



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Steering Committee for Implementation of the 2025 *Strategic Plan for Online Education*

Executive Board Room - 2nd Floor
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816

June 26, 2018
2:00 – 3:30 pm

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
 - a. March 29, 2018 Meeting Notes
 - b. Update: 2018 Summary Agendas
2. Consideration for Approval Chair Wilcox
 - a. Statewide Marketing Report Edward Duran, FIU
 - b. Multiple Accelerated Terms Dr. Vicki Brown, FAU
 - c. Online Program Coordination Provosts George Ellenberg, UWF
Ken Furton, FIU and Dr. Nancy McKee
3. For Guidance
- a. Quality Designations Dr. Kelvin Thompson, UCF
4. For Discussion
- a. IOC Areas of Interest Dr. McKee
5. System Updates
 - a. Open Educational Resources Dr. Cindy Deluca, USF
 - b. Expanding Shared Services on FloridaShines Dr. Pam Northrup, UWF
 - c. Facilitating Collaboration Mr. Duran
 - d. Proctoring Mr. Duran
6. Concluding Remarks and Adjournment Chair Wilcox

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018**

SUBJECT: Opening Remarks

PROPOSED STEERING COMMITTEE ACTION

For information.

BACKGROUND INFORMATION

The Meeting Notes from the March 29, 2018 committee meeting summarizes committee discussion and action.

The Summary Agenda has been updated to reflect a discussion of Governor Morton's interests and revised due dates for certain projects and initiatives.

Supporting Documentation Included: Meeting Notes from the March 29, 2018 Steering Committee meeting;
2018 Summary Agendas for the Steering Committee and the Innovation and Online Committee

Facilitators/Presenters: Chair Wilcox



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AGENDA
Steering Committee
for Implementation of the 2025 *Strategic Plan for Online Education*
Room 3605
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 29, 2018
7:45 – 9:30

Meeting Notes

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
 - a. Summary agendas for 2018 meetings Chair Wilcox

Summary agendas for 2018 meetings were presented for the Steering Committee and the Innovation and Online Committee, reflecting when Strategic Plan for Online Education issues are planned to be heard by both committees. Revisions may be made during the year, as needed.
 - b. Clarification from 1/24/2018 Discussion: STEM Labs Dr. Nancy McKee

During its January 2018 meeting, the Steering Committee decided that universities that did not participate in the pilot would have access to the lab for a fee upon completion of the pilot.

A question was subsequently raised by the Florida College System regarding whether colleges would also have access to the lab. The Steering Committee decided that institutions in the FCS, ICUF institutions, and out-of-state institutions could have access to the lab for a fee, upon the successful completion of the pilot.
 - c. Follow-up from 1/25/2018 IOC Meeting: Data Privacy Joseph Riquelme, FIU

The Steering Committee approved Joseph's proposed approach – as reflected in the agenda packet - for addressing the motion passed by the BOG in January to "require each university, as part of the Technology Scorecard evaluation, to assure that access to the data collected complies with laws that protect the privacy of such data."

2. Consideration for Approval

- a. **Online Student Support Scorecard Report** Dr. Vicki Brown, FAU
The Steering Committee approved the Student Support Scorecard Report, as presented.
- b. **Addressing Unfunded Items in the LBR**
 - i. **Innovations in Florida Online Learning (IFOL)** Dr. Tom Cavanagh, UCF
The Steering Committee approved the concept of an Innovation Summit, maybe adding on to the TOPKit conference or being completely separate, if that approach would work better. Tom will draft a one-pager for a proposal, after working with Andy McCollough, Jennifer Smith, and others with experience with vendor sponsors. Gary Perry said he would bring the proposal to the CAVP in June.
 - ii. **Master Courses** Dr. Andy McCollough, UF
The Steering Committee approved UF doing the repository as a pilot, sharing it with the SUS upon its successful completion. UF would create an advisory committee that would consist of representatives from throughout the System, so when the pilot has been completed, everyone would know what's going on. Any contributions from other universities in the System would go through the Advisory Committee. If and when the Florida College System is invited to join, there would be a cost.
 - iii. **Proctoring and Licensing** Mr. Riquelme
The Steering Committee approved the proposal for the Florida Virtual Campus team to develop the proctoring and licensing websites. Joseph Riquelme will provide updates in June on the timeline and delivery.
 - iv. **eTexts and OER** Dr. Cindy DeLuca, USF
The Steering Committee directed the OER/eTexts Committee to consider FIU's offer to modify for System usage its directory of OER/eTexts that are searchable by the Common Course Numbering System and to come back to the Steering Committee with a proposal in June.

- c. Merger of Tactics for Data Analytics
and the Research Consortium

Mr. Riquelme and Dr. McCollough

The Steering Committee approved the proposal for the Research Consortium to be responsible for research dedicated to data analytics, while the Infrastructure and Shared Services Workgroup would be responsible for disseminating the information.

3. For Discussion: Draft Regulation -Academic Online Program Dr. McKee and
Coordination Provosts Furton and Ellenberg

The Steering Committee requested Provosts Furton and Ellenberg and Nancy McKee to further discuss - before the June Steering Committee meeting - how to address planned online program coordination without having a regulation.

4. Updates/Guidance

- a. FLVC Coding Structure for Quality and High Quality Courses Dr. DeLuca

Cindy DeLuca indicated that for a 2-year term, courses in the FLVC catalog may be coded as "NR" if they have not been reviewed. She also recommended that Dr. Deb Miller, UNF, co-chair the Quality Workgroup. The Committee agreed.

- b. Student Support for Multiple Start Models

Dr. Brown

The Steering Committee directed Vickie Brown and Cindy DeLuca to come back in June with proposed challenges and how to address them.

5. Concluding Remarks and Adjournment

Chair Wilcox

**Summary Agendas* Based on the 2018 Work Plan
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
January 2018	<ol style="list-style-type: none"> 1. Approval: Funding Proposal for online STEM labs (Andy/Evie) 2. Approval: Plans for Shared Programs Task Force (Pam) 3. Approval: Report on use of data analytic tools (Joseph) 4. Approval: Report on technology and processes needed for multiple, accelerated terms (Joseph) 5. Discussion: Student Services Scorecard report (Vicki) 6. Update: Inventory of online programs/Academic Online Program Coordination (Nancy) 7. Update: Technology Scorecard Follow-up (Joseph) 	<ol style="list-style-type: none"> 1. Report: UF Online Annual Report (Andy/Evie) 2. Approval: Online Labs Task Force (<i>presented to Steering Com on 11/30/2017</i>) (Andy/Evie) 3. Approval: Technology Scorecard Report (<i>presented to Steering Com on 11/30/2017</i>) (Joseph)
March	<ol style="list-style-type: none"> 1. Approval: Student Services Scorecard Report (Vicki) 2. Approval: Plans for moving forward with issues not funded in LBR –Master Courses, IFOL, Proctoring, OER (Andy/Tom/Joseph/Cindy:) 3. Approval: Draft regulation for Online Program Coordination (Nancy) 4. Update: Use of data analytic tools for Student Success (<i>Steering Comm. on 1/24/2018</i>) 5. Update: Quality Coding Structure in DL Catalog (Cindy) 6. Update: Merger of Research Consortium tactic with data analytics tactic (Andy and Joseph) 7. Clarification of participation in STEM Labs (Nancy) 	<ol style="list-style-type: none"> 1. Approval: 2016-17 Annual Report for Online Education (Nancy) 2. Workshop on institutions' online programs
June	<ol style="list-style-type: none"> 1. Approval: Statewide Marketing Report (Edward Duran for Joseph) 2. Approval: Report on Student Services needed for multiple, accelerated terms (Vicki) 3. Approval: Online Program Coordination (Nancy) 4. Update: Quality Designations (Kelvin) 5. Update: OER (Cindy) 6. Update: Expanding Shared Services on FloridaShines (Pam) 	<ol style="list-style-type: none"> 1. Approval: Student Services Scorecard report (<i>Steering Comm on 3/2018</i>) (Vicki) 2. Use of data analytics (request of Gov. Patel) 3. Council on Public Liberal Arts Colleges (request of Gov. Tyson)

**Summary Agendas* Based on the 2018 Work Plan
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
	7. Update: Facilitating Collaboration (Edward Duran for Joseph) 8. Update: Proctoring (Edward Duran for Joseph) 9. Discussion: IOC Areas of Interest (Nancy)	
September	1. Update: Report on Shared Programs (Pam) 2. Update: Report on Adaptive Learning/CBE (Tom/Pam) 3. Update: Research Consortium process for sharing best practices (Andy) 4. Update: Master Courses repository (Andy) 5. Update: IFOL (Tom) 6. Update: Use of data analytic tools for Student Success (<i>Steering Comm on 1/24/2018 and 3/2018</i>) (Joseph/Andy) 7. Discussion with Governor Morton: IOC Areas of Interest (Jon)	1. Workshop: Open Educational Resources/e-texts initiatives (<i>Steering Comm 6/2018</i>) – (Cindy, et al.) 2. Update: Report on technology, processes, and student services needed for multiple, accelerated terms (<i>Steering Comm -Tech- 1/24/2018 and Guidance –Student Svcs - 3/2018</i>) (Joseph/Vicki) 3. Update: Quality Certification System (<i>Steering Comm 3/2018</i>) (Cindy) 4. Brief Updates: <ul style="list-style-type: none"> Facilitating Collaboration (<i>Steering Comm 3/2018</i>) (Joseph) Proctoring (<i>Steering Comm 3/2018</i>) (Joseph) Expanding Shared Services on FloridaShines (<i>Steering Comm 6/2018</i>) (Pam) Statewide Marketing (<i>Steering Comm 6/2018</i>) (Joseph) Online Program Coordination (<i>Steering Comm 6/2018</i>) (Jon)
November	1. Discussion/Approval: Review of performance indicators and goals for mid-term adjustments of 2025 Strategic Plan for Online Education. (Jon and Workgroup Chairs) 2. Approval: Report on Shared Programs (Pam)	1. For Information: Report on Adaptive Learning/CBE (<i>Steering Comm 9/2018</i>) (Tom/Pam) 2. For Information: Use of data analytic tools for Student Success (<i>Steering Comm on 1/24/2018 and 9/2018</i>) (Joseph/Andy) 3. Update: Master Courses Repository (<i>Steering Comm 9/2018</i>) (Andy) 4. Update: Research Consortium process for sharing best practices (<i>Steering Comm 9/2018</i>) (Andy) 5. Update: IFOL Conference (Tom)
2019	1. Update: High Quality Awards (Cindy) 2. Update: IFOL Conference (Tom)	1. Approval: Report on Shared Programs (<i>Steering Comm. 11/2018</i>) (Pam) 2. Approval: Review/revision of performance indicators and goals (<i>Steering Comm 11/2018</i>) 3. Update: High Quality Awards (Cindy) 4. Update: IFOL Conference (Tom)

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018**

SUBJECT: Statewide Marketing Report

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

ACCESS GOAL 2. The State University System will create an environment favorable to the growth of online education.

Tactic 2.1.2: Obtain funding for statewide marketing and recruiting to expand online enrollments.

Background:

The Infrastructure Workgroup was asked to lead a Steering Committee for Statewide Marketing to address the need for a marketing and recruitment plan/campaign to expand online enrollments at the state university and college levels.

The Marketing Workgroup, a sub-group of the Infrastructure Workgroup, is comprised of executives from the following institutions:

- **Florida International University** - Cristina Raecke, Executive Director, Marketing and Recruitment, FIU Online 305.348.7399, craecke@fiu.edu
- **University of Central Florida** - Patrick Burt, Assistant Vice President for Marketing 407.823.0932, patrick.burt@ucf.edu
- **University of Florida** - Kathy Harper, Associate Director of Marketing & Communications 352.273.4478, kathy.harper@ufl.edu
- **University of North Florida** - Patrice Kapcio, Assistant Director, Online Programs 904.620.1385, p.kapcio@unf.edu
- **University of West Florida** - Bob Hartnett, Director of Marketing & Communications, FLVC & Complete Florida, 850.474.2380, rhartnett@uwf.edu

Recommendations:

The market for online degrees is crowded. As the third most populous state, Florida is often a target for other institutions promoting online programs. High-priced for-profits, non-accredited institutions and deep-pocket competitors make Florida a highly competitive marketplace that leads to increased advertising costs for everyone, particularly for state universities and colleges. As such, the development of a collective Florida marketing message would showcase the best-in-class/quality education and value of the comprehensive Florida university and college system. Such a campaign would demonstrate the system's commitment to opportunity and value of online programs to the non-traditional student seeking a fully online 2- or 4-year degree. For Florida residents, a state online education represents value – value that comes with full support as this is *their* university system.

A campaign of this nature capitalizes on various facts of quality and support, such as:

- High-quality degree with full support of state institutions
- Respected and accredited degrees that cost less money
- Degrees that couple value with opportunity – Florida has one of the lowest costs of in-state tuition in the country
- High rankings – 10 SUS institutions are ranked for online programs by *US News*
- Ease of transfer between college and state institutions and ability to take online courses at any school within the SUS, which offers flexible options for earning a degree
- Access to the statewide library system
- Reduced cost of textbooks and other resources from Florida's Orange Grove (flshines.org)
- Career support from career exploration to interviews and internships
- Strong alumni network

The steering committee suggested the following next steps, should the above recommendation be approved:

- Build a creative campaign to convey the message of quality course offerings throughout the state. Benchmark campaigns include:
 - **SUNY NY:**
 - developed a unified message and brand for all their colleges and state universities
 - highlighted collaborative efforts across institutions through news articles and blog posts

- provided centralized recruitment pathway for freshman, transfer, international, graduate, military and online students
- **Think Florida:**
 - developed a unified message that builds and bolsters the state's entrepreneurial climate
 - established a consortium of 11 SUS institutions that builds relationships with companies that are hiring SUS graduates, tracks alumni and prepares students for jobs
 - created a news system to share information on relevant events and industry happenings
- **Florida Citrus**
 - Executive state agency charged with marketing, research and regulation of the Florida citrus industry
 - Activities are funded by an assessment paid by growers
 - Shares a portal with information on the promotion, protection and regulation of the Florida Citrus industry
- Build awareness of **FloridaShines.**
 - Build dedicated landing pages within current website for campaign promotions
 - Host course catalogue for the state on Florida Shines website
 - Enhance "Go Back to College" section of website with additional non-traditional student messaging
 - Have colleges and universities include information on Florida Shines on their respective websites.
 - Host specific webinars for non-traditional students
 - Leverage Florida Shines social accounts
- Leverage other social media accounts such as Florida Virtual Campus, Florida Virtual School, Florida BOG, colleges and university accounts and websites to promote campaign and drive traffic.

Supporting Documentation Included: None

Facilitators/Presenters:

Mr. Edward Duran, FIU

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018

SUBJECT: Multiple Accelerated Terms

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

ACCESS GOAL 1. The State University System will increase access to and participation in online education.

Tactic 1.1.8: Provide a robust set of student support services to support the delivery of multiple, accelerated models.

Guidance:

Based on report created by the Infrastructure Workgroup describing processes used by SUS institutions that have implemented multiple, accelerated terms, the Student Services Workgroup will recommend to the Implementation Committee and the Steering Committee the student support services needed to support this new delivery method, as well as their costs.

Please see the attached white paper that provides guidance on support services and potential costs in the implementation of accelerated models for degree completion.

Recommendation:

Publish and disseminate the white paper: **Evaluation of Accelerated Degree Models**, for use by all State University System institutions to support decision-making processes about the adoption of accelerated models.

Supporting Documentation Included: Evaluation of Accelerated Degree Models

Facilitators/Presenters: Dr. Vicki Brown, FIU

White Paper

Evaluation of Accelerated Degree Models

**Addressing Implementation Tactic Access 1.1.8
2025 Online Education Strategic Plan**

June 26, 2018

Student Services Workgroup

Prepared by:

Victoria Brown (Florida Atlantic University)

With support from:

Cynthia DeLucas (University of South Florida)

Owen Hooper (University of South Florida)

Evaluation of Accelerated Degree Models

Abstract

This white paper was prepared to address Tactic Access 1.1.8 within the *2025 Strategic Plan for Online Education* for the State University System of Florida. Three models were identified to accelerate graduation: (a) intersessions, (b) multiple starts, and (c) rolling enrollment. The models are described with an analysis of the advantages, issues to consider, resources required for implementation, and potential costs in delivery.

Background

The Taskforce members who proposed the *2025 Strategic Plan for Online Education* were concerned about the three issues that were included in the plan to increase distance education in Florida: (a) quality, (b) access, and (c) affordability. Although the Access 1.1.8 tactic is in the access category, the underlying theme within the tactic is to ensure quality in the delivery of distance learning. Accelerated models can potentially increase access by decreasing the time to graduation. Reduced time-to-degree allows students to accomplish educational goals in support of potential employment opportunities or career advancement. The tactic also recognized the need for additional student support in the implementation of accelerated degrees.

Tactic Access 1.1.8: Provide a robust set of student support services to support the delivery of multiple, accelerated models.

This tactic was to follow the work of the Infrastructure Workgroup. The Infrastructure Workgroup identified accelerated models used by institutions in the State University System. Based upon the result of that report, the Student Services Workgroup used the information to recommend the student support services and the additional cost in implementation. See the guidance from the *Implementation Schedule and Actions Steps for Strategic Goals and Associated Tactics for the 2025 Strategic Plan for Online Education* below.

Guidance: Based on report created by the Infrastructure Workgroup describing processes used by SUS institutions that have implemented multiple, accelerated terms, the Student Services Workgroup will recommend to the Implementation Committee and the Steering Committee the student support services needed to support this new delivery method, as well as their costs.

The Infrastructure Workgroup determined that accelerated terms offer students flexibility, convenience, and reduce time-to-degree. The Workgroup identified variance between the institutions in implementing accelerated models based upon the student information systems used. This document expands upon the work of the Infrastructure Workgroups on accelerated terms presented to the Steering Committee for the *SUS 2025 Strategic Plan for Online Education* on January 24, 2018.

Models for Accelerated Programs

The most common model for accelerated programs is the mini-mester, which divides the current semester into shorter sub-semesters. Intersessions are currently being implemented at two state universities in Florida. Rolling enrollment is being piloted. The following is a detailed description of the different models with an analysis of the advantages, issues to consider, support services required, and potential costs in implementation.

Intersessions:

These extremely short semesters fit between fall to spring, spring to summer, and summer to fall. The courses are frequently three-, two- or one-week intensive courses. The intersessions often do not fit the typical semester formats provided by legacy student information systems. Therefore, the institution will need to work through several background technical and processing issues to make the intersessions work. The appendix provides a list of possible impacts upon a variety of systems at the institution adopting intersession.

Advantages:

- Students can decrease time to graduation by enrolling in an additional course or courses between semesters. Students can pick up an additional 9 credit hours per year. If they used this strategy every year (gaining 27 credits), it would be possible to graduate in just over three years.
- Students can take replacement courses for ones dropped or failed during the semester and allow them to stay on target for graduation.

Issues to consider:

- Students may need to pay for the class out-of-pocket because these classes fall outside the financial aid disbursement period. However, a few schools have received special permission by the US Department of Education to include these courses into the financial disbursement.
- Students may not be able to use financial aid money to pay for books.
- The institution may need to defer payment to the following semester for tuition and fees or provide short-term loans to cover textbooks, access codes, or other instructional material costs.
- The courses that would be offered in this short class schedule need to be carefully selected based upon the instructional content to ensure the learning objectives can be accomplished during the intensive class formats.
- Because of the accelerated nature of the courses, an institution should determine the number of allowable courses students should be taking. The University of South Florida uses the following guidelines:
 - 3.33 – 4.0 GPA = Student is permitted to take two intersession courses without advisor approval
 - 2.75 – 3.32 GPA = Student is permitted to take two intersession courses with advisor approval
 - Below 2.75 GPA = Student is only permitted to take one intersession course

Resources required:

Intersessions require definite considerations in the connection of the various systems. Additional student support resource requirements are different based upon the time of the intersession. During the May and August timeframes, the institution would have staff available during the typical semester, so students have full support. Intersession in the December to January timeframe requires extra consideration if the campus closes for holiday break.

- Student Services: The institution should arrange for student support services to be available during the intersessions when the university closes. The student support units

should be aware that students might be on online taking courses during the semester breaks. Students may need access to enrollment staff for drop/adds/withdrawals, financial aid, bookstore, and library for non-digital resources. Providing a point person for student affairs and advising during intersession is one solution. (Expect about 20 calls per 1500 students.)

- Technical Support: The institution should provide help desk and password reset services for the learning management system challenges that may occur when the campus is closed. Possible solutions are available below:
 - If the institution uses an outside company to provide help desk support, the company needs to be aware of the potential help desk needs.
 - Utilize the technology support personnel that are upgrading systems during the break by forwarding help desk calls to one of their mobile phones.
 - If the institution has a different technical support system for the faculty, ensure stand-by assistance is also available to instructors.
- Instructional Design Support: Faculty should have access to instructional design support as they re-conceptualize the courses to ensure successful accomplishment of instructional objectives, retention at the institution, and completion of the degree in the intensive format.
- Other support: Teaching assistants or success coaches could be added to the courses to provide technical support for specific software programs used for the class, to encourage students, and to provide tutorial support.
- Create a handbook for faculty with guidance and information.

Possible Increased Costs:

- Technical support when campus is closed.
- Additional TAs for faculty in high DWF courses or high technical demands.
- Tutorial support as needed based upon the courses.
- Additional advising support personnel to assist with drop/withdrawals when campus is closed.
- Labor cost associated with modification to information systems.
- Instructional designer support to convert courses into the intersession format.

Multiple Start

Multiple start programs allow more opportunities for students to start classes. If a student stops out, the multiple start shortens the stop out period depending on the cause. Multiple starts also allow the students to begin taking classes closer to the decision to return or to start earning a degree. Multiple start programs provide embedded short-term courses or mini-mesters into the current semester structure. For example, mini-mesters could be five or eight weeks long allowing two to three start dates within the fall and spring sixteen-week structure. Multiple starts can be integrated within the legacy student information systems and not affect the distribution of financial aid. However, different processes and information management systems are impacted by the changes in the part of term (Banner reference) within the student information systems.

Advantages:

- This approach allows the institution to provide multiple starts within the current structure of the student support services and data management systems.

- Students can retake a class in which they may not be doing well in the first part of the semester. The immediate retake allows them to stay on target to graduation.
- Students who can handle two courses in a five-week period can reduce time to graduation by taking 18 credits rather than 12-15 credits.
- Allows students to focus on fewer courses for a shorter period, improving student outcomes and success rates.

Issues to consider:

- A communication plan needs to be developed informing students of the different deadlines for enrollment into the mini-mesters.
- An institution may experience an increase in the advisors' workload with students needing assistance at multiple different times of the semester.
- Due to the intensive nature of the courses, institutions should consider limiting the number of courses taken during a mini-mester.

Resources required:

- Student Services: Students can access the full range of online support services offered by the institutions as evaluated by the Online Student Support Scorecard.
- Technical Support: Students need full access to the technical and infrastructure support available as evaluated by the Technology and Infrastructure Scorecard.
- Instructional Design Support: Faculty should have access to instructional design support as they re-conceptualize the courses to ensure successful accomplishment of instructional objectives, retention at the institution, and completion of the degree.

Possible Additional Costs:

- Additional advising support to handle increased number of visits for consultation about schedule changes.
- Instructional designer support to modify courses into the shorter formats.
- Labor costs associated with modification to information systems.

Rolling Enrollment

This program is the most flexible allowing students to enroll any time. As students are admitted to the degree program, they can begin interacting with the course materials and earning credits. As the course is complete, the grades are submitted and recorded on the transcript. The student begins the next course. Rolling enrollment is good for degree programs that lend themselves well to a self-study type program.

Advantages:

- Students can move through the curriculum at their own pace.
- Students can act upon their decision to begin taking classes applicable to their degree.
- Students potentially shorten the time-to-degree.

Issues to Consider:

- The student information system must be flexible enough to accept individually inputted class enrollments and grades. For example, at the same time the student is enrolled they have access to the appropriate course in the learning management system. When the

course is completed, the final grades are inputted directly to the student information system from the learning management system. The grades are then processed every evening.

- Faculty may struggle in management of the courses without structured due dates. The students will be at different points within the course.
- With rolling enrollment, an institution should determine if a student should complete a course before entering another, and whether to allow enrollment in multiple courses.

Resources required:

- The registrar's office may need additional personnel to enter the individual grades if the student information is unable to link directly to the learning management system.
- Additional student support will be required to coach students through courses with unstructured due dates.
- Specific advisors are required for tracking through prerequisite courses that must be taken but may not have been entered by the registrar's office before starting the next course in the sequence.
- The institution will need to have someone on staff with the administration rights to the learning management system to grant access to courses as a student completes one courses and becomes ready for the next course.

Possible Additional Costs:

- Increased advising support as students will need guidance upon course completion.
- Additional coaching support to encourage students to complete courses.
- Increase support staff in registrar's office to manually enter grades on an individual basis.
- Increase support in enrolling students individually into courses through the learning management system.

Recommendation

Accelerated models can reduce the time-to-graduation for students. This white paper can be used by universities to identify which model to implement at the institution based upon the advantages, issues, resources, and costs. The appendix document identifies the items that should be considered in offering multiple starts. The Infrastructure Workgroup Report for January 24, 2018 also provides technical details to consider before adopting an accelerated model for degree completion.

Appendix

Items to Consider in the Establishment of Interessions or Multiple Starts	
Faculty	<ul style="list-style-type: none"> • Work through faculty union concerns about faculty workload. • Determine how to input documentation in the faculty evaluation system. • Integration in the faculty payment system, which may include setting up new academic period.
Calendar	<ul style="list-style-type: none"> • Determine the interession calendar dates. • Update the academic calendar. • Determine registration open date. • Determine class start date. • Determine class end date. • Determine drop/add date. • Determine withdrawal date. • Determine how to handle waitlist. • Determine when grades are due. • Determine when grades will be posted. • Determine if students will be automatically dropped for non-attendance on the first day of class.
Reporting data	<ul style="list-style-type: none"> • Determine attendance-tracking for reporting purposes. • Create process to submit interession student data files to BOG. • Modify grade submission process to accept grades for interession.
Financial	<ul style="list-style-type: none"> • Establish billing and tuition integration for academic term. • Create processes for distribution of financial aid. • Make payment decisions for deferred payment students if the institution decides to use this model: <ul style="list-style-type: none"> ○ Deferment of charges until the typical start of term. ○ Financial aid short-term advance disbursement to bridge financial aid. • Determine when to place holds for non-payment with non-deferment students. • Determine when to implement fiscal cancellation for non-deferment students.
Other	<ul style="list-style-type: none"> • Communicate the interessions to the students. • Establish timeline for textbook adoption and notification for the bookstore. • Ensure students have textbooks on the first day of class (possibly electronic). • Integrate attendance information into student advising system. • Determine how student survey data about the courses will be gathered. For electronic surveys, decide on the day to send out to students.

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018**

SUBJECT: Online Program Coordination

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

At its March meeting, the Steering Committee asked Nancy McKee and Provosts Ken Furton and George Ellenberg to consider how to implement planned online program coordination without having a Board regulation. After discussion, the following recommendation from this group is proposed for consideration by the Committee:

1. Expand the new Online Programs Database so that institutions would be required to input current and planned online programs for viewing by Board of Governors staff as well as designated staff at all SUS institutions.
2. Appoint a workgroup of university staff to determine the process timeline and data elements for input.
3. Review the success of this approach in one year.

With this database expansion, university academic planners would be able to view current, planned, and terminated online majors at institutions throughout the System. This information will be useful in internal planning efforts, as well as in the development of shared online programs.

Supporting Documentation Included: None

Facilitators/Presenters:

Provost Ken Furton, FIU
Provost George Ellenberg, UWF
Dr. Nancy McKee

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018**

SUBJECT: Quality Designations

PROPOSED COMMITTEE ACTION

For update.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

QUALITY GOAL 1. The State University System will create a culture of quality for online education.

Tactic 1.1.2: Create a coding system in the FLVC course catalog that allows for the identification of quality certified... courses.

Tactic 1.1.3: Ensure implementation of a course certification system at all universities offering online education

Status:

Request made to FLVC staff to enable Quality and High Quality designations in the online course catalog via institutional data uploads. Staff members have stated this can occur for the spring 2019 course upload window which begins in fall of 2018.

Quality Workgroup is developing a communication plan to ensure that appropriate parties at each SUS and FCS institution are aware of the Quality and High Quality course design designations, the data upload procedure for including these designations, and the current timeline for implementation.

Questions for Guidance:

1. Given the opt-in nature of this initiative and the multiple parties at each institution required for successful implementation, would a written communication to SUS provosts be appropriate prior to the fall 2018 term? From whom would such a communication be appropriate?
2. Given that the review process will be opt-in for faculty, the default designation status will be "Not Reviewed," and an "In Progress" status will appear for course sections that have started the review but have not yet passed. Are there any concerns about inadvertent negative impact on faculty?

3. As a reminder, vetting of institutionally-established standards and processes of equivalent rigor to the default statewide program was approved previously (March 29, 2017). Institutions that do not use the state-adopted rubric and process (Quality Matters) must have their respective rubrics and processes approved for equivalency before uploading Quality or High Quality designations in the online course catalog. Additionally, an audit process is being developed to spot check a sampling of courses from each institution periodically. Are there suggestions for the composition of either reviewer group? (Currently the SUS Quality Workgroup is defined as the group to review equivalent process submissions from institutions. Are there any concerns with proceeding?)
4. One of the performance indicators in the Online Education Strategic Plan is “Percent of SUS courses bearing a High Quality rating in the FLVC online catalog.” The 2025 Goal for this indicator is 90%. Given the time and expense involved in each course review, the 90% goal will likely take several years to reach.

Beginning in the 2019-20 SUS Accountability Report, consider the reporting of system-level, SUS course data as follows:

“Of the ____ (#) ____ SUS online courses that are in the FLVC distance learning catalog:

- ____#____ have undergone a review for Quality. Of those reviewed, ____% received a Quality rating.”*
- ____#____ have undergone a review for High Quality. Of those reviewed, ____% received a High Quality rating.”*
- ____#____ are currently in the process of course design review.*

Supporting Documentation Included: None

Facilitators/Presenters:

Dr. Kelvin Thompson, UCF

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018

SUBJECT: IOC Areas of Interest

PROPOSED COMMITTEE ACTION

For discussion.

BACKGROUND INFORMATION

Governor Morton, Chair of the Board's Innovation and Online Committee, is especially interested in the following three issues:

1. Cost containment (including e-textbooks);
2. Improvement in graduation rates; and
3. The alignment between employment needs in Florida (and the nation) and SUS online programs.

The following items could be added to future committee agendas for discussion:

1. **Cost containment:** Presentations on OER initiatives in the SUS are scheduled to be made during the September Innovation and Online Committee meeting. Updates at that meeting will also include Expanding Shared Services on FloridaShines; Facilitating Collaboration; and Proctoring. During the September Steering Committee meeting, an update on the Master Courses Repository is scheduled, as is an update on the efforts of the Shared Language Degrees Task Force. The Steering Committee and Governor Morton could discuss in September whether these initiatives address his concerns about cost containment.
2. **Improvement of Graduation Rates:** Graduation rates of fully online students cannot be calculated at the system level at this point, because few fully online students started as fully online freshmen four and six years ago. However, the Steering Committee could consider other approaches that could inform the discussion:
 - a. Jason Jones, the Board's Assistant Vice Chancellor for Institutional Research, could work with university data administrators to determine alternative calculations that could be presented to the Steering Committee in September for discussion.
 - b. In addition, the university distance learning leaders could identify programs and policies that are targeting retention and degree completion for online students, bringing those to the Steering Committee in September. A review of those programs and policies could lead to: (1) a few of the most innovative and/or successful initiatives being presented at a future IOC meeting;

(2) identification of Best Practices that could be shared system-wide; and (3) the identification of areas that may need to be addressed systemically.

In September, Governor Morton could discuss with the Steering Committee whether these approaches would address his concerns about graduation rates.

3. Alignment with Employment Needs:

The new database for SUS Online Programs reflects 2017-18 programs in the following Areas of Strategic Emphasis. These areas were determined by the Board as ones meeting the state's workforce and economic development needs.

Institution	STEM	Education	Global	Health	None	Total
FAMU	0	0	0	2	1	3
FAU	10	3	0	5	18	39
FGCU	0	2	0	3	4	9
FIU	7	4	8	4	30	58
FPU	0	0	0	0	0	0
FSU	9	7	0	4	16	37
NCF	0	0	0	0	0	0
UCF	19	10	2	9	27	69
UF	25	9	0	13	27	75
UNF	0	1	0	4	2	7
USF	18	11	0	17	19	65
UWF	11	15	0	10	19	56
TOTAL	99	62	10	71	163	418

In September, Governor Morton and the Steering Committee could discuss if there are other ways that could show if online programs are meeting economic and workforce needs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Nancy McKee

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018

SUBJECT: Open Educational Resources (OER) and e-Textbooks

PROPOSED COMMITTEE ACTION

For update.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

AFFORDABILITY GOAL 2. The State University System will reduce the costs of educational materials for students.

Tactic 2.1.2: Determine and promote methods to increase the use of open-access textbook and educational resources to reduce costs to students.

Tactic 2.1.2: Reduce the costs of e-Textbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials.

The Steering Committee directed the OER/eTexts Committee to consider Florida International University's (FIU) offer to modify for System usage its directory of OER/eTexts that are searchable by the Common Course Numbering System and to come back to the Steering Committee with a proposal in June.

The OER Workgroup is recommending that SUS institutions have the ability to opt-in to Florida International University's Affordability Counts initiative. FIU created and implemented an "Affordability Counts" initiative to recognize faculty who were actively making changes to reduce the cost of educational materials to students. Faculty that meet the "Affordability Counts" criteria, after a committee review, receive a medallion in the form of a digital badge and a physical pin to showcase their commitment to quality low-cost solutions for their students.

FIU has offered to partner with SUS institutions on an opt-in basis. FIU will provide schools with access to their model and consult on implementation of the initiative on their campus. FIU will host and maintain the "Affordability Counts" website for the State.

In addition to the overarching goal of lowering costs for students, the “Affordability Counts” program aims to:

- Provide a functional framework for other institutions to enact low-cost initiatives.
- Partner with other SUS institutions to drive down overall costs of student’s learning materials.
- Provide access to an expanding database of low-cost materials for more seamless adoption.

The OER Workgroup believes that “Affordability Counts” is a great tool to expand awareness and recognition at all state universities. A centralized directory of faculty awarded the “Affordability Counts” medallion will influence faculty to see what works at other SUS institutions.

The OER Workgroup voted to recommend this initiative with the understanding that there would not be any costs for participating institutions.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Cynthia DeLuca, USF

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018**

SUBJECT: Expanding Shared Services on FloridaShines

PROPOSED COMMITTEE ACTION

For update

BACKGROUND INFORMATION

Florida Shines (<https://www.floridashines.org>) is an active site of the Florida Virtual Campus (FLVC) and currently serves as the major site for student services across libraries, distance learning, transient applications, distance learning catalog and career education. FLVC is planning to further develop the institutional partner sites in distance learning (<https://www.floridashines.org/partners>), library services and student services for better access to shared resources and materials. For this shared services tactic, it is recommended that FLVC serve as the web presence for all shared resources linking out to appropriate institutions leading key initiatives.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Pam Northrup, UWF

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018

SUBJECT: Facilitating Collaboration

PROPOSED COMMITTEE ACTION

For information.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

QUALITY GOAL 2. The State University System will provide a foundation for quality online education.

Tactic 2.2.2: Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.

Background: Institutions often work independently to explore, test, and implement educational technology. Collaboration will reduce duplications of efforts in technology adoption and selection processes.

Updates

Platform for Facilitating Collaboration

To facilitate processes related to the evaluation of software, EdTech acquisition and procurement, The Infrastructure Workgroup, the Contracts and Shared Services Workgroup of the DLSS, and the FLVC are exploring two pathways for facilitating system-wide collaboration:

Develop platform - Specifications have been developed on what a platform should do to facilitate collaboration between institutions. The FLVC is currently leveraging its resources to scope out the work for a website to be developed to support statewide collaboration for contracts and shared services, which enables secure document management for contracts, review capabilities for software, services, and EdTech, user management, and email opt-in capabilities for updates on new software/solution offerings in the state.

Use of [Lea\(R\)n platform](#) - The WCET has invited the Florida SUS and FCS to a 10-month trial of the Lea(R)n platform and the Contracts and Shared Services Workgroup of the DLSS is currently reviewing the platform. Initial impressions

are positive as the platform enables ease in comparison of products and access to reviews from users part of the evaluation network.

A survey is to be sent out to the workgroups to gain feedback on the Lea(R)n platform in July to determine if additional investigation deserves merit for the platform. Also, in July, the FLVC will be providing additional information on the feasibility of implementing a platform for facilitating collaboration as an option instead of Lea(R)n.

Proctoring Master Contract

To provide an immediate impact on reduced spending in technology procurement, the FLVC and UWF are currently finalizing an ITN for proctoring so that a shared contract can become available for the state.

Supporting Documentation Included: None

Facilitators/Presenters: Edward Duran, FIU

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 26, 2018

SUBJECT: Proctoring

PROPOSED COMMITTEE ACTION

For information.

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education

QUALITY GOAL 2. The State University System will provide a foundation for quality online education.

Tactic: Affordability 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.

Updates:

The Infrastructure Workgroup and the Proctoring and Shared Services Workgroup of the DLSS is currently collaborating with FLVC staff to develop a website to provide information on academic integrity, best practices on course design to mitigate academic misconduct and to increase efficiencies in the delivery of testing center and remote proctoring information.

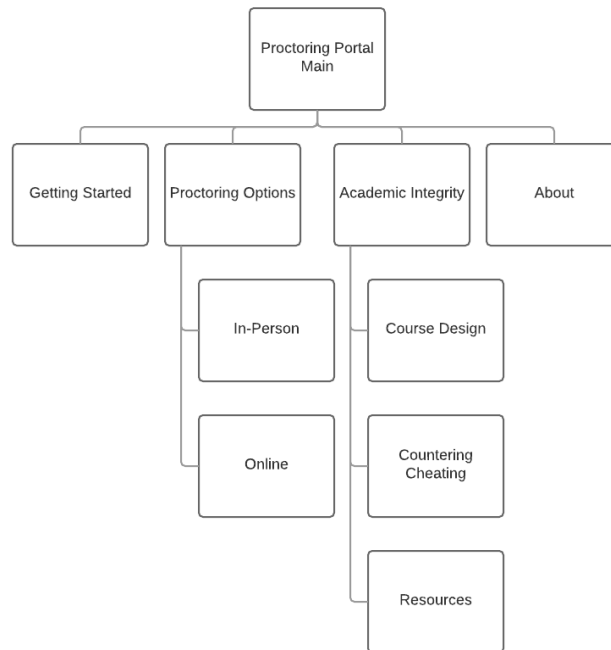
Testing Center Database

To ensure that the inventory of available testing centers across the SUS and FCS is current, the FLVC made updates in June to the testingcenter.floridashines.org after surveying institutions for their latest testing center information.

Proctoring Website

At the end of July, FLVC staff will be going live with updates to proctoring information on the [student site for proctoring](#). Also, the FLVC is developing a separate site for faculty which will include general procedural information on the proctoring options available in Florida, information on academic integrity, best practices on course design, and an FAQ. We are pending information from the FLVC regarding a go-live date.

Sitemap for Phase 1 of the proctoring website for faculty:



The Proctoring and Shared Services Workgroup, along with the FLVC, are currently defining the intricacies of Phase 2, which will focus on adding more resources on academic integrity for faculty and students to support institutions in their adoption of proctoring services.

Supporting Documentation Included: None

Facilitators/Presenters: Edward Duran, FIU