



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Steering Committees**  
**for Implementation of the 2025 Strategic Plan for Online Education**  
**Emerson Alumni Center**  
**University of Florida**  
**August 30, 2017**

8:00 -10:15 a.m. (or upon completion of Unizin discussion) in Teaching Classroom  
10:30 (or 15 minutes after completion of Unizin discussion)- 12:00 noon in Room 208

1. Call to Order and Opening Remarks (**Teaching Classroom**) Dr. Joe Glover,  
Chair
2. Unizin Presentation/Discussion Mr. Amin Qazi  
CEO, Unizin
- BREAK**
3. For Approval (**Room 208**)
  - a. Quality Workgroup Dr. Cindy DeLuca
    - i. Quality Review Process
    - ii. FLVC Coding Structure for Quality and High Quality Courses
    - iii. Awards for High Quality Courses
  - b. Online Programs and Courses Workgroup: Dr. Tom Cavanagh  
Organizing the IFOL Committee
  - c. Designation of Lead Universities Chair Glover
    - i. OER/eTexts
    - ii. Innovative Grants
    - iii. Other Potential System-wide Leads
      - i. Proctoring/Licensing
      - ii. Student Services
4. For Guidance:
  - a. Data Analytic Tools/Predictive Analytic Tools Mr. Joseph Riquelme
  - b. Multiple, Accelerated Terms
  - c. Online Marketplace Dr. Pam Northrup
  - d. Statewide Marketing Strategies
  - e. Shared Degree Task Force
  - f. Research Consortium Expectations Dr. Andy McCollough
  - g. Meeting Needs of Employers

**5. For Information:**

**a. Quality Workgroup:**

**Dr. DeLuca**

**i. Survey on Certifying Quality of Courses in SUS**

**ii. Opt-in Agreement with QM**

**b. Professional Development Workgroup: Integrating  
Certification Systems**

**c. Online Programs & Courses Workgroup: 2+2 Committee**

**Dr. McCollough**

**d. Student Services Workgroup: Scorecard; HECC**

**Dr. Vicki Brown**

**6. Concluding Remarks and Adjournment**

**Chair Glover**

STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
August 30, 2017

**SUBJECT:** Quality Review Process

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**PROPOSED COMMITTEE ACTION**

For approval

**BACKGROUND INFORMATION**

**Tactic:** Quality 1.1.3. Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.

**Status:** The Quality Workgroup is preparing a process for using one rubric or a limited set of quality rubrics statewide in order to enable identification of quality and high-quality courses across SUS institutions.

*Note: It should be noted that, although Quality Matters is referenced in this document as the national standards rubric, some institutions have a quality course review process that they developed and would like to use. A formal process is being developed by which institutions may elect to provide evidence that their internal quality review system is based on a documentable set of standards, is of comparable rigor, and adheres to a similar review process as those outlined above. In so doing, an institution's specific quality review standards and process will be approved to also meet the quality and/or high-quality designation.*

(1) In an effort to identify both quality and high-quality online courses across the State University System of Florida, a course review process with two levels of recognition is being established: quality and high-quality. The course review process will emphasize the importance of using quality standards, rubric, and process as the basis of the overall review. **The QM standards and rubric or institutional quality review standards and rubric focuses on the design of the online course and not the content or the delivery.** Participation in the quality/high-quality course load process is opt-in.

The quality/high-quality designation will be entered into the system by the institution. This is an honor system. As a quality assurance measure, the Quality Review Panel will randomly audit a certain percentage of courses each semester. The current SUS members of the Quality Workgroup will serve as the initial Quality Review Panel. There are representatives from 7 of the 12 SUS institutions. After a full year cycle of review, the

process will be reviewed and recommendations made for additional members to be added to the panel.

If an institution's course is selected for the audit, the institution will be asked to submit supporting documentation. If the course does not meet the quality/high-quality standards, the Panel will return the course to the institution with comments. The institution can choose to remove the designation or resubmit the course.

### Quality and High-Quality Courses

To receive a **Quality Course** designation, a course must successfully complete the QM *Internal Course Review* process, or an approved institutional internal quality review process, and satisfy all of the *Essential* standards (currently, there are 21) as identified in *The Quality Matters Higher Education Rubric, Fifth Edition, 2014*. This will be referred to as the **Florida QM Fundamentals Course Review** and is a baseline review conducted by the instructor and one additional reviewer, who has been trained as a QM and/or institutional reviewer. Courses that are successful in meeting all of the *essential* standards have measurable objectives aligned with assessments and are presented in an organized and consistent format. The courses that satisfy all of the *essential* standards will be considered Quality Courses and will be designated as such in the FLVC catalog.

To receive a **High-Quality Course** designation, a course must successfully pass an *Official Florida QM Course Review* using the Quality Matters standards, or an approved institutional internal quality review process, as identified in *The Quality Matters Higher Education Rubric, Fifth Edition, 2014*. This review is the baseline review conducted by the instructor and additional reviewers. This review process will use the standards, rubric, and scoring criteria (e.g., all essential, 3-point standards must be met **and** an overall point value of at least 84 out of 99 points) identified with the Florida QM Fundamentals Course Review.

### Costs

Costs of implementing the course review process outlined above would be the responsibility of the institution.

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### **Supporting Documentation Included:**

**Facilitators/Presenters:**

**Drs. Cynthia DeLuca and Kelvin Thompson**

STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
August 30, 2017

**SUBJECT:** FLVC Coding Structure for Quality and High Quality Courses

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**PROPOSED COMMITTEE ACTION**

For approval

**BACKGROUND INFORMATION**

**Tactic:** Quality 1.1.2 - Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified courses.

*Note: It should be noted that although Quality Matters is referenced in this document as the national standards rubric, some institutions have a quality course review process that they created and would like to use. A formal process is being developed by which institutions may elect to provide evidence that their internal quality review system is based on a documentable set of standards, is of comparable rigor, and adheres to a similar review process as those outlined above. In so doing, an institution's specific quality review standards and process will be approved to also meet the quality and/or high quality designation.*

**Status:** The Quality Workgroup, in conjunction with the FLVC, have developed a coding structure for quality and high quality courses that will be implemented by the staff within FLVC. The coding plan will accommodate existing quality certification systems that have been selected for statewide use as well as a SUS-specific quality certification system, Quality Matters.

Currently, the FLVC is working with a developer to increase the capacity of their existing website to accommodate the quality coding system. The implementation of the coding system is dependent on the completion of the website. Coding will begin in late Fall 2017 and the information will be visible for the Fall 2018 semester.

**Recommendation(s):**

(1) The "More Detail" section of the course description for each course in the FLVC catalog will be modified to include a descriptive statement and an appropriate logo/graphic (e.g., a unique seal or logo developed for each designation) that identifies courses determined to be quality and/or high quality courses in accordance with the

Florida Quality Course Review process to be developed as part of Tactic 1.1.3. The designation would be displayed for all courses identified by institutions as having met the criteria for Quality or High Quality courses as set out in the final process related to tactic 1.1.3. A standard statement or key would be provided to explain the designation and the review process.

According to the proposal for tactic 1.1.3, the following describe the two categories:

To receive a **Quality Course** designation, a course must successfully undergo an internal course review process, and satisfy all of the standards as identified in *The Quality Matters Higher Education Rubric, Fifth Edition, 2014*. This will be referred to as the **Florida QM Fundamentals Course Review** and is a baseline review conducted by the instructor and one additional reviewer. Courses that are successful in meeting all of the *essential* standards have measurable objectives aligned with assessments and are presented in an organized and consistent format. The courses that satisfy all of the *essential* standards will be considered Quality Courses and will be designated as such in the FLVC catalog.

To receive a **High Quality Course** designation, a course must successfully pass *the course review* using standards identified in *The Quality Matters Higher Education Rubric, Fifth Edition, 2014*. This review process will use the Quality Matters or approved institutional online course review standards, rubric, and scoring criteria (e.g., all essential, 3-point standards must be met **and** an overall point value of at least 84 out of 99 points must be attained) and the review conducted by three reviewers, with one of these being a subject matter expert.

### Costs

Costs of implementing the above outlined process would be the responsibility of the institution.

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**Supporting Documentation Included: None**

**Facilitators/Presenters:**

**Drs. Cynthia DeLuca and Kelvin Thompson**

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Awards for High Quality Courses

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**PROPOSED COMMITTEE ACTION**

For Approval

**BACKGROUND INFORMATION**

Tactic(s): Quality 1.1.1 - In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses. 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

Status:

The committee approved previously (March 29, 2017) the proposal associated with Quality tactic 1.1.2 calling for "... identification [in Florida Virtual Campus course catalog] of ... President's Award, Florida's Quality Award, and Chancellor's Quality Award courses." The Quality Workgroup is reviewing existing institutional award programs within the Florida SUS along with exemplar award programs nationwide to inform the new award rubrics and processes. The implementation of Quality/High Quality designations for Florida online courses are in process. Specifically, the Quality Matters statewide service-level agreement is being finalized. Technical specifications are underway for displaying designations of Quality and High Quality courses and designations of the three levels of award-winning courses in the state's online course catalog. Dialogue is underway with Florida College System (FCS) Council of Presidents to facilitate a parallel FCS award system.

Recommendation(s):

**Alignment Between Quality Courses and Awards Program**

- 1) It is recommended that Florida's designation of Quality and High Quality online courses serve as pre-requisites for award submissions. Further, while the quality designation levels address only course design, it is recommended that each of the

awards address both exemplary design and teaching of online courses. Thus, it is recommended that the awards program be announced once the quality designations are operational in the Florida Virtual Campus online course catalog.

### **Relationship Between Award Levels**

- 2) It is recommended that the three levels of awards (i.e., President's Award, Florida Quality Award, and Chancellor's Quality Award) build upon each other in increasing rigor and notoriety with lower awards being pre-requisite for higher awards. Since the President's Award will be issued at the institutional level, it is recommended that an annual cut-off date be established as the basis for determining specific courses eligible for the two levels of statewide awards. Further, while each institution will be responsible for conducting its own awards process, it is recommended that an awards rubric and supporting submission instructions be provided to each institution for local use, if the institution chooses to do so, in order to facilitate institutional alignment with the two statewide award levels.

### **Evaluation Criteria and Review Process**

- 3) It is recommended that the evaluation criteria be consistent with existing awards at the state and national level. It is recommended that the review process for the three award levels be evidence-based with multiple data sources and/or artifacts (e.g., direct access to the online course or significant excerpts from the course that provide evidence of exemplary teaching methods, student engagement, student success, student satisfaction, etc.). It is recommended that an instructor narrative be submitted for review in order to make evident to reviewers the exemplary characteristics of the submitted online course. It is recommended that draft documentation of the evaluation criteria and review process be shared with both the Advisory Council of Faculty Senates and the Florida Student Association for input from faculty and student perspectives respectively.

### **Review Committee and Administration**

- 4) It is recommended that one annual review committee be formed to select the recipients of the two statewide award levels. It is recommended that this committee consist of five members drawn from the Florida Virtual Campus Distance Learning and Student Services Members Council (3), the Advisory Council of Faculty Senates (1), and the Florida Student Association (1). It is recommended that a standing committee of the Florida Virtual Campus Distance Learning and Student Services Members Council be established to oversee the administration of the annual awards program. It is recommended that procedures be enacted to prevent any conflicts of interest between review committee members and those faculty submitting for the awards.

### **Number and Frequency of Award Offerings**



- 5) It is recommended that the three levels of awards be offered annually, as submissions allow, with the following number of award recipients:
- President's Award – up to 1 per SUS institution (up to 12 total) annually
  - Florida Quality Award – up to 5 annually
  - Chancellor's Quality Award – no more than 1 annually

### **Recognition**

- 6) It is recommended that award recipients at each of the three award levels be recognized physically and digitally. Physically, it is recommended that each recipient be presented with a plaque. Digital recognition is recommended to consist of 1) designation in the state online course catalog, and 2) a digital badge image suitable for opt-in display by faculty within their online courses.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:**

Drs. Cynthia DeLuca and Kelvin Thompson

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT: Organizing the Innovation in Florida Online Learning (IFOL) Committee**

**PROPOSED COMMITTEE ACTION**

For Approval

**BACKGROUND INFORMATION**

Status: Funding for IFOL is included in the Legislative Budget Request going before the Board of Governors in August.

Recommendation(s):

Lead University: UCF (proposed)

- Will host meetings and have a representative serve as initial Chair
- Will establish a timeline for meetings, milestones, and deadlines
- Will facilitate the work of coordinating committee: developing the rubric, soliciting proposals, reviewing proposals, making awards, evaluating project reports
- Facilitate the annual statewide innovation conference

FL SUS BOG informally polls chief academic officers for names. Then the BOG formally invites members.

Ensures that:

- Each SUS institution has the opportunity to participate
- 12-20 members
- Representation includes:
  - Faculty
  - Online development staff / administration
  - Students

Example representation matrix (may be used to ensure appropriate representation):

INSTITUTION	Faculty Representative	Staff Representative	Student Representative
SUS #1	X	X	
SUS #2	X		
SUS #3		X	X
SUS #4		X	
SUS #5		X	
SUS #6	X	X	
SUS #7		X	
SUS #8		X	X
SUS #9	X		
SUS #10		X	
SUS #11		X	
SUS #12	X	X	

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Tom Cavanagh

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT: Designation of Lead Universities**

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**PROPOSED COMMITTEE ACTION**

For Approval

**BACKGROUND INFORMATION**

Tactic(s):     N/A

Status:

On behalf of the system, the following universities have already assumed lead responsibilities for implementing initiatives by virtue of designation in Florida Statutes or by the Steering Committee:

UCF   Professional Development  
UF     Master Course Repository; Research Consortium  
UWF   Complete Florida, Complete Florida Plus/FLVC

The Steering Committee will determine the institutions that will take the lead on the following issues. Institutions that have expressed interest in taking the lead are listed beside each issue:

USF   OER/eTexts  
UCF   Innovative Grants  
FIU   Proctoring/Licensing  
FAU   Student Services

Leads for other issues will be decided at a later date.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:**                      Chair Glover

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Data Analytic Tools & Creating Predictive Analytic Tools and Interventions

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

**Tactic:** Affordability - 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.

Affordability - 1.2.3 - Review and recommend data analytic tools and methods to predict student success in online education.

**Potential Options:**

**Overview**

A variety of systems are in place across the state university system for data analytics and reporting. To identify use patterns and systems in place, the infrastructure workgroup has distributed and collected information on current capabilities and processes across the SUS and FCS.

Of the respondents, approximately 70% have systems and processes in place that allow for data harvesting/ analytics. Some schools use vendor tools for the LMS or SIS, while others are contracting with third party companies. For example, several schools listed Civitas as their vendor.

**Example Option**

Development of best practices in terms of outlining data that could be collected from the LMS, SIS, etc. and how that data could be used, for example:

- Identify and recommend data to be captured.
- Develop clear definition for data captured.
- Develop dashboards and reports which explain benefits of report and what action can be taken as a result of findings.

Questions for Discussion:

1. Should the workgroup focus on developing strategy to develop best practices, reports, and tools that can be adapted by institutions?
2. Evaluation of common reporting needs across the learning management system(s)? Should the workgroup focus on building a central reporting team for Canvas?
3. What would the steering committee like to see from the workgroup on these topics?

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Mr. Joseph Riquelme

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Multiple, Accelerated Terms

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

**Tactic:** Access 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.

**Potential Options:**

There are various complexities with technology and business processes in moving the university system to an accelerated term model. There is an absence of a single solution to accomplish this goal. A document can be developed to aid institutions in developing plans for implementation/modification.

**Questions for Discussion:**

1. What deliverable will help satisfy this tactic?
2. Would a document with a list of the affected technology/business processes be helpful in satisfying the requirements of the tactic?

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**Facilitators/Presenters:**

Mr. Joseph Riquelme

**Supporting Documentation:**

[Accelerated Terms Survey](#)

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Online Marketplace

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

**Tactic:**

**Tactic 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.

**Tactic 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.

**Potential Options:**

Florida Shines was initially created by funding received through the Florida legislature to support statewide shared services through the Florida Virtual Campus. Student services such as financial aid, scholarships and library services are already included. More information on students with disabilities and other vital services will need to be added to the website in collaboration with institutions in Florida.

Tactics 1.1.1 and 1.1.2 propose to expand the Florida Shines website to serve as a location for shared services for institutions and students in Florida. An example of expansion includes the Proctoring Network. Florida Shines should serve as a portal and resident location for shared services tools and services.

**Questions for Discussion:**

1. What areas of 'shared services' would be candidate for the Florida Shines website?



2. Is there a protocol for approving additional shared services to be placed on Florida Shines?

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Pam Northrup

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Statewide Marketing Strategies

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

Tactic: 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.

Potential Options:

A statewide campaign to build awareness of all online degree programs and courses offered through the SUS and the Florida College System should drive students initially to the Florida Virtual Campus, specifically the Florida Shines website (<https://www.floridashines.org>). It is the common location for all online courses and programs in Florida.

To develop a robust marketing campaign, key objectives and audience identification must be set. From there, a determination of the investment required can be developed. Whether print collateral, web, social and other media advertising is developed in house or not, there will be media buys required to launch and maintain a robust campaign.

Questions for Discussion:

What objectives are we trying to achieve?

What is our timeline for launch?

Is there funding to support an aggressive campaign?

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**Supporting Documentation Included:** None

**Facilitators/Presenters:**

Dr. Pam Northrup

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Shared Degree Task Force for Guidance

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

**Tactic:**

Tactic 3.1.2 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.

**Potential Options:**

This tactic was presented as a recommendation to the Board of Governor's Innovation and Online Committee at the presentation of the Cost Study, October 2016. It was approved as a strategy to promote affordability in online learning. A thorough review of the Georgia system was conducted as one model to share degree programs across an entire system. Details of success in Georgia for their 'e-Core' and their 'e-Major' program are available for further discussion. Options selected will require further investigation into areas of feasibility for implementation. It is recommended that a group be formed to study the feasibility of creating a high demand shared program(s) in Florida.

A potential option is to develop a **Shared Degree Taskforce** to discuss and report on the following areas:

- a) Can a 'lead institution' model be designated to support the administration of the system?
- b) What is the business model for shared programs? How can revenue will be shared across the institutions?
- c) What SACSCOC requirements support the development of a Florida-based shared program. What barriers exist?
- d) How will development and delivery work for shared programs. What workflow will be followed?

- e) How can other strategies being considered in Florida such as Open Educational Resources, eTexts, use of shared tutoring and support services benefit the student through shared programs?
- f) Can this model become self-sustaining in five years? Is there the potential of annual support from legislative funding until that time?
- g) What methodology will prove return on investment to the state of Florida? What are enrollment goals?
- h) Additional questions determined by Steering Committee and CAVP.

Questions for Discussion:

1. Is this a feasible model for Florida?
2. Is there a need to develop a high demand program at this time? Is there a gap in program offerings based on the report produced for degree program offerings by the programs workgroup?
3. If a workgroup is formed, what other areas should be considered?

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Pam Northrup

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Research Consortium Expectations

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

Tactic: Quality 2.1.1 – Create a statewide online education research consortium (attached)

Potential Options:

Questions for Discussion: (1) Steering Committee will discuss expectations of Research Consortium.

Suggestions:

1. Annual meeting with presentations of ongoing research
2. Quarterly newsletter with topical and research based articles.

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**Supporting Documentation Included:** List of members to serve on research consortium by Provosts.

**Facilitators/Presenters:** Dr. Andy McCollough

## Faculty selected by Provosts to serve on Online Education Research Consortium:

1. University of Florida  
TBD
2. University of Central Florida  
Dr. Chuck Dziuban, Director, Center for Distributed Learning and Professor Emeritus  
407-823-5478  
[charles.dziuban@ucf.edu](mailto:charles.dziuban@ucf.edu)  
  
Dr. Patsy Moskal, Associate Director, UCF Research Institute for Teaching Effectiveness  
407-823-0283  
[patsy.moskal@ucf.edu](mailto:patsy.moskal@ucf.edu)
3. Florida Atlantic University  
Dr. Eric Chiang, Associate Professor of Economics in the College of Business  
[Chiang@fau.edu](mailto:Chiang@fau.edu)
4. Florida A&M University  
Dr. Kelley Bailey  
[kelley.bailey@famu.edu](mailto:kelley.bailey@famu.edu)
5. Dr. Terrance (Terry) Cavanaugh  
[tcavanau@unf.edu](mailto:tcavanau@unf.edu)  
  
Dr. Richard (Rick) Phillips  
[rick.phillips@unf.edu](mailto:rick.phillips@unf.edu)
6. New College of Florida  
Dr. Uzi Baram  
[baram@ncf.edu](mailto:baram@ncf.edu)  
941-487-4217
7. Florida Gulf Coast University  
Dr. Anne-Marie Bouché, Associate Professor, Art History  
[ambouche@fgcu.edu](mailto:ambouche@fgcu.edu)  
239-590-1467
8. University of West Florida  
Dr. Karen Rasmussen Professor, College of Education and Professional Studies  
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9. Florida State University  
Dr. Paz Dennen Associate Professor, College of Education Instructional Systems  
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850-644-8783
10. Florida International University  
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305-348-3790
11. University of South Florida  
Dr. Yiping Lou, Associate Professor and Program Coordinator, Instructional Technology  
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813-974-7886

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Meeting the Needs of Employers

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**PROPOSED COMMITTEE ACTION**

For Guidance

**BACKGROUND INFORMATION**

Tactic: Access 3.1.1 – Encourage Universities to work with employers to identify unmet continuing education needs.

Potential Options:

Questions for Discussion:

1. The work plan called for a letter to be drafted for Provost consideration. Doable, but useful?
2. Contacted Emily Sikes, BOG liaison for work force needs. Suggest we work with her office to insure inclusion of continuing education solutions for workforce needs.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Andy McCollough



**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT: Survey on Certifying Quality of Courses in SUS**

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**PROPOSED COMMITTEE ACTION**

For Information

**BACKGROUND INFORMATION**

Tactic(s): Affordability 1.2.1: Co-develop a quality certification system with its own rubric to measure course quality or invest in state-level licensing agreements.

Status:

If Quality Review Process is reviewed, the Quality Workgroup will survey the SUS to determine current systems used to certify quality of courses. This process will assist the group in approving institutional quality review standards and rubrics. This survey is expected to be done by November 2018.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Cynthia DeLuca

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT: Opt-In Agreement with QM**

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**PROPOSED COMMITTEE ACTION**

For Information

**BACKGROUND INFORMATION**

Tactic(s): Affordability 1.2.1: Co-develop a quality certification system with its own rubric to measure course quality or invest in state-level licensing agreements.

Status:

*System membership* in QM, as per the QM standard pricing (i.e., not a negotiated, reduced cost) currently costs \$5,775 for the lead entity (e.g., FLVC) and \$1,155 per “affiliate” (e.g., each institution) entity. For the Florida SUS, total annual costs would be approximately \$19,635, assuming FLVC is designated as the lead entity and the 12 SUS institutions are “affiliate” members. Although we are pursuing a new negotiated system subscription at a reduced cost through the FLVC, we did have a prior “discount” for any institution to join individually with a 25 percent reduction.

Currently, FLVC is in discussion with the vendor about an agreement possible by the end of November.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Cynthia DeLuca

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT: Integrating Certification Systems**

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**PROPOSED COMMITTEE ACTION**

For Information

**BACKGROUND INFORMATION**

Tactic(s): Quality 1.2.4: Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes.

Status:

The Quality Workgroup is in the process of developing a standard process, training materials and communication plan for the designation of Quality and High-Quality courses. Once developed, the Quality Workgroup will work with the University of Central Florida (UCF) to integrate approved state-wide quality certification system(s) into the professional development material within the Teaching Online Preparation Toolkit (TOPkit). In accordance with the timeline presented in the Quality Review Process materials, this will be integrated into TOPkit by end of Spring, 2018. Training will take place at the Professional Development Workshop, held in conjunction with FLVC, in June 2018.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Cynthia DeLuca

**Steering Committee**  
**for the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** 2 + 2 Committee

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**PROPOSED COMMITTEE ACTION**

For Information

**BACKGROUND INFORMATION**

Tactic(s): Access 1.1.3 – Increase 2+2 collaborations between SUS institutions and institutions in the Florida College System. 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.

Status: Monitoring the work of the Board’s Select Committee on 2+2 Articulation, and working with the 2+2 workgroup advising the Select Committee. The Director of UF Online will meet with the workgroup, upon invitation, to provide information concerning the 2+2 program that UF began in 2010 which recently morphed into the UF Online “Finish@UF” campaign as an example of articulation efforts involving online programs.

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**Supporting Documentation Included:** Finish@UF materials  
<https://ufonline.ufl.edu/admissions/finish-at-uf/>

**Facilitators/Presenters:** Dr. Andy McCollough

**Steering Committee**  
**For the Implementation of the 2025 Strategic Plan for Online Education**  
August 30, 2017

**SUBJECT:** Student Services Workgroup: Scorecard; HECC

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**PROPOSED COMMITTEE ACTION**

For Information

**BACKGROUND INFORMATION**

Tactic(s):

**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.

**Access 2.1.4:** Secure student support resources to ensure students have access to technology required for online education.

Status:

**Online Score Card:**

- The decision was to send out the request for the information September 18, 2017 with reporting back by Oct. 6, 2017. This way, the student services support units would have finished with preparations for the new academic year.
- The official launch of the Scorecard with the Online Learning Consortium is scheduled for late fall. The Scorecard will be available to anyone interested in using it, including any Florida post-secondary institutions.

**Technology Access**

A presentation on the connection between high-speed internet, graduation rates, attendance at post-secondary institutions, and jobs was presented to the Higher Education Coordinating Council (HECC) by Dr. Ed Moore, the President of the Independent Colleges and Universities of Florida. The results of that presentation was the following:

- Invite internet providers to the HECC to provide insight into the barriers and potential solutions to expanding high-speed internet to rural communities.
- The attached PowerPoint presentation will have three additional sections added to it. (a) Why Florida's Digital Infrastructure is important to all Floridians. (b) How infrastructure investments in digital infrastructure will fuel Florida's future. (c) Draft HECC recommendations to the Governor and Legislatures. Then sponsor a public session to review with Tallahassee staffs and others.

- The report will be submitted to HECC at their next meeting for review and inclusion in the HECC's Annual Report to the Governor and Legislature

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**Supporting Documentation Included:** Florida Digital Infrastructure & Digital Learning Gap  
([http://floridahighereducation.org/\\_doc\\_meetings/20170814/Digital\\_Infrastructure\\_Final\\_8-11-final.pdf](http://floridahighereducation.org/_doc_meetings/20170814/Digital_Infrastructure_Final_8-11-final.pdf))

**Facilitators/Presenters:** Vicki Brown