts over next 2 years
    - Workshops twice a year, face to face at rotating SUS locations
    - Focused on the design statewide model to fuel innovation through a repository and networked faculty model, to enable local customization most efficiently
  - Focus in one area for real traction by 2020: Cross-SUS Pilot in Chemistry
    - Led by UF Online with participation from each SUS institution to pilot chemistry labs for online students in summer 2019 or 2020.
    - Survey designed by Task Force could be used to gather and assess current chemistry approaches across the state as a starting point.
    - Extensive design and collaboration would be required
    - Vendors could supply some content but faculty designed and customized overall delivery
    - Fully collaborative model with chemistry faculty across the SUS to inform the pilot and then utilize the approach in a customized fashion on their home campuses as they see fit

Discussion and Feedback.

Taskforce Recommendations

UF ONLINE
UNIVERSITY of FLORIDA

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 2nd, 2017

SUBJECT: Technology Scorecard Report

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

The cross-system Infrastructure Workgroup developed the **Technology Scorecard** to identify strengths and areas for improvement in the technology needed to provide online education to their students. The Technology Scorecard serves as a management tool to evaluate the infrastructure needed to support the development and delivery of online education.

Tactics:
Quality 2.2.1 - Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.

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.

Scorecard Results
There is a total of 51 points attainable on the scorecard. The Technology Scorecard contains 4 main topics: operations, support, security, and disaster recovery. Across all topics, there are a total of 17 quality indicators with indicators worth up to three points (scores range from 0-3).

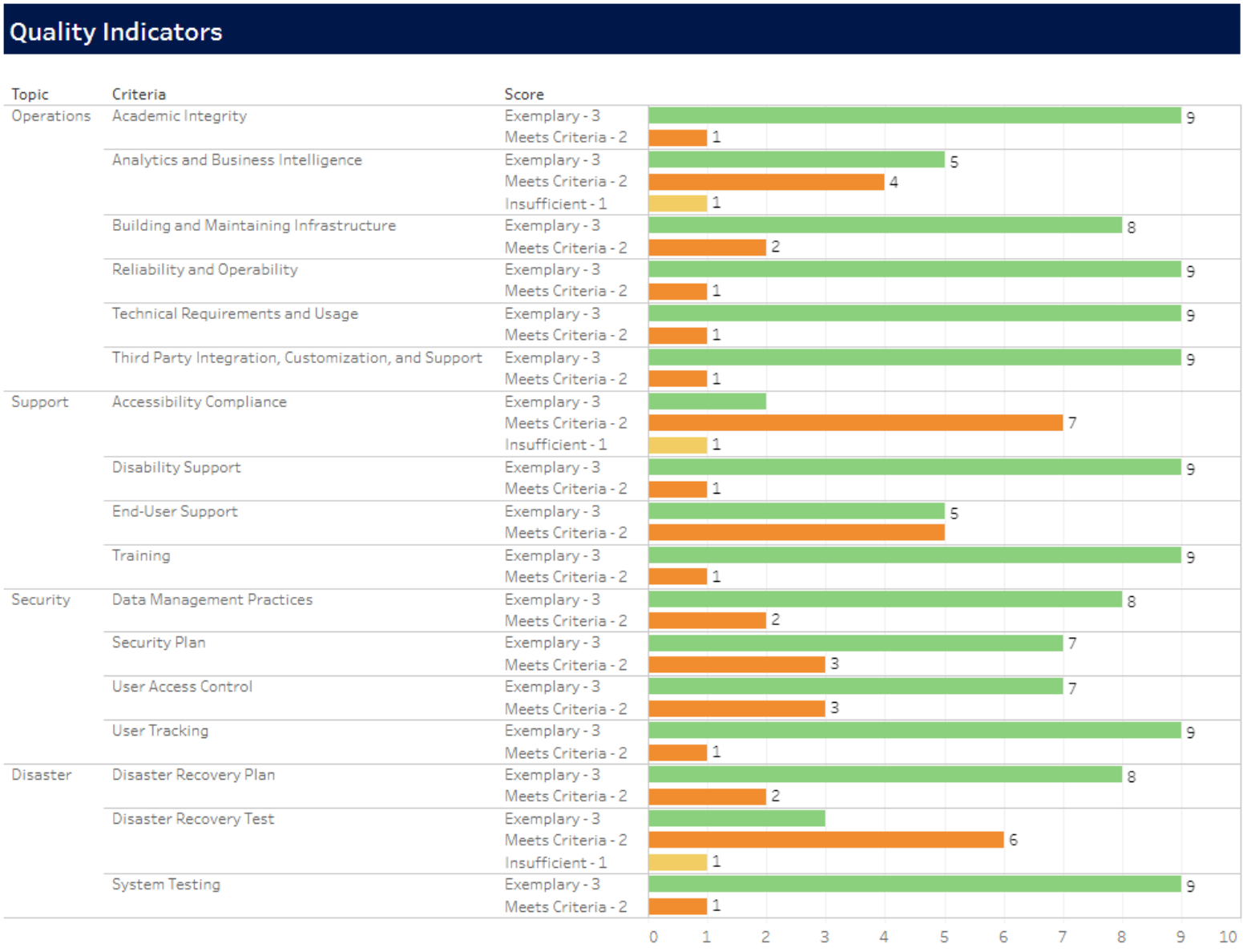
Below are the ranges for the strength of an institution's distance learning infrastructure:

- 0 - 17 - Insufficient
- 18 - 25 - Needs improvement
- 26 - 33 - Good
- 34 - 41 - Very good
- 42 - 51 – Excellent

Figure 1- State Universities examined all internal systems, procedures, and policies to determine the appropriate score per quality indicator.

An interactive dashboard of the scorecard results is available to universities.

Per the quality indicators outlined in the Technology Scorecard, the State University System of Florida is performing well with its technology infrastructure. To qualify as "good", a university would need to score above 26 - all universities in the Florida State University system fall well above this mark.



Results reflect that universities are performing well in operations, support, security, and disaster recovery. All may want to pursue exemplary status in two areas: accessibility and disaster recovery testing. To score exemplary marks in these areas, a university should regularly perform accessibility audits and bi-annually conduct a full system disaster recovery test to ensure compliance with the Recovery Time Objective (RTO) and the Recovery Point Objective (RPO).

Supporting Documentation Included: Technology Scorecard

Facilitators/Presenters: Joseph Riquelme

Distance Learning Technology Scorecard

Criteria for Supporting Distance Learning Infrastructure

Developed by the Infrastructure Workgroup for the 2025 SUS Strategic Plan for Online Education

Table of Contents

Background

Information technology infrastructure is deeply embedded in the distance learning experience. To ensure that systems enable student and faculty success, the course delivery and supporting technology is to be considered a critical system and supported as such. The Distance Learning Technology Scorecard enables institutions to evaluate the strengths and weaknesses of their distance learning technology, accessibility compliance, and support environment.

Overview of systems

1) **Learning Management System:** application that allows for the administration, distribution of content and resources, performance management and assessment, and reporting for courses. A Learning Management System typically integrates with a variety of third party tool providers to enable additional functionality.
2) **Student Information System:** application that facilitates the interaction and management of admissions, registration and financial aid processes. The system supports a variety of operational processes such as course scheduling, grading, student and personnel record management.
3) **Customer Relationship Management:** application used to manage and support interactions with customers.
4) **Enrollment Management Middleware:** system(s) which integrates with Student Information System, Learning Management System, and Customer Relationship Management System to enable and facilitate a variety of administrative processes such as automatic/manual course enrollment, course creation, and reporting.

Scoring

The scorecard provided contains 17 quality indicators where each indicator is worth up to three points. The reviewer will determine at what level their distance learning program meets the intent of the indicator after examining all internal systems, procedures, and policies.

3 = Exemplary	2 = Meets Criteria	1 = Insufficient	0 = Not Observed

- **0 points = Not Observed.** There are no indications that the standards are in place.
- **1 point = Insufficient.** There is existence of the standard, though much improvement is needed in this area.
- **2 points = Meets Criteria.** The standard is fully implemented.
- **3 points = Exemplary.** The standard goes beyond full implementation.

Scoring Ranges

There is a total of 51 points attainable on the scorecard. An evaluator should tally up all of the points attained on the scorecard and compare the total to the ranges below for guidance on the strength of an institution's distance learning infrastructure:

- **0 - 17 - Insufficient**
- **18 - 25 - Needs improvement**
- **26 - 33 - Good**
- **34 - 41 - Very good**
- **42 - 51 - Excellent**

The scorecard provides the opportunity to go beyond "Meets Criteria" with an "Exemplary" designation; an institution that "Meets Criteria" for all of the items on the scorecard will receive a minimum of 34 points.

Operations

The Learning Management System is an integral part of the distance learning environment where it serves as the central point for student and faculty interaction. Operational processes revolve around usability, reliability, and support structures to facilitate student, staff, and faculty success.

Suggested practices

- A website is available that details the requirements of the Learning Management System, provides access to tutorials on its use, and recommended best practices.[1]
- Maximize the power of a Learning Management System API to create middleware to facilitate integration with institutional systems.
- Learning Management System testing is frequently performed to ensure a quality and consistent user experience.[2]

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.	
	Comments: Optional			

[1] "Teaching and Learning Online - UMass Amherst." http://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching_and_Learning_Online_Handbook.pdf. Accessed 28 Mar. 2017.

[2] "LMS Operation and Governance: Taming the Beast by Steve Foreman ...." 9 Sep. 2013, https://www.learningsolutionsmag.com/articles/1244/lms-operation-and-governance-taming-the-beast-part-3-of-4. Accessed 30 Mar. 2017.

Reliability and operability	Systems are highly reliable and operable with measurable standards being utilized, such as system downtime tracking or benchmarking. The institution is proactive in ensuring that the system maintains reliability during peak connectivity periods.	Systems are reliable and operable with measurable standards being utilized, such as system downtime tracking or task benchmarking.	Systems are reliable and operable. The institution does not regularly monitor system performance or perform benchmarking.	
	Comments: Optional			
Technical requirements and usage	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined, available, and accessible from multiple locations. Tutorial videos on how to use the system are available and regularly updated to ensure relevance.	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined, available, and accessible from multiple locations.	The minimum computer and browser requirements of end-user interaction with the Learning Management System are defined and available.	
	Comments: Optional			
Analytics and business intelligence	Dashboards and reports on users, courses, tools, and Learning Management System usage are available.	Dashboards and reports on users, courses, tools, and Learning Management System usage are available.	Dashboards and reports on users, courses, tools, and Learning Management System usage are available, though reporting is only	

	Support, training, and resources are available to assist users with the use of analytics.		available to administrative users.	
	Comments: Optional			
Academic integrity	The system supports a variety of assessment methods to mitigate the risk of academic misconduct. Procedures, tools, and best practices are available and in place to maintain the integrity of courses. For example: ● Secure examinations ● Support for proctored exams service ● Plagiarism detection	The system supports a variety of assessment methods to mitigate the risk of academic misconduct. Procedures and tools are available and in place to maintain the integrity of courses. For example: ● Secure examinations ● Support for proctored exams service ● Plagiarism detection	The system supports a variety of assessment methods to mitigate the risk of academic misconduct.	
	Comments: Optional			
Third party integration, customization, and support	The Learning Management System ecosystem supports integration with third party tools and custom services. The system supports content	The Learning Management System ecosystem supports integration with third party tools. The system supports content compliance standards	The Learning Management System ecosystem has limited support for third party tools.	

	compliance standards such as SCORM, xAPI, AICC.	such as SCORM, xAPI, AICC.		
	Comments: Optional			

Support

Support structures are in place to enable the success of users and their interactions with the various distance learning systems. Training procedures are in place to maximize the utilization of system features and services.

Suggested practices

- Provide training to users who support the technology infrastructure as the systems are continuously evolving.[3]
- Ensure that resources are available to support a variety of user technological aptitude levels. Support training in person, and online to accommodate the needs of a variety of users.
- The use of an enterprise CRM allows for a consolidated approach to handling student support services. [4]
- Leverage technology resources to monitor performance against quality assurance objectives to ensure quality outputs and improvements.[5]
- Develop accessibility checklists to ensure that new software and services comply with policies on product accessibility.[6]

Quality indicators

	Exemplary (3)	**Meets Criteria (2)**	**Insufficient (1)**	**Score**
End-user support	Personnel and resources are in place to support faculty, staff, and students in the	Personnel and resources are in place to support faculty, staff, and students in the	Personnel and resources are in place to support faculty, staff, and students in	

[3] "University IT Strategy - University of Glasgow." 16 Jan. 2015, http://www.gla.ac.uk/media/media_387823_en.pdf. Accessed 24 Mar. 2017.
[4] "ITS Self-Study 2011 - UC Santa Cruz - Information Technology Services." 11 Jan. 2011, http://its.ucsc.edu/planning/docs/self-study2011-2.pdf. Accessed 20 Mar. 2017.
[5] "The Practice of a Quality Assurance System in Open and Distance ...." http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan029184.pdf. Accessed 30 Mar. 2017.
[6] "Procure accessible technology - UW-Madison Information Technology." 11 Feb. 2016, https://it.wisc.edu/guides/accessible-content-tech/procure-accessible-technology/. Accessed 30 Mar. 2017.

	development, use, and troubleshooting of technology and skills. Multiple modalities of end-user support are available. For example: ● Phone ● Chat ● Email End-user support is available during peak hours. System-support is available 24 hours per day.	development, use, and troubleshooting of technology and skills. Multiple modalities of end-user support are available. For example: ● Phone ● Chat ● Email End-user support is available during peak hours.	the development, use, and troubleshooting of technology and skills.	
	Comments: Optional			
Training	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components. Training is available in person, and online: synchronously, and asynchronously. Professional development is available for support staff who maintain the distance learning infrastructure.	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components. Training is available in person, and online: synchronously, and asynchronously.	Resources are provided to users to facilitate interactions and use with the Learning Management System and related components.	

	Comments: Optional			
Disability Support	Ability to provide personalized support to students with disabilities. Systems support the use of assistive technology tools such as: ● Screen readers ● Magnifiers Accommodations are available at the user and system level.	Ability to provide support to students with disabilities. Systems support the use of assistive technology tools such as: ● Screen readers ● Magnifiers	Ability to provide support to students with disabilities.	
	Comments: Optional			
Accessibility compliance	Compliance with Section 508 of the Rehabilitation Act of 1973 and alignment with Web Content Accessibility Guidelines (WCAG) 2.0. Processes are in place to vet and ensure that information technology implementation does not create barriers for access. Courses are audited to ensure compliance with accessibility law.	Compliance with Section 508 of the Rehabilitation Act of 1973. Processes are in place to vet and ensure that information technology implementation does not create barriers for access.	Compliance with Section 508 of the Rehabilitation Act of 1973 is considered on an as needed basis.	

	Comments: Optional

Security Policies

Distance learning information systems and their use enable the transfer of confidential student information, which presents a potential for risk of maintaining the security of student records. There is a delicate balance between maintaining student privacy and creating an online environment that is conducive to learning. To preserve the balance, institutions should examine their distance learning infrastructure to ensure that systems support privacy, while facilitating access to information.

Suggested practices

- Ensure compliance with the information security triad: confidentiality, integrity and availability.
- Authentication is available to ensure that the user who is accessing the information, is indeed who they present themselves to be. [7]
- Encode information upon transmission and storage to ensure that only authorized individuals have access. Use encryption to process information into another form, to prevent unauthorized access.[8]
- Roles on what a user can and cannot do are clear and defined. Every user that is part of the online learning environment is assigned to a role with specific privileges. [9]

Quality indicators

	Exemplary (3)	**Meets Criteria (2)**	**Insufficient (1)**	**Score**
Security plan	A documented security plan is in place and operational to ensure quality, in accordance with industry best practices.	A documented security plan is in place and operational to ensure quality, in accordance with industry best practices.	A user access and password management plan is in place.	

[7] "Chapter 6: Information Systems Security | Information Systems for ...." https://bus206.pressbooks.com/chapter/chapter-6-information-systems-security/. Accessed 30 Mar. 2017.
[8] "Electronic Data Security | Institutional Review Board | University of ...." http://www.irb.pitt.edu/electronic-data-security. Accessed 30 Mar. 2017.
[9] "User Roles and Privileges - Blackboard Help." 11 Oct. 2016, https://en-us.help.blackboard.com/Learn/Administrator/Hosting/User_Management/User_Roles_and_Privileges. Accessed 30 Mar. 2017.

	Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning. The security plan is frequently revised and tested to ensure relevance with latest information security developments.	Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning.		
	Comments: Optional			
Data management practices	Data management practices comply with regional privacy and information system laws. Policies are in place for data input, maintenance, and removal. Access control is available where definitions are available for access categories and user roles. Data access roles are organized by users, owners, and custodians.	Data management practices comply with regional privacy and information system laws. Policies are in place for data input, maintenance, and removal. Access control is available where definitions are available for access categories and user roles.	Data management practices comply with regional privacy and information system laws.	
	Comments: Optional			

User access control	Administrative access is limited to privileged users. The Learning Management System and Enrollment Management Middleware support the ability for custom roles and privileges. A role based access control (RBAC) or access control list (ACL) is in place. A scheduled auditing process is in place to ensure privileged users do not access content above their defined access level.	Administrative access is limited to privileged users. The Learning Management System and Enrollment Management Middleware support the ability for custom roles and privileges. A role based access control (RBAC) or access control list (ACL) is in place.	Administrative access is limited to privileged users. The Learning Management System supports the ability for custom roles and privileges.	
	Comments: Optional			
User tracking	Inspection abilities are present. The system allows for retrieval and investigation of user access logs. The system gathers information on page access and interactions.	Inspection abilities are present. The system allows for retrieval and investigation of user access logs. The system gathers information on user page access, though it does not provide details on page interactions.	Inspection abilities are present. The system allows for retrieval and investigation of user access logs.	

	Comments: Optional

Disaster Recovery

An unforeseen event has the ability to bring a distance learning environment to a halt. A disaster recovery plan can enable an institution to recover as quickly as possible and resume operations for students, faculty, and staff. Not having a disaster recovery plan puts student success and institutional reputation at risk.

Suggested practices

- Ensure that the Learning Management System maintains an uptime of at least 99.9% with a software monitoring system in place to notify users of outages or disruptions.[10] [11]
- Implement a redundancy system to eliminate any single points of failure.
- A comprehensive backup plan is part of the disaster recovery plan. Regular backups of all data should be performed to minimize the impact that data loss would have on the institution.[12]
- An assessment of what effect downtime would have on the institution should be considered. If the systems that support distance learning go down, what would happen.

Quality indicators

	Exemplary (3)	**Meets Criteria (2)**	**Insufficient (1)**	**Score**
System testing	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality, system integrity, and provide a minimal impact on	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity. System testing takes	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity.	

[10] "Scope of UMassOnline Hosted Learning Management System Services." 29 Jul. 2015, https://confluence.umassonline.net/display/UMOLTT/Scope+of+UMassOnline+Hosted+Learning+Management+System+Services. Accessed 30 Mar. 2017.
[11] "Texas A&M IT Assessment Report 2011-2012 - Office of the Vice ...." http://cio.tamu.edu/files/IT_Weave_Online_Assessment_11_12.pdf. Accessed 28 Mar. 2017.
[12] "IT Disaster Recovery Plan | Ready.gov." https://www.ready.gov/business/implementation/IT. Accessed 30 Mar. 2017.

	Learning Management System availability. System testing takes place on a non-production environment.	place on a non-production environment.		
	Comments: Optional			
Disaster Recovery Plan	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 12 hours of a system failure. ● Recovery point objective (RPO) is defined as being able to retrieve a data backup point within 24 hours of a system failure.	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 24 hours of a system failure. ● Recovery point objective (RPO) is defined as being able to retrieve a data backup point within 48 hours of a system failure.	The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption: ● Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 48 hours of a system failure. ● Recovery point objective (RPO) is defined as	

			being able to retrieve a data backup point within 1 week of a system failure.	
	Comments: Optional			
Disaster Recovery Test	Full system disaster recovery tests are performed bi-annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Partial Disaster recovery tests are performed annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Disaster recovery tests are performed occasionally to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	
	Comments: Optional			

Total Score 0

Additional References

1. Barnhart, J., & LeMaster, J. (2012). Developing an Institution-Wide Data Management Policy. Community College Leadership Forum. Retrieved April 19, 2017, from http://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2015/02/Developing-an-Institution-Wide-Data-Management-Policy.pdf
2. Bradley, T. D. (2016, October 7). Optimizing IT's Role In Student Success. Retrieved April 19, 2017, from https://www.eab.com/research-and-insights/it-forum/studies/2016/optimizing-its-role-in-student-success
3. Burns, M. (2015, January 06). Checking Under the Hood: Choosing a Learning Management System. Retrieved April 19, 2017, from https://elearningindustry.com/choosing-a-learning-management-system
4. Gfeller, H., & Gardner, B. (2014). Learning Management System Administration and Evaluation. Education Advisory Board - Business Affairs Forum. Retrieved April 19, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/BAF/Custom/2014/09/Learning-Management-System-Administration-and-Evaluation.pdf.
5. Jong, J., & Krenkel, A. (2013). Technology Accessibility Policies and Resources. Education Advisory Board - Student Affairs Forum. Retrieved April 24, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/SAF/Custom/2013/09/Technology-Accessibility-Policies-and-Resources.pdf.
6. Meerts, J. (2003, October 20). Course Management Systems (CMS) - EDUCAUSE Evolving Technologies Committee. Retrieved April 19, 2017, from https://net.educause.edu/ir/library/pdf/dec0302.pdf
7. McGuire, Ben. "Weighing the benefits and risks of enterprise CRM." Education Advisory Board. Accessed April 19, 2017. https://www.eab.com/blogs/it-forum-perspectives/2016/2/weighing-the-benefits-and-risks-of-enterprise-crm.
8. Quality Scorecard for the Administration of Online Programs. (2014). Retrieved March 8, 2017, from https://onlinelearningconsortium.org/consult/quality-scorecard/
9. UF Standards and Markers of Excellence. (15, August 27). Retrieved March 8, 2017, from http://teach.ufl.edu/wp-content/uploads/2016/07/UF-Standards-and-Markers-of-Excellence.pdf
10. Uptime Institute Professional Services, LLC. (2012). Data Center Site Infrastructure Tier Standard: Topology. Retrieved April 19, 2017, from http://www.gpxglobal.net/wp-content/uploads/2012/10/TIERSTANDARD_Topology_120801.pdf
11. Shelton, K. (2010). A Quality Scorecard for the Administration of Online Education Programs. Online Learning, 14(4). doi:10.24059/olj.v14i4.163
12. Whitaker, L., Danchisko, K., Nelson, C., Starchack, M., & Miller, C. (2015). A Common Currency. A Common Currency: Achieving Excellence in Data Governance and Adoption of Analytics. Retrieved April 24, 2017, from https://www.eab.com/-/media/EAB/Research-and-Insights/ITF/Studies/2015/A-Common-Currency/30820_ITF-Common-Currency.PDF.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Steering Committee
November 8, 2017

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

PROPOSED STEERING COMMITTEE ACTION

For information

BACKGROUND INFORMATION

The Board of Governors approved the 2025 Strategic Plan for Online Education two years ago, in November 2015, and a process was immediately created to ensure that the 49 tactics in the Plan would be addressed. A status report will be presented to the Innovation and Online Committee on November 9, 2017.

Supporting Documentation Included: PowerPoint to be used in the IOC meeting

Facilitators/Presenters: Dr. Nancy McKee

BOARD of GOVERNORS
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

www.flbog.edu

Why did the Committee approve a Strategic Plan for Online Education?

- Growing number of enrollments in distance learning: 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.
- Improved Time to Degree: Students who supplement classroom courses with distance learning courses graduate faster than those who do not.
- Large number of online majors: In 2015-16, there were 320 online majors in the SUS, with 210 of those being distinct (inventory is being updated for 2017-18).
- To ensure quality, access, and affordability

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%**

Are we on track to meet the 2025 distance learning FTE projections?

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%

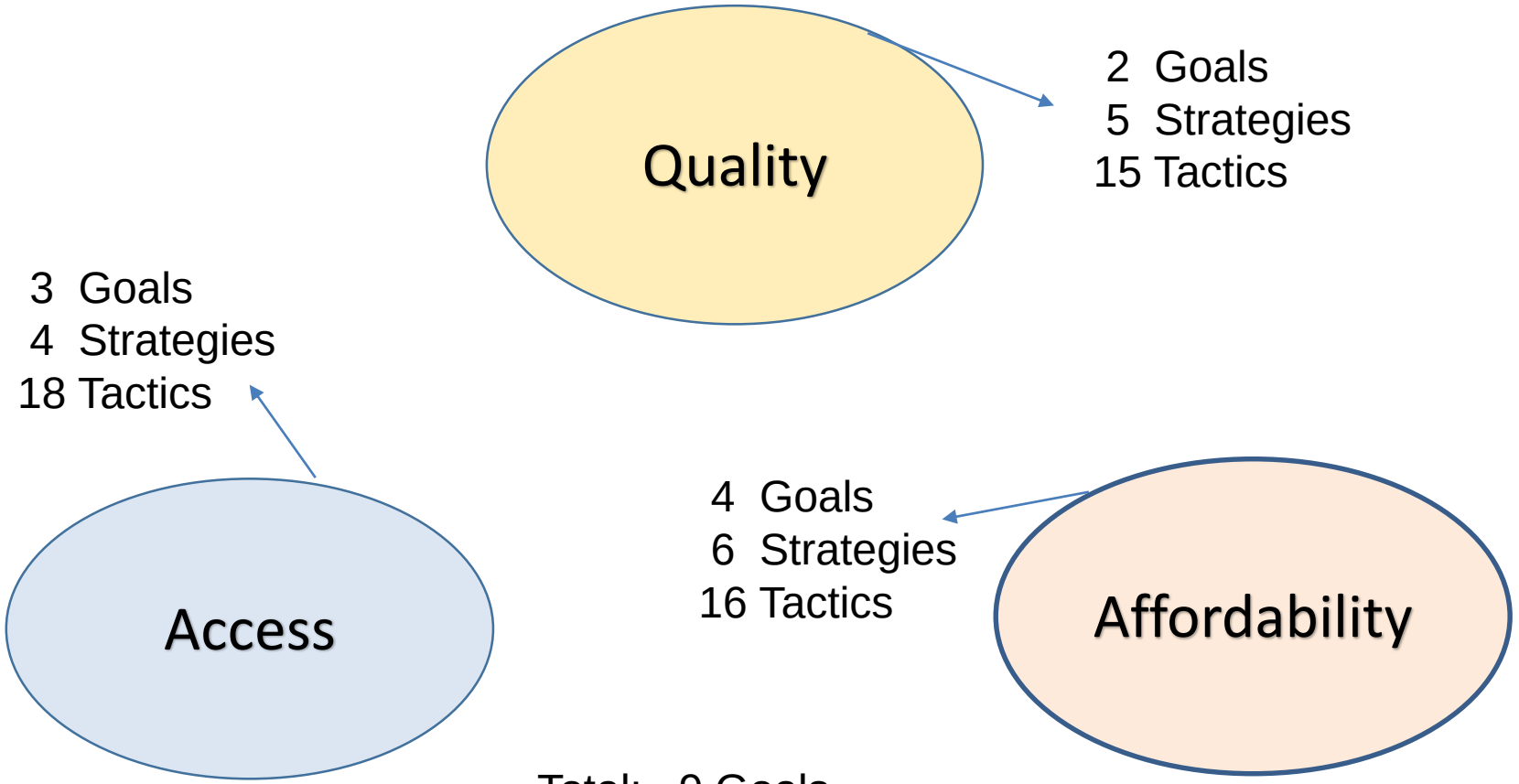
ACTUAL WORK PLANS BOG PROJECTIONS

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.

Undergraduate FTE Projections

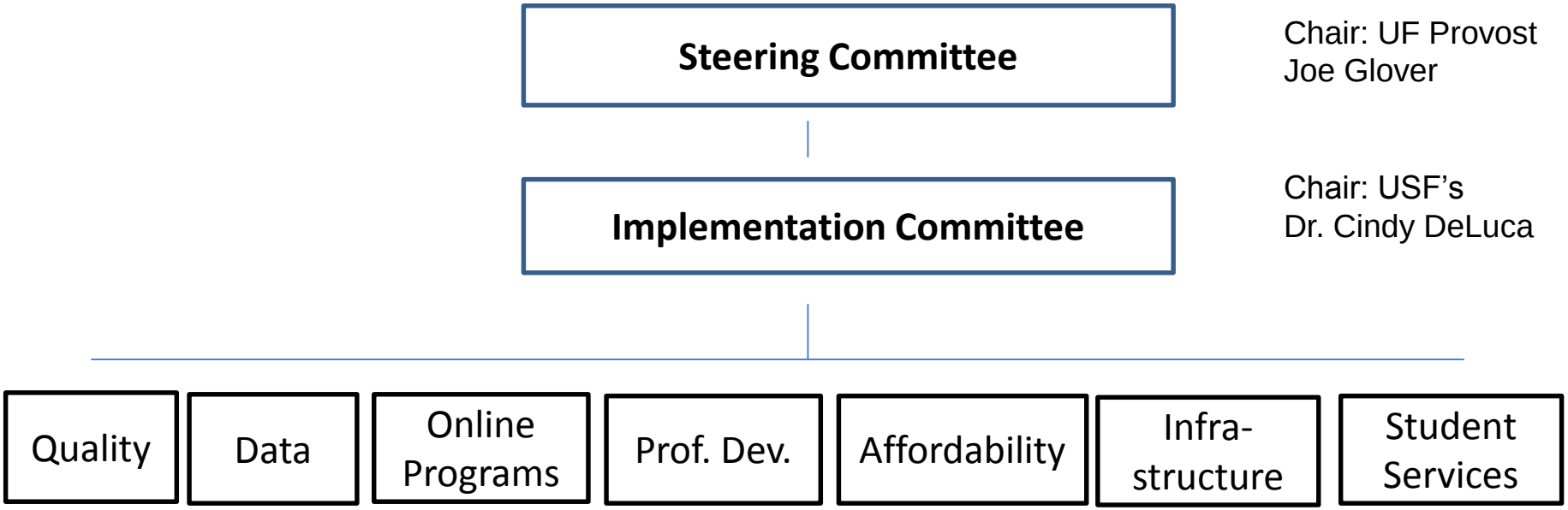
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2015 PLAN	33,099	37,579	42,589	48,070	52,400	56,400	60,800	67,200	73,733	80,800	87,467	93,467	100,667	108,267	115,867
2017 UPDATE	33,192	37,532	42,878	48,240	52,362	59,029	65,203	68,423	72,302	76,483	81,484	86,812	92,488	98,536	104,979

2025 Strategic Plan for Online Education

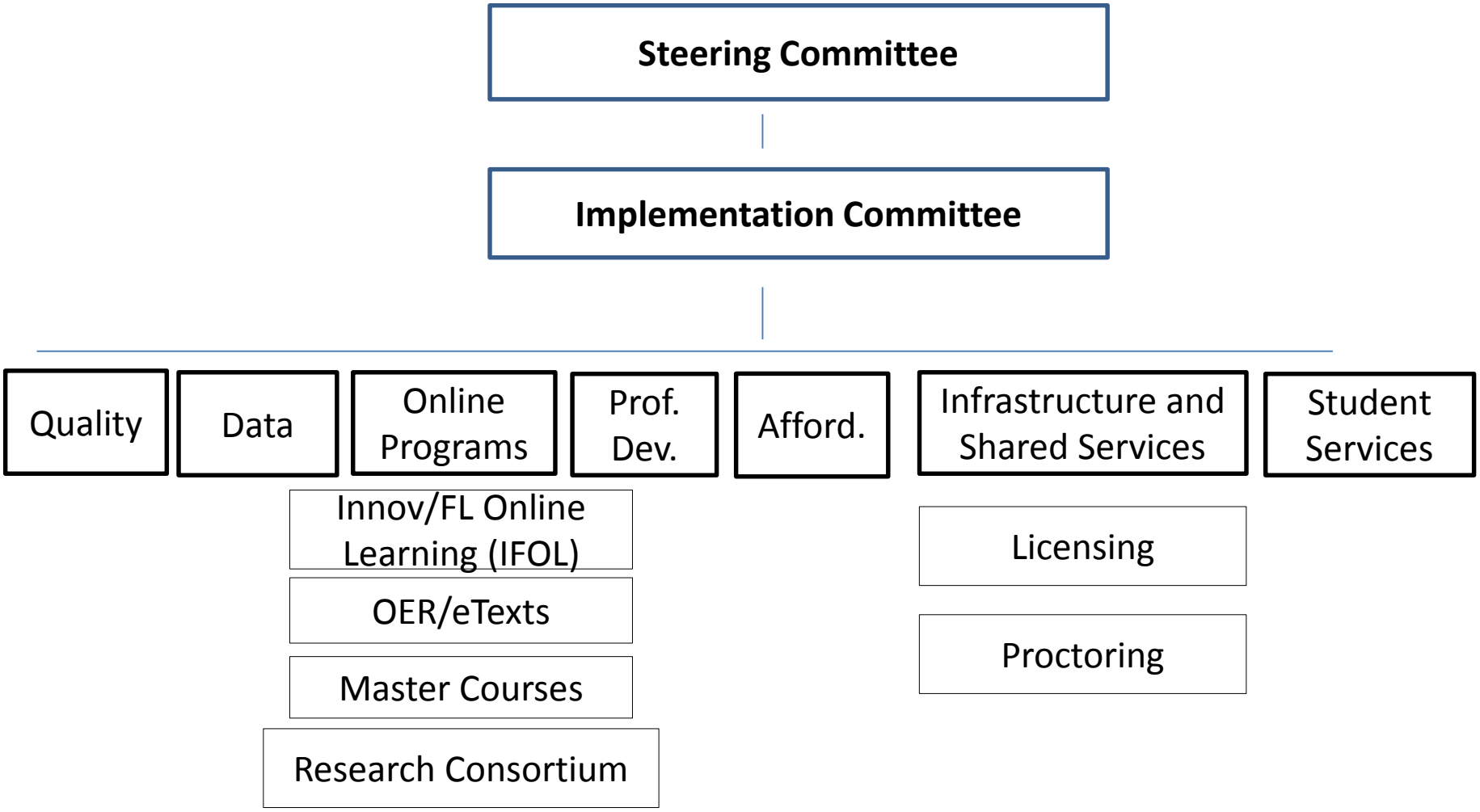


Total: 9 Goals
15 Strategies
49 Tactics

Implementation Process



Implementation Process



Quality Goal 1: The SUS will create a culture of quality for online education

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

Quality Goal 1: The SUS will create a culture of quality for online education.

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

Quality Goal 2: The SUS will provide a foundation for quality online education

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

Quality Goal 2: The SUS will provide a foundation for quality online education.

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.	

Quality Goal 2: The SUS will provide a foundation for quality online education.

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				

Access Goal 1: The SUS will increase access to and participation in online education.

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

Online Programs in the SUS – Creation of Inventory in Progress *(screen shot is example of 2015-16 draft inventory)*

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

Online Programs in the SUS – Creation of Inventory in Progress *(screen shot is example of 2015-16 draft inventory)*

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

Labs for 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.

Access Goal 1: The SUS will increase access to and participation in online education

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

Access Goal 2: The SUS will create an environment favorable to the growth of online education.

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

Access Goal 2: The SUS will create an environment favorable to the growth of online education.

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

Access Goal 3: The SUS will harness the power of online education to help meet the economic development needs of the state.

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

Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.

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

Affordability Goal 1: The SUS will enhance shared services to support online program development and delivery costs.

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

Affordability Goal 2: The SUS will reduce the costs of educational materials for students.

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

Affordability Goal 3: The SUS will adopt innovative instructional models to create instructional efficiencies.

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

Affordability Goal 4: The SUS will determine the costs of online education campus-by-campus.

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.

Affordability Goal 4: The SUS will determine the costs of online education campus-by-campus.

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

BOARD of GOVERNORS
State University System of Florida

www.flbog.edu