



# STATE UNIVERSITY SYSTEM OF FLORIDA

## AGENDA

**STEERING COMMITTEE**  
**Innovation and Online Education**  
**Virtual Meeting**  
**December 7, 2022**  
**1:00 p.m. – 2:00 p.m.**

**Chair: Joe Glover; Vice Chair: Michael Johnson**  
**Members: Clark, Ellenberg, Patterson, Rieger, Rogers (non-voting)**

1. **Call to Order and Opening Remarks** **Provost Joe Glover, Chair**
2. **Approval of Minutes** **Chair Glover**  
**Minutes, Steering Committee, August 24, 2022**
3. **Presentations for the Board of Governors Innovation and Online Committee Meeting in January 2023**
  - A. **Preparing for a Post-Pandemic World in the SUS: Report Follow-Up**
    1. **Research Questions – Review & Discussion** **Chair Glover**  
*Dr. Ying Liu, Associate Provost,  
FAU Office of Institutional  
Effectiveness & Analysis*  
*Chair, SUS Council of Data  
Administrators*  
*Dr. Hiselgis Perez, Associate  
Vice President, FIU Analysis &  
Information Management*
  - B. **Ensuring Quality in Online Education**
    1. **Research & Best Practices**  
**Update: Implementation Committee** **Dr. Deb Miller, UNF Assistant  
Vice-President for Digital  
Learning and Innovation**

**2. Quality Support Services**

**Evangelia Prevolis, Associate  
Vice President, FIU Online**

**4. Board of Governors Updates**

**Dr. Jon Rogers,  
Assistant Vice Chancellor**

**5. Concluding Remarks and Adjournment**

**Chair Glover**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
Innovation and Online Education  
December 7, 2022**

**SUBJECT: Approval of Minutes**

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**PROPOSED STEERING COMMITTEE ACTION**

Consider approval

**BACKGROUND INFORMATION**

Committee members will review and consider approval of the minutes of the meeting held August 24, 2022.

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**Supporting Documentation Included:** Steering Committee Minutes, May 26, 2022

**Facilitators/Presenters:** Chair Glover

MINUTES  
**STEERING COMMITTEE FOR INNOVATION AND ONLINE EDUCATION**  
VIRTUAL MEETING  
AUGUST 24, 2022

**1. Call to Order and Opening Remarks**

Chair Joe Glover convened the meeting at 2:01 p.m. on August 24, 2022, with the following members present: Provosts George Ellenberg, Michael Johnson, Karen Patterson, and Mark Rieger, and Associate Vice Chancellor Nancy McKee (non-voting). A quorum was established.

The following invited guests and Implementation Committee members were in attendance: Provosts Elizabeth Bejar (FIU) and Maurice Edington (FAMU); Implementation Committee members Tom Cavanagh (UCF), Franzetta Fitz (FAMU), David Jaeger (FGCU), Deb Miller (UNF), Cindy DeLuca (USF), Julie Golden-Botti (FAU), Robby Fuselier (FSU), Andy McCollough (UF), Evangelina Prevolis; and guests Mary Banks (FGCU), Wendy Howard (UCF), Eric Fabra (UCF), and Rocca Fazzalari (UCF).

**2. Approval of Minutes**

Provost Ellenberg moved approval of the minutes of the Steering Committee meeting held on May 26, 2022. Provost Johnson seconded the motion and members concurred unanimously.

**3. Preparing for a Post-Pandemic World: Shared Software Purchasing Plan**

Mary Banks, FGCU Associate Vice President and CIO and Chair of the SUS CIO Council, shared the remarks she planned to make to the Innovation and Online Committee concerning the Council's shared purchasing plan. Chair Glover asked if there was a cybersecurity framework and Ms. Banks said there were standards, and that best practices were being implemented statewide. He asked if CIOs were working on cybersecurity insurance and she said they were talking through it.

**4. Funding of the Innovation Summit**

Dr. Tom Cavanagh presented a proposal for the continuation of the Innovation Summit for years 2023-24 through 2027-28 from pro-rata contributions by all SUS institutions. His proposal contained two options: (1) \$70,379.46 total for five years, which would allow all SUS and Florida College System participants to attend for free and everyone else pay \$50 (\$30 for early bird registration) and (2) \$60,000 total for five years, which would partially subsidize registrations by charging \$50 for SUS and FCS attendees and \$75 for all other participants.

Chair Glover said he would present the proposal to the CAVP for discussion and asked Provost Edington to add it to CAVP's agenda. He asked Dr. McKee to consult with Tim Jones to allocate both options by institution for CAVP's information.

## **5. Performance Indicator and Goal for Online Programs/Majors**

Dr. McKee demonstrated the Board's inventory of online programs/majors and presented two options for consideration of a performance indicator and goal for Online Programs/Majors. Currently, the 2025 Strategic Plan for Online Education has a "TBD" for both the indicator and goal.

Chair Glover said there is a separate discussion underway with Dr. Christy England regarding the possible discontinuation of self-funded baccalaureate degree programs. Dr. McKee suggested tabling the discussion regarding the performance indicator and goal until the issue under discussion with Dr. England has been settled.

## **6. Florida Virtual Campus Legislative Budget Request**

Dr. McKee presented the Florida Virtual Campus LBR for the Steering Committee's information. She said the Chancellors of the SUS and the FCS had been presented the LBR by Northwest Regional Data Center and had approved its going forward. Half of the request will be considered by the Board and the other half by the State Board of Education the day after the Board of Governors meeting. She said this was the first time this process had been used and next year, the timing should be adjusted so that the request, if there is one, would be discussed by the Steering Committee before it goes to the Chancellors for consideration.

Chair Glover said that half of the request is for an increase in library services. He asked what the ROI is. He did not think it had been explained. Dr. Deb Miller said it would be helpful to understand the usage of FloridaShines, asking how that translates into good usage of a mobile app by students. Dr. McKee said she would pass both questions to Tim Brown, head of the FLVC host entity who will be presenting the budget request to the Board of Governors.

## **7. Concluding Remarks and Adjournment**

Chair Glover adjourned the meeting at 2:48 p.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
Innovation and Online Education  
December 7, 2022**

**SUBJECT:** *Preparing for a Post-Pandemic World in the SUS*: Presentation for the Board’s January 2023 Innovation and Online Committee Meeting

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**PROPOSED STEERING COMMITTEE ACTION**

For Information/Discussion

**BACKGROUND INFORMATION**

The following statement was in the Steering Committee’s 2022 report: *Preparing for a Post-Pandemic World in the SUS*:

*It would be prudent for the SUS to determine what additional data beyond that collected for SUS accountability reports should be collected and analyzed to provide strategic guidance on performance improvement in a post-pandemic Florida.*

Regarding this recommendation, Committee Chair Joe Glover will review issues related to the Research Questions that were identified in the report to the Board’s Innovation and Online Committee during its January 2023 meeting.

In preparation for the IOC meeting, Chair Glover will discuss the Research Questions with the Steering Committee and will receive feedback on the questions from the SUS Council of Data Administrators (CODA). FAU Associate Provost Dr. Ying Liu, Chair of CODA, and FIU Associate Vice President Dr. Hiselgis Perez will be available to discuss the Council’s feedback on the questions.

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**Supporting Documentation Included:**

Research Questions  
Memo from the SUS CODA

**Facilitators/Presenters:**

Chair Glover  
Dr. Liu  
Dr. Perez

## Research Questions for Post-Pandemic Tracking in the SUS

**GOAL- *Minimize additional reports or collection of data beyond what is necessary to track critical changes in operations for the SUS.***

**Questions to consider:**

### **Teaching and Learning**

- By themselves, or through interaction with other factors, how do delivery modalities in courses influence student success in subsequent courses?  
*Note: this is to explore how the shift toward non-in person deliveries impact student learning in subsequent courses; it is not intended to solely explore the consequences of the emergency implementation of remote modalities.*
- Has the two years of increased remote instruction in high schools altered the preparedness of students by socio-economic status (need-based aid: e.g., Pell) or first-generation status? If so, how might that change be mitigated?
- Did the required use of remote education during the pandemic result in any sustained change in modality distribution on campuses?
- Has mobility among SUS institutions and/or between SUS and FCS institutions changed during the pandemic? If so, how should this be accounted for in measures of student success at institutions?

### **Operations**

- How have the demands or use of physical space on campus, changed if at all? Is there a change in demand for on-campus parking (e.g. % spaces free at peak time, # parking permits purchases)? Can this be used as a proxy for change in campus use? How might this alter space needs planning?
- If there is a sustained change to the number and percent of employees with remote work assignments by university division, how might this alter how space is used on campus and space planning?

# Research Questions for Post-Pandemic Tracking in the SUS

## SUS Council of Data Administrators (CODA):

### FEEDBACK on Research Questions

**GOAL- *Minimize additional reports or collection of data beyond what is necessary to track critical changes in operations for the SUS.***

Questions to consider:

#### Teaching and Learning

- By themselves, or through interaction with other factors, how do delivery modalities in courses influence student success in subsequent courses?

*Note: this is to explore how the shift toward non-in person deliveries impact student learning in subsequent courses; it is not intended to solely explore the consequences of the emergency implementation of remote modalities.*

CODA consensus: the questions need to be more specific on “other factors”. Controlling other variables such as student GPA, SAT score, financial aid are needed.

Suggestions:

Focus on FTIC cohort students in three cohorts: fall 2018, fall 2020, and fall 2021. Fall 2018 serves as the pre-pandemic baseline and 2020/2021 are post pandemic. The fall 2019 cohort should be left out because it experienced pandemic halfway. The main measure would be comparing the average courses grades by course subject of these students in their following fall. If possible, a regression model is preferred to control the GPA and math SAT score impact at student level as they are significant predictors.

Consider reframing the scope of this research question for clarity: “By themselves, or through interaction with other factors, how do delivery modalities in courses influence student success in subsequent courses *where previous courses serve as prerequisites?*” Some courses do not have the ability to exert influence on other courses in a meaningful or measurable way (i.e. Psych to Calculus 1), whereas other courses have a direct influence on each other (vs. Calculus I to Calculus 2). The suggestion would be to limit this analysis to only courses where a direct relationship can be measured.

Define which delivery modalities (Face-to-face, Hybrid, Online) are to be included.

To measure the “net” effect of delivery modalities on student learning in subsequent courses, the analysis needs to control for other variables that may have affected student learning as well. For example, the extra financial aid students received during the



pandemic, student success initiatives that were designed and implemented before the pandemic took place, etc.

Need clear definition on what is meant by “other factors” to ensure consistency across the SUS.

- Has the two years of increased remote instruction in high schools altered the preparedness of students by socio-economic status (need-based aid: e.g., Pell) or first-generation status? If so, how might that change be mitigated?

CODA consensus: this is a great question and worth exploring. Definition of academic preparedness is needed.

Suggestions:

A definition of “preparedness” is needed in this context. Establish a consistent method for measuring preparedness (i.e. ETS.org College Readiness, standardized/placement test thresholds).

A suggested measure might be comparing high school GPA and SAT score pre vs. post pandemic

Identification of control other variables that may have affected preparedness in the same period.

- Did the required use of remote education during the pandemic result in any sustained change in modality distribution on campuses?

Suggestions:

In the Accountability Plan there is a table on delivery modality goals. Maybe an ad-hoc DRS request to each institution for feedback on sustainability.

We know online rates are still higher than pre-pandemic, but it may be too soon predict if there is a ‘new normal’ based on sustained changes.

Changes in Undergraduate vs. Graduate courses should be analyzed.

- Has mobility among SUS institutions and/or between SUS and FCS institutions changed during the pandemic? If so, how should this be accounted for in measures of student success at institutions?

CODA consensus: need a definition of mobility. Several ideas are proposed.

Suggestions:

Mobility needs to be clearly defined: is it incoming, outgoing, or both? Define by which student types and which of the student success metrics (i.e. re-enrollment, retention, 4/6-year graduation, etc.). Suggestions might be to use the “Graduated in any SUS” metric featured in the BOG system-wide accountability plan

Again, to measure the “net” effect that mobility may have had on student success in this specific context, control for other variables that may have contributed to student success as well? For example, the extra financial aid students received during the pandemic, the grade inflation that may have happened, and student success initiatives that were designed and implemented before the pandemic took place?

Use the National Student Clearinghouse to track outgoing students, particularly for FCS and students who transferred out of state, or to private institutions.

## **Operations**

- How have the demands or use of physical space on campus, changed if at all? Is there a change in demand for on-campus parking (e.g. % spaces free at peak time, # parking permits purchases)? Can this be used as a proxy for change in campus use? How might this alter space needs planning?

CODA consensus: Space utilization reports would be a good starting point.

Suggestions:

Leverage existing space utilization reports for initial answers to these questions.

For campus parking if utilization data is not available, maybe parking fee collected can be a proxy.

Percent of spaces free at peak time will differ by SUS. Different schools will have different time periods that they define as peak times. Additionally, all schools may not have a way to quantify how many vehicles are on campus at a time, or have historical information to compare the current utilization against prior utilization.

Number of parking permits are impacted by many factors (i.e. number of students who live in on-campus housing, housing units available in close proximity to the university, convenience of public transportation, etc.) For example, a university opening a new dorm building during this data collection period would alleviate the need for parking permits for students that are housed there.

- If there is a sustained change to the number and percent of employees with remote work assignments by university division, how might this alter how space is used on campus and space planning?

#### Suggestions:

This measurement may not be meaningful for determining space needs. While there may be an increase in the number of employees participating in remote work arrangements, there are different variations and combinations that can occur. For example, an employee might only work one day a week remote, which would make it difficult to reassign that space for another purpose.

There also might be limits in reassigning office space due to the location, capacity, or equipment available or needed.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
Innovation and Online Education  
December 7, 2022**

**SUBJECT: Ensuring Quality in Online Education: Research and Best Practices:  
Implementation Committee**

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**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

The Implementation Committee consists of the primary distance learning leader at each of the 12 state universities. Through a series of workgroups, the Committee continues to work on the implementation of tactics included in the 2025 Strategic Plan for Online Education and provides program quality review, policy development and analysis, and research support to the Steering Committee and the Board of Governors Innovation and Online Committee.

Dr. Deb Miller, UNF Assistant Vice President for Digital Learning and Innovation and Chair of the Implementation Committee, will review the recent activities and plans of the Implementation Committee, with a focus on data collection, faculty awards, and quality course designations.

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**Supporting Documentation Included:** n/a

**Facilitators/Presenters:** Dr. Miller

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
Innovation and Online Education  
December 7, 2022**

**SUBJECT: Ensuring Quality in Online Education: Research and Best Practices:  
Support Services for Online Students**

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**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

It is recognized that delivering quality online classes requires highly reliable academic and student support services and technical infrastructure. An important component of the Implementation Committee's initiatives that address quality in online education is to assess state university online programs to ensure that support services for online students are comparable to the institution's regular campus student services. Importantly, institution accreditation requirements (Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)) call for equivalent services and support for all students, regardless of modality, face-to-face, online resident, or online at a distance.

Evangelia Prevolis, Associate Vice President of FIU Online, is conducting a survey of state university distance learning leaders to gain insight into how institutions are adapting and reimagining student support services for online students. In preparation for a report of the survey findings to the January 2023 meeting of the Board of Governors' Innovation and Online Committee, Ms. Prevolis will review and seek input on the survey with the Steering Committee.

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<b>Supporting Documentation Included:</b>	Student Services Survey Questions
<b>Facilitators/Presenters:</b>	Ms. Prevolis

# **Student Support Services for Online Learners**

## **SUS Survey**

Evangelia Prevolis  
Associate Vice President, FIU Online  
Florida International University

### **QUESTIONS**

- What support services do online students have access to (i.e., student resource centers, technical support, academic success, orientations and family programs, academic advising, campus life, etc.)?
- How do these services differ between online vs on campus student experience?
- Are there any unique support services that have been created or implemented specifically for online students?
- How does your institution ensure or gauge that student support services are adequate, engaging and/or appropriate to meet the needs of its online learners?

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
Innovation and Online Education  
December 7, 2022**

**SUBJECT: Office of the Board of Governors: Update**

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**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

Assistant Vice Chancellor Dr. Jon Rogers will provide an update of Board Office activities and plans.

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**Supporting Documentation Included:** n/a

**Facilitators/Presenters:** Dr. Rogers