



Proposed Updates to the SUS 2025 Strategic Plan for Online Education

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2025 Strategic Plan for Online Education

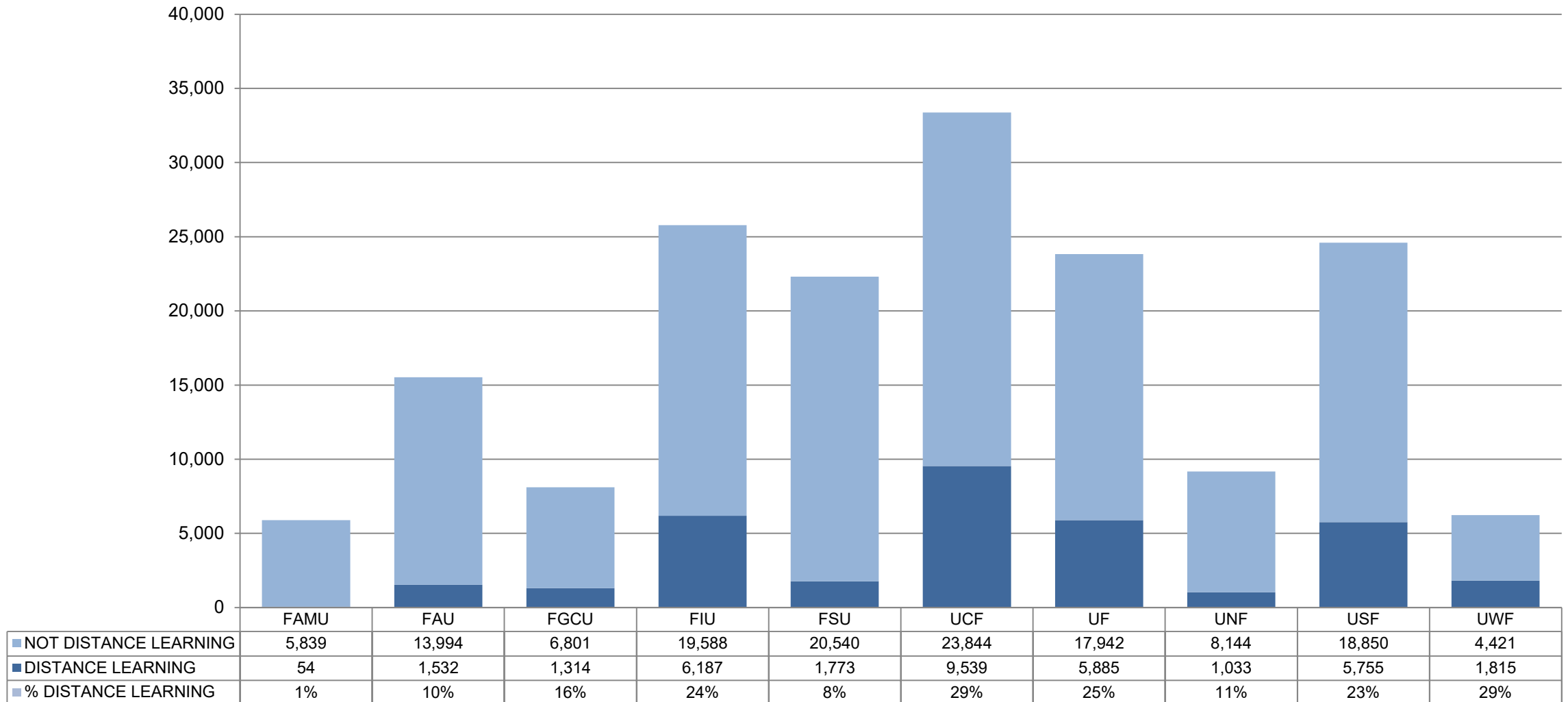


- The Board approved the Plan in November 2015
- A Steering Committee and an Implementation Committee were appointed immediately to ensure the Plan was implemented.
- The revisions being recommended are ones that were reviewed by the Implementation Committee and approved by the Steering Committee.
- The recommendations update several tactics and performance indicators, as well as charts in the narrative and appendices.

2025 Strategic Plan for Online Education (*Chart for Undergrad FTE currently in Plan*)



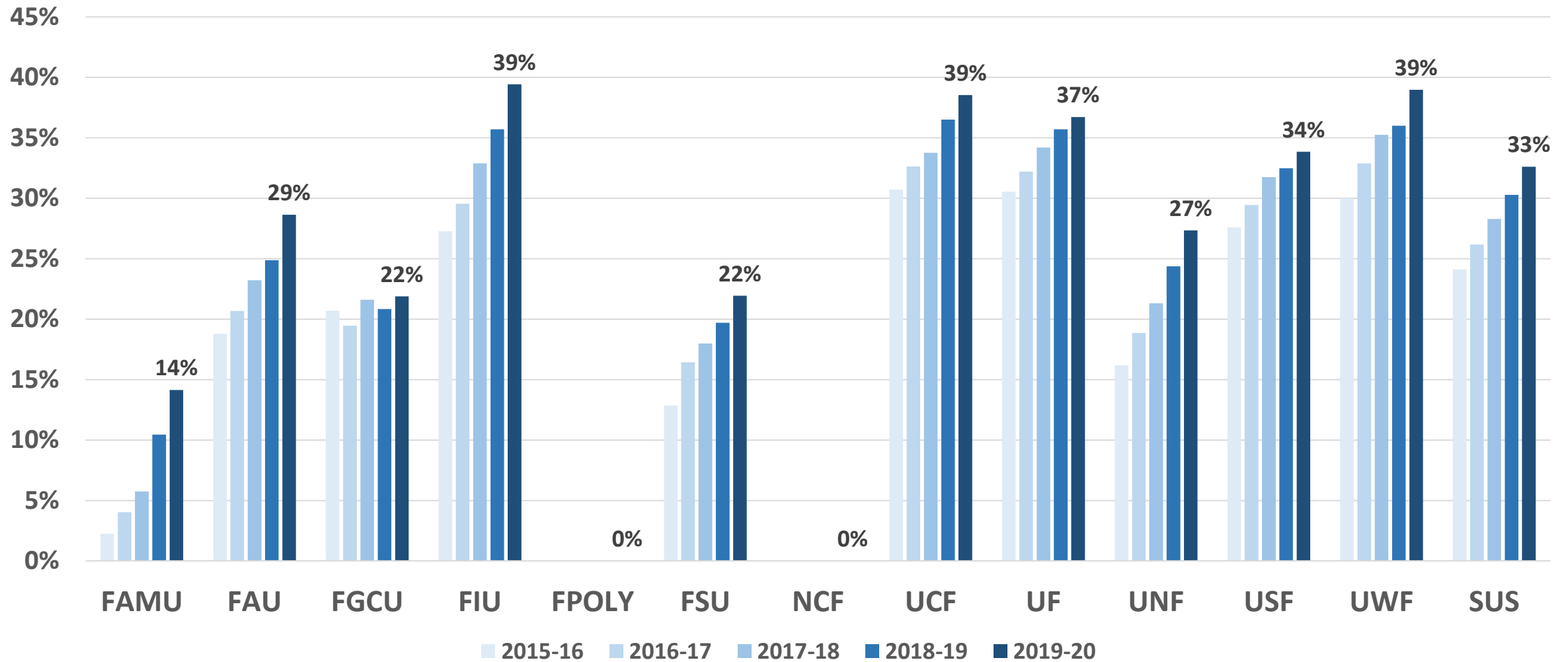
2013-14 UNDERGRADUATE FTE ENROLLMENT



2025 Strategic Plan for Online Education (*update for Undergraduate FTE*)



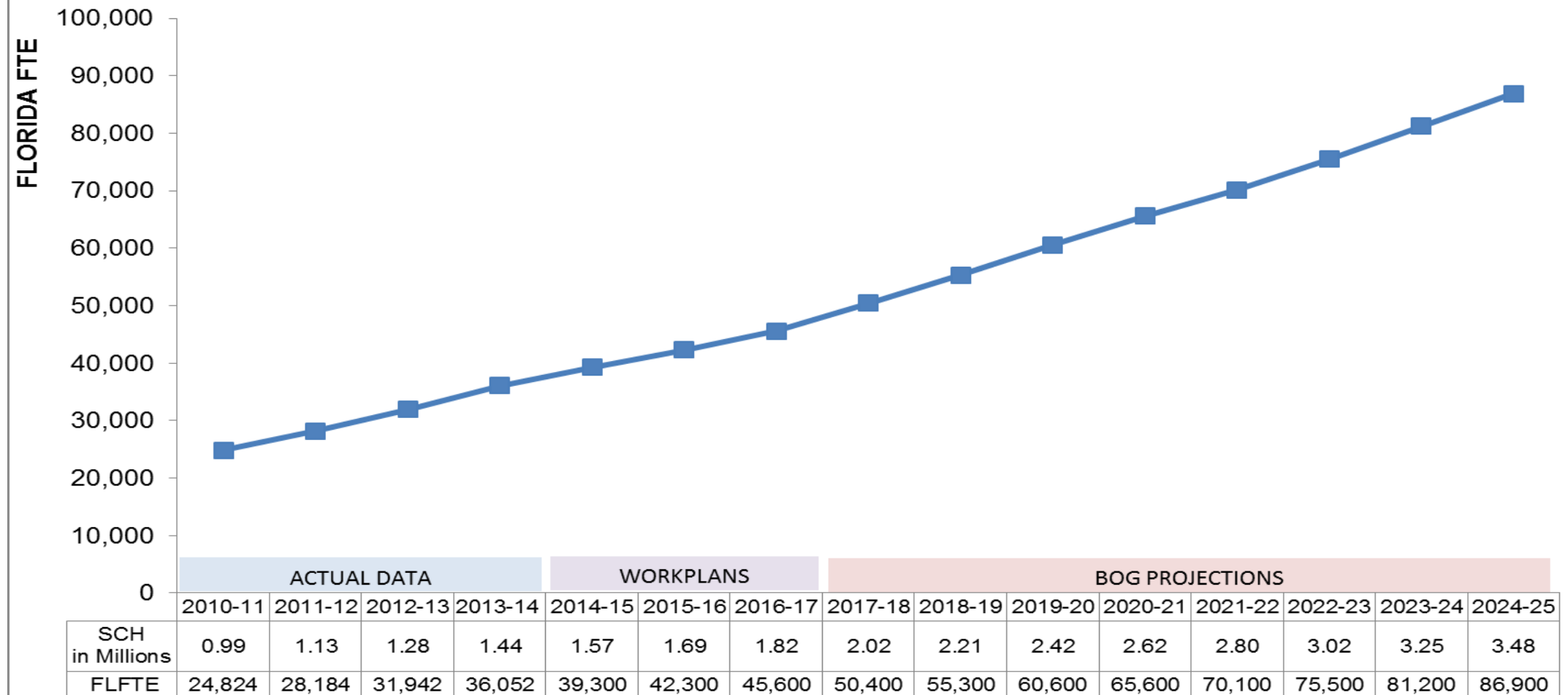
DISTANCE LEARNING AS A PERCENT OF UNDERGRADUATE CREDIT HOURS



2025 Strategic Plan for Online Education (2015 projection of Undergraduate FTE)



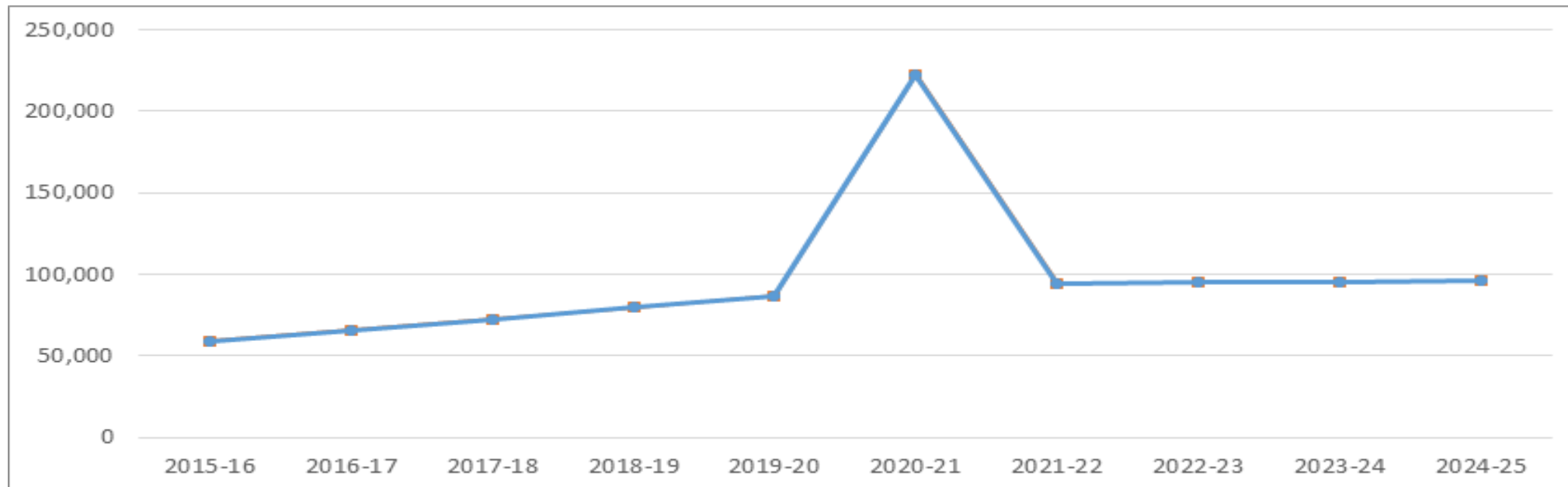
**HISTORICAL & PROJECTED
UNDERGRADUATE DISTANCE LEARNING ENROLLMENT**



2025 Strategic Plan for Online Education (*updated projections for Undergraduate FTE*)



Undergraduate FTE Enrollment: Historical and Projected (approved goals from 2021 Accountability Plan)

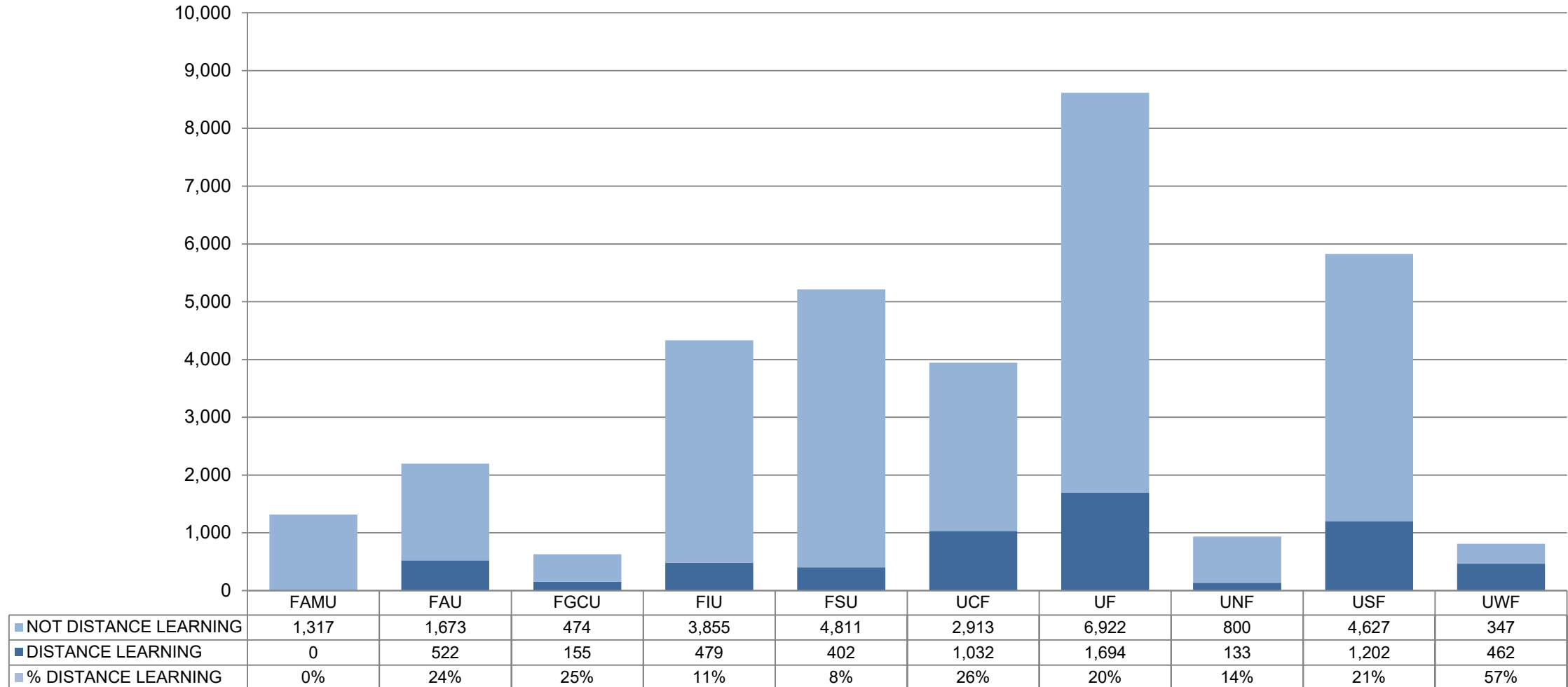


	ACTUALS					PROJECTIONS (APPROVED GOALS)				
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
DL FTE	59,371	65,655	72,674	79,722	86,964	222,623	94,315	94,815	95,393	96,180
TOTAL FTE	246,470	251,035	257,093	263,363	266,737	268,220	269,470	270,900	272,550	274,800
DL as % of Total FTE	24%	26%	28%	30%	33%	83%	35%	35%	35%	35%

2025 Strategic Plan for Online Education (*Graduate FTE chart currently in Plan*)



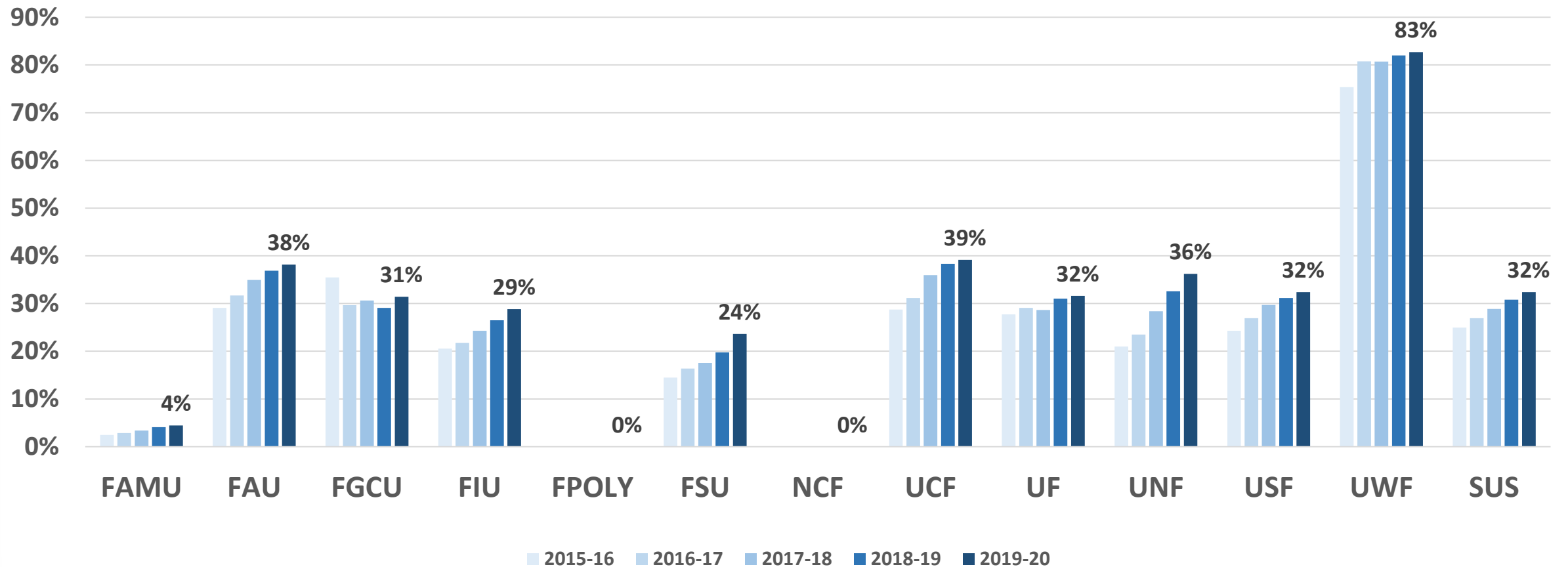
2013-14 GRADUATE FTE ENROLLMENT



2025 Strategic Plan for Online Education (*Updated chart for Graduate FTE*)



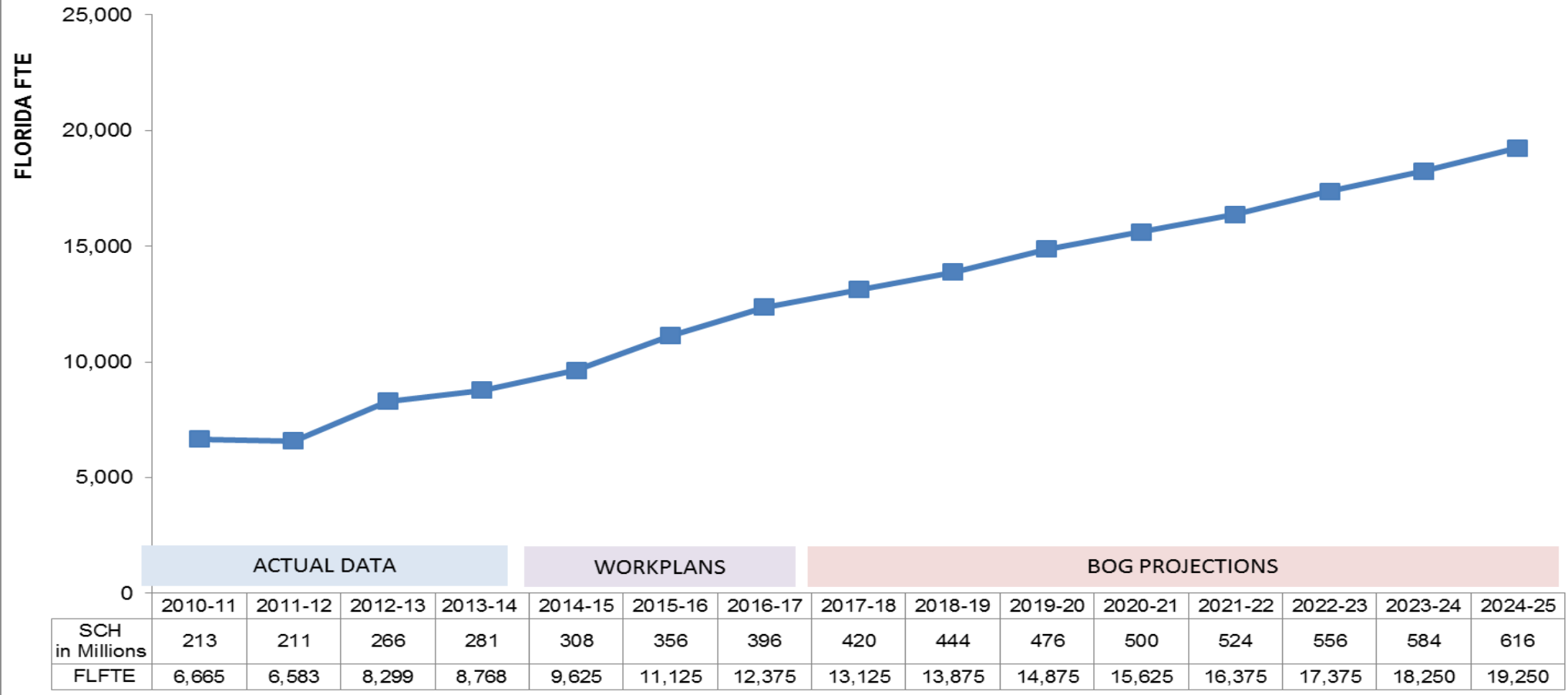
DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS



2025 Strategic Plan for Online Education (2015 *projection of Graduate FTE*)



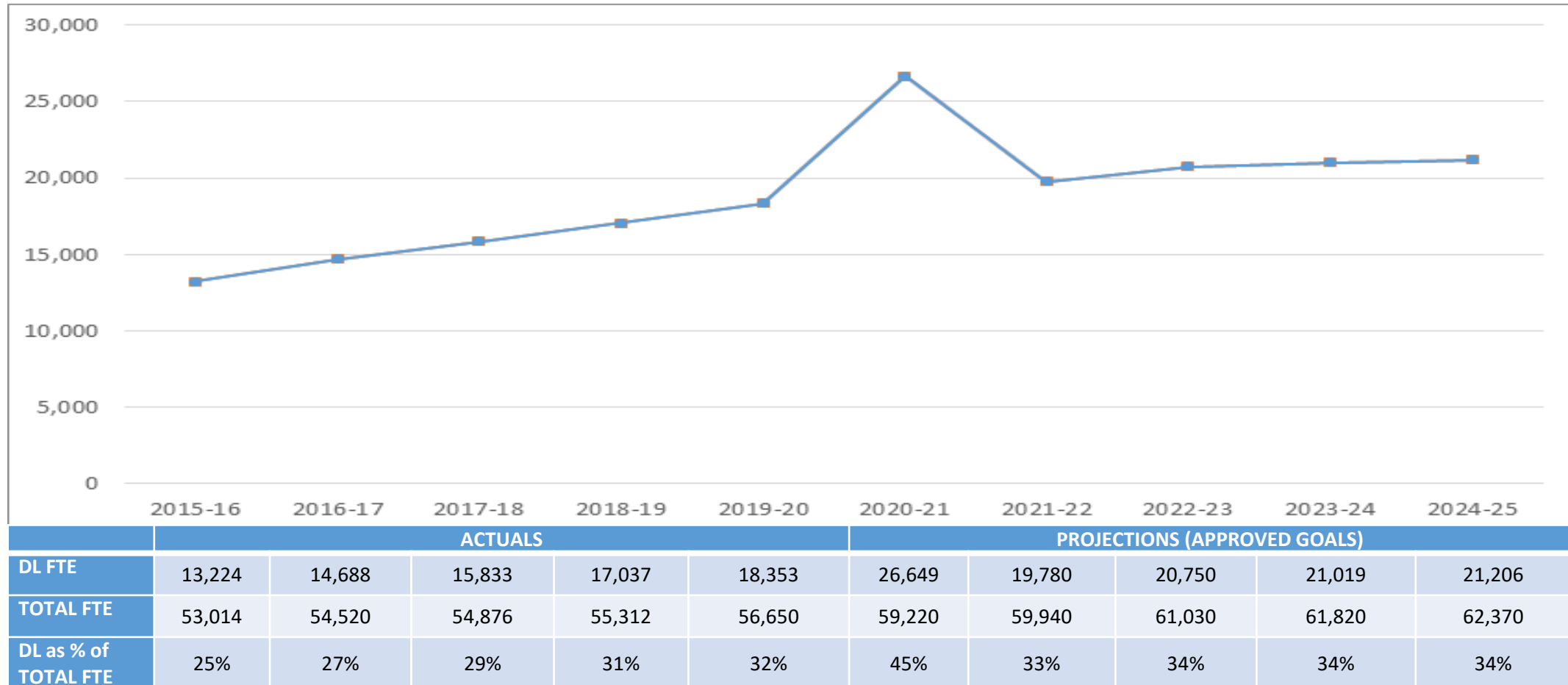
HISTORICAL & PROJECTED GRADUATE DISTANCE LEARNING ENROLLMENT



2025 Strategic Plan for Online Education (*updated projections for Graduate FTE*)



Graduate FTE Enrollment: Historical and Projected (approved goals from 2021 Accountability Plan)



Update to Quality Tactics



Course Design Review

- Ensure implementation of the Florida Online Course Design Quality Standards and Process ~~Scorecard, Quality Matters Course Rubric, and/or course certification processes~~ for all universities offering online education.

Coding in Course Catalog

- Create a coding system in the Florida Virtual Campus course catalog that allows the identification of ~~QM- or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.~~ courses that have been reviewed for quality course design using the Florida Online Course Design Quality Standards and Process.

Professional Development

- Integrate the Florida Online Course Design Quality Standards and Process ~~Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics~~ into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.



Faculty Awards

- ~~In conjunction with the Florida College System (FCS),~~
~~create a statewide award system for exceptional online~~
~~courses teaching.~~
- ~~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.~~

Update to Quality Tactics



Infrastructure for Providing Online Education

- Using ~~Quality~~ the Technology Scorecard or a similar process, ~~ensure that~~ each institution will ensure that it has the technology needed to provide quality online education.

Infrastructure for Student Access

- Using ~~Quality~~ the Technology Scorecard or a similar process, ~~ensure~~ universities will review their infrastructure to confirm that students, including students with disabilities, can ~~easily~~ appropriately access their online instruction.

Student Support Services

- ~~Ensure that universities use Quality~~ Using the Student Services Scorecard or a similar process, universities will ensure to ~~confirm~~ that online students, including online students with disabilities, have access to appropriate services equivalent to those used by campus-based students.

Update to Access Tactics



Marketing

- ~~Obtain funding for statewide~~ Universities will continue marketing online programs and courses to meet student, workforce, and community needs. ~~and recruiting to expand online enrollments.~~

Innovations

- ~~Seek incentive funding to encourage~~ Institutions will continue to share and implement innovations in online education.

Regulations

- Review and modify, as ~~necessary~~ needed, regulations ~~related to instructional materials fees~~ that unnecessarily limit the ability to adopt new approaches to providing digital educational materials or online education to students.

Update to Access Tactics



Regulations

- ~~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.~~

Regulations

- ~~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.~~

Regulations

- ~~Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.~~

Update to Access Tactics



Using Need and Demand Data

- ~~Ensure Universities~~ will continue to use
~~are using~~ need and demand data when
considering programs for online delivery.

Update to Quality Performance Indicators and Associated Goals



Performance Indicator

~~Number of annual SUS Chancellor Awards for high-quality courses online teaching. Each university that offers online education establishes a process to annually recognize exceptional online teaching.~~

Goal

- ~~• One Chancellor's Award presented annually at the state level. President Awards presented annually by institutions offering online instruction.~~

Updates to Access Performance Indicators and Goals



Performance Indicator

Goal

Percent of
undergraduate FTE in
online courses

- ~~40%~~
- 35%

Updates to Access Performance Indicators and Goals



Performance Indicator

Goal

Online Programs/Majors TBD

- TBD

Update to Affordability Performance Indicators and Goals



Performance Indicator

Goal

~~Textbook Affordability TBD~~ The percentage of course sections with textbooks and instructional materials that are free or cost \$20 or less per credit hour.

- ~~• TBD~~
- 63%

Updates to Appendices



Appendix A Definitions

- Add definition of “Flex course” to instructional modalities: “Flex course - any course section that is delivered using both face-to-face and remote modalities that allows students to switch between modalities during the term. These course sections are required to have records on the COURSE MEETINGS table.”

Appendix C Enrollment Targets

- Undergraduate and graduate student credit hours, FTE, and percentages of FTE in distance learning courses.

Appendix D

- Race/ethnicity, gender, age group, and residency updated from 2013-14 to 2019-20 (data in 2021 Annual Report for Online Education)



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