



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

STEERING COMMITTEE

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

Room 208, Center for eLearning Training Room

Building 4

Florida Atlantic University

November 7, 2018

1:30 p.m. – 3:00 p.m.

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
 - a. September 12, 2018 Meeting Notes
 - b. Update: 2018-19 Summary Agendas
2. For Approval.
 - a. Statewide Marketing Joseph Riquelme, FIU
3. For Discussion.
 - a. Retention Strategies for SUS Online Students: Distance Learning Leaders
Sharing Best Practices
4. For Information.
 - a. *STEMPowered Florida* - SUS Faculty Symposium Ms. Evie Cummings,
and STEM Labs Project UF Online
 - b. Preview: BOG OER Workshop Dr. Cindy DeLuca, USF
5. Concluding Remarks and Adjournment Chair Wilcox

ATTACHMENT: Workgroup Updates

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018**

SUBJECT: Opening Remarks

PROPOSED STEERING COMMITTEE ACTION

For information.

BACKGROUND INFORMATION

The Meeting Notes from the September 12, 2018 Steering Committee meeting summarizes committee discussion and action.

The Summary Agendas have been updated to reflect revised due dates for certain projects and initiatives and planning for upcoming meetings.

Supporting Documentation Included: Meeting Notes from the September 12, 2018 Steering Committee meeting;
2018-2019 Summary Agendas for the Steering Committee and the BOG Innovation and Online Committee

Facilitators/Presenters: Chair Wilcox
Dr. Jon Rogers, *Associate Vice Chancellor*



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

Sudakoff Conference Center
New College of Florida
Sarasota, Florida
September 12, 2018
10:00 a.m. - 11:30 a.m.

Meeting Notes

1. Call to Order and Opening Remarks **Dr. George Ellenberg, Vice Chair**

a. Call to Order

Vice Chair George Ellenberg convened the meeting at 10:00 a.m. on September 12, 2018 with the following members present: Vice Chair Dr. Ellenberg, Dr. Ken Furton, and Dr. Joe Glover.

b. Meeting Notes

The Meeting Notes from the June 26th Steering Committee meeting were approved by the Committee.

c. Update: 2018 Summary Agendas

Vice Chair Ellenberg

Moving forward, as the BOG Innovation & Online Committee and the Steering Committee continue to approve actions and recommend new initiatives, the summary agendas will be further amended.

2. Items for Discussion:

a. BOG Areas of Interest

Governor Ed Morton,
Chair, BOG Online Committee
Jason Jones,
BOG Chief Data Officer

Governor Ed Morton, Chair of the Board of Governors' Innovation & Online Committee, discussed with the Steering Committee areas of interest to the Board

of Governors. A few of the online education identified topics were: graduation rates, cost containment, and the alignment of employment needs in Florida.

Governor Morton discussed the role that online education will play in meeting the future workforce needs of the state. The challenge will be to determine how to correlate online degree programs with the vocational and employment requirements which will include a wide range of education, including credentials, certificates, and postsecondary degrees. Governor Morton identified the need for online programs to focus on areas of workforce shortage, like nursing, and expressed concern that the State University System is not producing qualified professional nurses in sufficient numbers. The Committee discussed the challenges of providing adequate clinical experiences for nursing students.

As online education continues to augment traditional program delivery, Governor Morton emphasized the need to reduce costs for students and to enable students to graduate more quickly and efficiently. Committee members discussed current cost containment strategies in the SUS for online program delivery like: eText integration, the affordability counts initiative (FIU), and the Openstax program.

Governor Morton stressed the critical role that online programs can play to fill the education and training gaps that will meet the current and projected employment demands. High growth and emerging workforce areas like cybersecurity, I.T., and new disruptive technologies were identified. Governor Morton expressed particular concern with the unmet need for trained, professional nurses in Florida.

BOG Chief Data Officer Mr. Jason Jones reviewed possible methodologies to collect graduation data for online students and discussed the challenges of tracking online students. Early calculations of online enrollments are finding that online course taking facilitates program completion and graduation. A current consideration is to utilize three categories of students, students with all online courses, students with some online courses, and students with no online courses. Provost Glover suggested online student calculations that focus on full-time versus part-time status.

As the SUS online programs database continues to develop, Mr. Jones will be examining alternative graduation rate calculations and other measurable student outcomes and critical metrics for online students. Mr. Jones will be reviewing these data collection issues for online students with the SUS Council of Data Administrators at its next meeting.

b. Statewide Marketing

Dr. Pam Northrup, UWF

Dr. Northrup discussed the educational services available through the Florida Virtual Campus and highlighted FloridaShines, the innovative hub of free online tools to help students succeed in school and prepare for a career. FloridaShines

can provide a viable option for the marketing of online programs in the SUS. Dr. Northrup said that it will be critical to identify specific goals for a marketing initiative for SUS online programs and to determine the level of involvement of individual institutions in a unified System approach.

The Infrastructure Workgroup will provide a detailed update with recommendations on statewide marketing at the November meeting of the Steering Committee.

3. Update:

a. Quality Designations

**Dr. Deb Miller, UNF
Dr. Kelvin Thompson, UCF**

Dr. Miller provided an update of the work of the Quality Workgroup and plans for a 2018 pilot project that will allow universities to conduct quality designation reviews and begin to upload course quality designations to the statewide online course catalog that is maintained by the Florida Virtual Campus. This work will not be made public as an internal review and analysis of the institution data and the process will be conducted by the workgroup. Dr. Thompson stated that to promote the quality designation process and the pilot project, the workgroup will be crafting a communications memo for the Chancellor to send to the university leadership.

The Committee agreed that the Workgroup should postpone providing an update of its work to the BOG Online Committee until Spring 2019.

4. Concluding Remarks and Adjournment

Vice Chair Ellenberg

Vice Chair Ellenberg referenced the Steering Committee workgroup updates that were submitted by the individual workgroup chairs for review by Committee members. The updates provide a summary of workgroup activities and plans.

**Summary AGENDAS - the 2018 and 2019 Work Plans
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
2018		
January [FSU]	<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 [UNF]	<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 [UCF]	<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 - the 2018 and 2019 Work Plans
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 [NCF]	1. Discussion: Governor Morton on IOC Areas of Interest: <ul style="list-style-type: none"> • Graduation rates • Alignment of employment needs • Cost containment With Jason Jones, BOG Chief Data Officer 2. Update: Quality Designations (Deb, Kelvin) Workgroup Updates	1. Presentation: (Pam, UWF staff) <ul style="list-style-type: none"> • Complete Florida Degree Initiative • MyCareerShines 2. Update: Report on Multiple Accelerated Terms (Vicki) (from Steering Committee: 6/26/2018)
November [FAU]	1. Approval: Statewide Marketing (Joseph, Pam) 2. SUS Retention Strategies (DLL) 3. STEMPowered Symposium 4. Preview: OER Workshop Workgroup Updates	1. WORKSHOP: Open Educational Resources/eTexts (SC OER Workgroup) Exemplary Online Student / Faculty
2019		
January [FIU]	1. Update: Report on Adaptive Learning/CBE (Tom C., Pam) 2. Update: UCF Digital Learning Course Redesign (Tom C.) 3. Update: Research Consortium (Andy/Tom D.) 4. Committee discussion: Emerging Issues Workgroup Updates	1. Update: Quality Designations (Deb, Kelvin) (from Steering Committee: 9/12/2018) 2. Presentation: UF Online – Business Plan 2019-2024 3. Textbook Affordability Surveys (BOG, FLVC) - Summary Report Exemplary Online Student / Faculty
<u>2019</u>	<ul style="list-style-type: none"> • Report on Shared Programs (Pam) • Quality Designation Process: University Models • Update: IFOL Conference (Tom) • Master Courses Repository (Andy) • STEM Initiatives (Courses and Labs) • Work on Strategic Plan Update of Tactics Workgroup Updates (each meeting)	<ul style="list-style-type: none"> • Approval: Report on Shared Programs • Presentation: System-wide Faculty Development – <ul style="list-style-type: none"> - TopKit and others - The Faculty/Instructional Designer Relationship • Update: Proctoring • Update: Facilitating Collaboration • Update: Online Program Coordination • Presentation: Research Consortium and STEM Initiatives • Presentation: VR / AI Learning

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018

SUBJECT: Statewide Marketing

PROPOSED STEERING 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.*
- *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.*

The Steering Committee received updates on marketing initiatives for SUS online programs from representatives of the Committee's Marketing Workgroup, a sub-group of the Infrastructure Workgroup, at its June and September meetings. The Committee recognized the need to focus on the State University System to avoid undue competition among the universities. The Committee agreed that it is critical to identify specific goals for a marketing initiative for SUS online programs and to determine the level of involvement of individual institutions in a unified System approach.

The Committee has received information on the educational services available through the Florida Virtual Campus, in particular the FloridaShines, the innovative hub of free online tools to help students succeed in school and prepare for a career. FloridaShines can provide a viable option for the marketing of online programs in the SUS.

At this meeting, the Infrastructure Workgroup will provide further input from SUS marketing administrators and will offer recommendations for a SUS plan for marketing its online programs.

Supporting Documentation Included: Report with Recommendations

Facilitators/Presenters: Joseph Riquelme, FIU Online

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018**

**STATEWIDE MARKETING
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 state 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. Non-traditional learners are the primary audience, with students enrolled in the Florida Virtual Campus as a secondary target.

Goals for Statewide Marketing

- Generate leads of non-traditional students in alignment with industry standard lead gen cost per acquisition.
- Increase brand awareness of Florida Shines as a service for college preparation, success, and career planning.
- Develop lead transfer process for SUS.
- Increase awareness of SUS online offerings and the value the system provides.

The Infrastructure Workgroup proposes the following recommendations:

FloridaShines <https://www.flvc.org/floridashines>

FloridaShines can provide a viable option for the marketing of online programs in the SUS. The workgroup recommends that the FLVC through FloridaShines develop a campaign, with voluntary support from the SUS system, to increase awareness of the online degree offerings in the SUS and the quality of offered programs.

- Build awareness of FloridaShines
 - Build dedicated landing pages within current website for campaign promotions
 - Host course catalogue for the state on FloridaShines website
 - Enhance “Go Back to College” section of website with additional non-traditional student messaging
 - Have colleges and universities include information on FloridaShines on their respective websites.
 - Host specific webinars for non-traditional students
 - Leverage FloridaShines social accounts

- Leverage social media accounts such as Florida Virtual Campus, Florida Virtual School, Florida BOG to promote awareness of FloridaShines.

- 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

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

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018

SUBJECT: Retention Strategies for SUS Online Students

PROPOSED STEERING COMMITTEE ACTION

For discussion.

BACKGROUND INFORMATION

SUS Distance Learning Leaders were asked to respond in writing to the following question: *Is your institution employing retention policies, programs, and/or services that are specifically designed for online students? If so, please describe the initiatives and include plans to evaluate and/or measure their effectiveness.*

Many of the university distance learning leaders responded and provided a sampling of programs, services, and initiatives that are being implemented in the State University System to promote and support enrollment, persistence, and graduation of distance learning students. Their responses are included in the attached report. During the meeting, distance learning leaders will discuss their initiatives with the committee and “best practices” will be identified and shared among the participants.

Supporting Documentation Included: Report: SUS Retention Strategies

Facilitators/Presenters: SUS Distance Learning Leaders

BOARD OF GOVERNORS
Online Steering Committee
November 7, 2018

SUS Retention Initiatives

SUS Distance Learning Leaders were asked to respond to the following question:

Is your institution employing retention policies, programs, and/or services that are specifically designed for online students? If so, please describe the initiatives and include plans to evaluate and/or measure their effectiveness.

Below is a sampling of Retention Initiatives for Online Students that are being implemented in the State University System to promote and support enrollment, persistence, and graduation.

Florida Atlantic University

FAU uses multiple strategies to retain online students. Through the Center for Learning and Student Success (CLASS), in collaboration with the Center for eLearning, we offer a two-tiered retention service geared specifically toward online students. The advisors use other strategies to monitor and intervene with student struggling in online course work.

eSuccess Coaching

CLASS offers a comprehensive success coaching service for online students. Our personalized, one-on-one coaching sessions are designed to assess a student's approach to online learning and make recommendations based on self-identified strengths as well as research-based academic success practices. Below please find some of the most common reasons students seek eSuccess coaching:

- Improving online course performance
- Understanding LMS navigation
- Understanding the "big picture" of an online course

Students can make appointments for these sessions through our online scheduling system. After the appointment, students leave each consultation with an action plan and are assigned an accountability coach who follows up at key milestones.

Faculty Outreach Program: Proactive Referral for Online Students

This program partners Florida Atlantic University's online faculty with our eLearning Success Coordinator and staff to address the barriers students may experience through their online course(s). Concerns that faculty members have identified in some students have ranged from unfamiliarity with the Canvas to a lack of engagement/motivation in the course or unusual changes in their academic habits.

When a concern is sent by the faculty to the eSuccess team, students are contacted and encouraged to set-up an appointment. These appointments are available to the students either

online or face-to-face. During the appointment, the staff, utilizing the Appreciative Advising model, will speak with the student about their academics and challenges they are facing. Actively engaging with the students, the staff works with the student to create an action plan consisting of SMART goals that will hopefully get them back on track. Follow-up is then done a few weeks after the meeting to discuss the action plans the student identified.

Faculty members are contacted with an update regarding the student and this fall we have started reaching out to academic advisors/graduation specialists within the colleges to best support the student towards academic success.

Assessment of CLASS Academic Support Services for Online Students

Currently, measures of effectiveness are done through student and faculty feedback via surveys. By using qualitative/quantitative measures, we can assess how effective the services provided assisted students during the semester, identify the quality of the programs, and help identify additional needs that our programs can address.

Advising Systems Integrated into Student Information Systems

FAU invested into Civitas, a student success platform, which serves as a warning system for at-risk student behavior. Civitas ingests information from the student information systems and Canvas. The algorithms assist in determining the persistence possibility of a student based upon the information provided. Student advisors can quickly identify students exhibiting stress and at risk of not completing or retaining into the next semester. Factors include low participation in the online courses and grades pulled from the Canvas data. Advisors begin contacting the students providing support or connecting students to the appropriate services.

Assessment of Civitas

Evaluation of the effectiveness of the strategies is underway. Civitas does provide a tool that allows FAU leaders to determine the lift of implemented interventions. To further augment the Civitas predictive progression scores, FAU developed a predictive model to identify students that are not on track to graduate in four years. Advisors receive both scores within the Success Network to ensure timely interventions to get students back on track. The data changes daily based upon the student's behavior. Today, online undergraduate students rating based upon their likelihood to persist is at 84%.

Florida Gulf Coast University

FGCU maintains services that are designed to promote the retention and persistence of distance learning (DL) students.

Orientation to Online Course Success is specifically designed for FGCU online students to help them succeed. FGCU is also developing an *Online Teaching Certification* for FGCU faculty. Although this is for faculty, the purpose is to improve online student retention/success by improving online course quality.

Online students can access academic advisors through email and phone appointments. In this way online students can receive professional guidance without travel to campus in addition to using the Degree Works software program to monitor degree and University requirements for progression and graduation.

CAS advising offers an online orientation through Canvas for undergraduate students in distance learning programs (CJ and Legal Studies). Students completing either of these programs via distance learning are exempt from attending the traditional on-campus orientation. The Canvas orientation consist of a variety of modules and quizzes. CAS Advising contacts the students via email to welcome them to the college and to instruct them on how to complete the Canvas orientation. Upon completion of the orientation, students are contacted again by a CAS advisor via email with additional instructions related to registration and the scheduling of advising appointments (in-person or by phone).

MyPlan.com is a web-based career planning resource that allows students to take assessments of skills, interests, personality, and work values, and then see how those patterns of characteristics match with hundreds of different occupations. This career resource is available to registered FGCU students to assist in career exploration. Additionally, FGCU students can build a resume, search for jobs posted exclusively to FGCU, search mentoring networks, and build an online portfolio for use with future employers.

Distance learning students are encouraged and invited to attend all campus-based events and to participate in student clubs and organizations. The online EagleLink site provides students with information and instructions for getting involved in the over 200 registered student organizations at FGCU.

Since the fall of 2014, the Counseling and Psychological Services department expanded services specific to FGCU students who are unable to come to campus. In partnership with the University of Florida, students will be able to participate in online counseling programs in addition to the always available CAPS helpline, where a professional staff member is available via phone for students.

The FGCU Library's vast collection of digital information and web-based instructional resources are available 24/7 not only in the Library, but also from anywhere on or off the FGCU campus. This virtual access makes it possible for students and faculty to find the information they need regardless of their location or the time of day. Help is available for all students via chat, text, phone, and email services. In addition, librarians are implementing a project this fall targeted specifically towards distance learning students that promotes webinar style library and information literacy instruction to individuals, small and large groups.

The Writing Center provides services for FGCU distance learning students. Through multiple pathways, students are able to receive assistance online through synchronous and asynchronous consultations sessions. Via the web, students are instructed on the process for submitting assignments, allowing ample time for consultant follow-up. Using Smarthinking, an online

tutoring resource, students are able to submit essay drafts and request feedback in areas such as formatting, and punctuation. As mentioned above, during the 2017-2018 academic year, there were 164 distance learning sessions with 79 distinct students and 74 students who used the Smarthinking resources.

The FGCU Department of Health Sciences has created a community site on CANVAS specifically for DL students in each of its programs. The BS in Health Science program is offered totally online and the CANVAS community site contains several resources to assist these students to progress through the program. Here are some of the resources:

- Student Guidebook – contains all the policies for the Health Science program. Some of the policies specifically address online students such as:
 - Student Learning Outcomes
 - 3/2 Withdrawal Rule
 - Withdrawals with Extenuating Circumstances (WE)
 - Student Progression in the Program
 - Program Milestones
 - Policies related to vacations during the semester, emails, social media, undergraduate student workload, parents/guardian policy, disability accommodations
- Online Health Science Program Orientation – audio presentation of a brief overview of the program and information necessary to progress through the program.
- Link to the Registrar’s University Forms site
- Link to the Academic Calendars
- Link to Care Development
- Progression Sheets – helps students plan, outline, and keep track of individualized schedule of coursework needed to graduate

Faculty usually include links to various resources within their individual CANVAS courses, such as links to the writing center, Center for Academic Achievement, CAPS, Adaptive Services. All faculty teaching online courses maintain an active Gradebook in CANVAS so students are aware of the course average at all times during the semester.

University of Central Florida

At UCF, the following strategies are highlighted:

- Success Coaches dedicated specifically and exclusively for online students;
- Online student success tools such as the Student Performance Dashboard that exposes LMS data to students in a user-friendly way that encourages behavioral changes related to success;
- Adaptive learning and blended learning strategic course redesign;
- General Data Analytics for student success (not exclusive to online students but also being applied for online students).

The Research Initiative for Teaching Effectiveness (RITE) in the UCF Division of Digital Learning has been engaged to oversee the evaluation of the above strategies.

University of North Florida

I've listed below some of the efforts that UNF undertakes to support student success and retention that are specific to online students. Success and retention are so closely tied, it is difficult to disentangle, so these may not be the kind of thing you are looking for. At this time, we are not conducting any structured evaluation of their effectiveness.

Student Online Learning Orientation (SOLO)

SOLO is designed to prepare students with some of the challenges associated with distance learning in order to support student success and retention in online programs. The orientation specifically addresses effective learning strategies for an online student and orients the student to the technologies used in an online course.

Academic DL Coaches

Through centralized funding, we support the use of DL coaches in online courses in order to support student success and retention. These coaches work under the direction of the instructor of record and provide essential support to the instructor. Coaches are typically the students' initial and primary contact for the course and provide a variety of services to support the students and the instructor.

UNF is also currently in the planning stages of a broader online student success coaching initiative that would be similar to what Vicki (FAU) presented at New College, to provide retention coaches and a concierge-like service for students in our fully online programs. UCF has a very good model for this.

University of West Florida

UWF Enrollment and Student Affairs policies or practices that impact retention of online students are listed below:

- Not an official policy, but our support of an expansion of the **State Employee Waiver** process allows any degree-seeking student to utilize this waiver regardless of being in a CE or non-CE program or course. Most of these students are online students and the expansion is very helpful.
- There is also the **Online Campus Waiver** process through ATC that is unique to UWF.
- [AC-42.01](#): **Credit for Nontraditional Courses**, Including Massive Open Online Courses (MOOC), Prior to Initial Enrollment - not everyone allows this type of credit so this is a unique opportunity for online learners or students that have taken these types of courses to earn credit towards a degree requirement.

UWF Library

The Library has a Personal Librarian Program that includes an Online Personal Librarian component specifically to support online students in their coursework. The Personal Librarian (PL) Program is designed to introduce all students in completely online programs to the resources and services of the UWF Libraries. The PL program gives students a personalized and direct link to the library and is a great way to help them learn more about UWF and all it has to offer. We believe this personal contact facilitates access to library materials, answers questions, and makes the UWF Libraries a more useful, tailored resource for our students. Each student is assigned a "personal librarian" who emails at specific points during the semester (e.g., welcome week, midterms, finals). Students can contact their PL for assistance finding resources for assignments and research papers and answering any questions about using Library resources and services. More information is available in the Online Learners Library Guide at <https://libguides.uwf.edu/c.php?g=215129&p=2477896> (we track usage of the guide by page views).

This program is mainly tracked through collecting number of responses and questions received through this program and length of the question (less than 20 minutes/more than 20 minutes - generally indicates complexity of the research question we're assisting the student with).

Hal Marcus College of Science and Engineering

Science and Engineering: No for undergraduate with explanation below:

The college offers programs and services for all currently enrolled continuing students, online or traditional (face-to-face) learning, nothing specific to online students. Services include academic advising (via phone, Google chat, or email) and upper division tutoring for online programs/courses. Evaluation of services offered for online students is conducted in tandem with traditional learning via Advising Experience Surveys and Tutor Experience Surveys for HMCSE each semester. Student feedback is not disaggregated by student type (online or traditional learning). HMCSE advisors are planning to attend training in October specifically for advising online students.

Yes, for graduate, but indirectly. Math has an attendance and proctoring policy for its synchronous program aimed at giving online students an experience close to a face-to-face experience.

Usha Kundu College of Health

Medical Lab Sciences: We have an on boarding course for our online students that serves as a place for them to get information and gives them the tools to become a learning community. We envision it will enhance their experience, especially with peers, in the program.

Public Health: It is our first year putting together something this formal and have established this as a rolling course in CANVAS. We believe that the addition of Centralized advising and a dedicated Program Coordinator(OPS) staff will help us in this area.

Public Health Student Learning Community [Canvas course]

Description: This initiative involves engaging students through a Canvas portal that contains specific content aimed at retaining students, keeping them on-track for graduation, and helping them succeed with post-graduation employment plans.

- Launch date: Fall 2018
- Enrollment: Students are enrolled in this 0 credit course upon acceptance into the MPH program.
- Measures of effectiveness:
 1. Content visitation rates for Orientation module
 2. Student scores on Professional Writing module
 3. Survey feedback received from students on effectiveness of this approach for building a student learning community

College of Education and Professional Studies

- CEPS' Dept. of ERA enhanced the doctoral program curriculum by including 4 post-coursework doctoral seminars designed to support student progress to completion of dissertations and graduation. Nationally, approximately 1/2 of doctoral students do not complete their degrees, and while CEPS is currently analyzing the influence of this practice on retention/graduation change, early results indicate significant positive changes.
- all CEPS students are provided a "purposeful faculty mentor" that communicates with them at the beginning of each term to invite them to visit and discuss their educational goals, and again throughout each term as a means to build affinity and explore opportunities.
- some of CEPS programs provide systemic and regular opportunities to engage in video conferences with faculty and/or advisors
- TEEL employs a graduate student assigned to support tutoring for state-examinations

College of Business

Here are some of the policies, programs and services we employ to enhance retention in our online MBA Program. Many are adapted from approaches that have been effective with our face-to-face MBA Program.

- Enforcement of rigorous admission standards including completion of required prerequisites
Evaluation/Measures: Number of admitted students; Number of denied applications, Number of students enrolled in prerequisite courses.
- Individual intake interviews for admitted students to map out their progress to degree.
Evaluation/Measures: Release of registration pins; Pins are withheld until intake interview takes place; Phone or video options for the interview, 100% compliance.
- Cohort-based class scheduling; guaranteed start and end dates for students.
Numbers of cohorts; Number of students with an established Student Educational Plan (SEP); Establishment of a long term course carousel outlining each cohort's course rotation through degree completion.

- Institution of SEPs that provide accurate, real time course demand data for planning course offerings.
Number of students with an established Student Educational Plan (SEP); Utilization of Tableau Course Demand Report that pulls data from the SEPs for projected student enrollment.
- Review of each student's academic progress at least once a semester including identification of the students next semester's specific courses based of SEP.
Release of registration pins are withheld until review takes place; GPA review; Academic progress review, Identification of at risk students; Customized registration email outlining specific classes and sections for the student to enroll in each term.
- Early identification of at-risk students including customized degree plans designed to move the student forward toward degree completion.
Point of admission evaluation for risk including undergrad GPA, work experience, and prerequisite status; End of semester review of Academic Standing and identification of students placed on probation or with GPAs close to the 3.0 threshold; Customized degree plans with a clear and established path to good standing; Communication and advisor follow-up with the students during and at the end of the term.



Online Retention

At Florida State University, our colleges and departments work hard to foster the types of learning environments conducive to online success. Our retention strategies include fostering a sense of belonging and connectedness in our distance students, identifying and providing support to at-risk students, ensuring online readiness, and focusing on course quality. We encourage the use of both synchronous and asynchronous delivery models to better serve the unique needs of our online learners. We promote prompt, effective communication strategies, the use of online mentors, online academic advising, and career coaching. We have initiatives to provide online students access to the same internships, scholarships, and awards available to their main-campus counterparts. With online retention strategies in place and new initiatives underway, we are constantly evaluating ways we can improve the effectiveness of our online instruction and support.

Retention Strategies

Foster Connectedness

Knowing that students who feel isolated are harder to retain, our colleges and departments address student connectedness in a variety of ways. Many livestream their events and conferences so that distance students have access to the same events as on-campus students. Some go a step further and invite their online students to participate synchronously, providing forums for asking questions and interacting with peers, career liaisons, academic advisors, and community members.

The College of Social Work requires students to spend two weekends on campus in a residency environment. The College uses these weekends to foster connections between students and to help students identify with their program and their college. Study and support groups connect students by geographical location, enabling distance students to benefit from face-to-face interactions with peers.

The School of Information (iSchool) recruits and includes distance students in their faculty committees, mediating interactions via Skype, webinars, and conference calls. Distance students are encouraged to serve remotely as elected officers in the School's American Library Association chapter, helping them feel like an integral part of the broader student community. The iSchool has worked hard to make new technologies in the FSU Innovation Hub (previously available only to on-campus students) available to its online graduate students. Efforts to include online students in events and to connect them with one another and the broader campus help foster the sense of belonging critical to their long-term success.

Livestream events and conferences

Engage distance students in online discussions and Q&As

Conduct online meet-and-greets

Require distance students to participate in an on-campus, residency weekend

Connect distance students in study/support groups by geography

Include distance students in faculty committees and association chapters

Identify At-Risk Students

While the university monitors all its students, most colleges and departments implement strategies specific to identifying at-risk, online students. Faculty are encouraged to communicate regularly with program directors and staff about struggling students. The School of Communication develops policies to monitor online courses for students who stop participating in discussion boards or miss assignments. Other colleges establish weekly faculty meetings to discuss how to help struggling students.

The College of Education identifies key assignments within courses, and faculty monitor student progress on those assignments, identifying students who are struggling to meet course expectations. At the end of each term, the College of Business reviews the grades and status of probationary and dismissed students. Staff work with faculty coordinators and administration to find available options for at-risk students.

The Department of Computer Science, whose students often juggle part-time studies with full-time work or family commitments, contacts any student who fails to register for a particular term. In addition to academic challenges, the Department identifies students who struggle because of financial issues or family pressures.

Monitor courses for missed assignments and discussion board posts

Hold weekly faculty meetings to identify and strategize support for struggling students

Utilize performance on key assignments to monitor student progress within courses

Conduct end-of-term review of grades and status

Coordinate efforts between faculty and administrative staff to find options for at-risk students

Monitor registration gaps to identify financial or family struggles

Provide At-Risk Student Supports

When students are identified as struggling or at-risk, we employ a variety of intervention strategies. A few of our colleges provide skill-building resources in targeted areas. Some develop websites featuring resources for improving academic performance. The College of Social Work has licensed a software application that helps its students gain proficiency in writing skills, an important competency for their success.

Smaller programs deal individually with situations as they arise. Larger programs provide students with formal remediation plans outlining a clear path to restoring their academic status. For the College of Business, remediation plans serve as a key point of contact between students, faculty directors, and administrators. They provide a venue for conversations that address student challenges and how to move past them. Other colleges, like Education, create remediation plans with formative assessments to help students improve performance. Education also extends resources to help its students pass the state certification exam.

The College of Education also solicits feedback on student performance in field experiences. Collaboration between instructors, students, and those supervising the

Offer skill-building and academic support resources

Respond individually to students

Develop remediation plans and keep open lines of communication with students in need of performance improvement

Make use of formative assessments in remediation planning

Provide resources targeted to state certification exams

Solicit supervisor feedback about performance in field experiences

Provide on-the-job remediation if requested (per Florida Statutes)

experience helps address struggling student needs. Education's support of its students extends beyond graduation, providing on-the-job remediation for any graduate whose employer requests it (in compliance with Florida Statutes).

Ensure Online Readiness

Most colleges and departments offer orientations specifically for new distance students. They use orientations to outline program requirements, communicate deadlines, introduce resources and academic supports, and explain how to use provided technologies to stay engaged in their instruction. Some offer their orientations asynchronously, some synchronously, and some offer both.

The College of Social Sciences and Public Policy requires students to take a zero-credit-hour course that ensures students are getting access to other students, advisors, career coaching, and other staff. The course plays a critical role in connecting students to the resources they need to be successful.

The College of Business offers a pre-course to get students ready for the required accounting course. The pre-course has helped reduce student withdrawals, subpar grades, and academic probations.

Offer orientations to new distance students, encouraging online readiness

Provide both synchronous and asynchronous orientations

Require completion of a zero-credit course designed to connect students with resources for success

Minimize subpar grades by developing a pre-course for online courses known for being challenging

Focus on Course Quality

Because quality courses tend to have better enrollment numbers and better student retention, some of our colleges have launched initiatives to evaluate their online courses for quality. The Office of Distance Learning is working on a variety of communication and educational campaigns to expand our reach to course developers and encourage the adoption of best practices. Some of our programs are regularly assessing and developing online courses using the Quality Matters Rubric. The Office of Distance Learning offers a wide range of resources and services to help instructors develop courses that will engage learners, foster their success, and implement quality and universal design standards.

Develop communication and educational campaigns to encourage online course quality assessments

Utilize the Quality Matters Rubric for evaluating course quality

Provide resources and expertise to help course developers adopt best practices in quality and universal course design

Provide Synchronous & Asynchronous Formats

The College of Social Work delivers its student information sessions in both synchronous and asynchronous formats. For students who work full-time, the asynchronous courses enable them to balance work and classes, an important factor in their retention. The School of Information uses synchronous formats to engage their distance students, inviting them into live discussions where they feel less isolated from other students. Some colleges, like Education,

Utilize asynchronous delivery methods so students can balance the demands of work and school

Utilize synchronous delivery methods to engage and connect distance students with peers

Develop course requirements with student context in mind

knowing their students are teaching full-time, arrange their course requirements so they can be completed on the job, in the context of the school or classroom.

Promote Prompt, Effective Communication

Good communication is critical to the success of our online students. Our colleges and departments are constantly communicating with their students to make sure they feel welcomed and a part of the learning community. They communicate program requirements, deadlines, and policies. They make use of websites, announcements within the learning management system, social media posts, digital and printed handbooks, emails, and phone calls. The College of Criminology and Criminal Justice makes sure student queries and concerns are addressed within 24 hours. The iSchool staff speak directly with students by phone and offer support through admissions and enrollment. Prompt and frequent communication fosters good relationships with online students and helps them feel their needs and concerns are valued regardless of their geographical distance.

Communicate what the student needs to succeed

Make use of multiple communication tools

Respond to student queries and concerns promptly

Make Use of Online Mentors

Mentors play an integral role in student retention, coaching students through the process of being an online student. They help facilitate communication between students, instructors, and staff. They can quickly identify the students who are struggling and connect students with the program-specific resources they need for success. The Office of Distance Learning is in the process of evaluating the mentor model and identifying ways to make this role even stronger.

Coach students through online process

Facilitate communication

Identify struggling students quickly

Tailor Academic Advising to Student Needs

Academic advising for distance students is another critical component of student retention. Advisors understand the program and its requirements and are able to point online students to the resources they need to be successful. When a student expresses concerns about coursework or assignments, academic advisors encourage them to reach out to their instructors. Advisors work hard to be accessible and responsive to students, utilizing communication tools like Skype, websites, phone calls, emails, and print materials.

Some colleges assign academic advisors to students by cohort in order to provide consistency for their students. The College of Social Sciences and Public Policy makes sure the same academic advisor who works with students when they begin their program works with them in academic recovery sessions. The College of Social Work goes a step beyond academic advising, making use of student support coordinators who contact students throughout the semester to get feedback on how the

Focus on being accessible and responsive to student needs

Make use of a variety of communication tools for academic advising

Provide consistency for students by assigning advisors to cohorts

Keep small problems from cascading into bigger ones by regularly checking in with students to find out how they're doing

Maintain a low student-to-advisor ratio

program is going. These coordinators are responsible for communicating how students are doing and where they need additional support. It's a proactive approach that addresses the "little problems" before they have a chance to cascade into something bigger and harder to resolve or support.

Some colleges keep their student-to-advisor ratio as low as possible. This ensures faculty can attend to student needs individually.

Offer Online Career Advising

The iSchool leverages its relationship with the university's Career Center to send its students regular updates about events and services available to online students. These include career advising opportunities, employer events, and jobs. The College of Social Sciences and Public Policy includes a career liaison in its online forum for distance students, enabling students to connect with someone who can help them with career advice throughout their tenure in the program.

Offer online students access to the same career opportunities available to face-to-face students

Use the online format to connect students with career advising early in their program track

Provide Internships, Scholarships & Awards

The College of Criminology and Criminal Justice ensures its distance students are included in internship opportunities. The College is collaborating with the Office of Distance Learning to find ways for distance students to have online access to internship fairs and career connections. Internships for academic credit are extended to distance students, not just main campus students, and a contact list of agencies featured in internship fairs is provided to each distance student unable to attend in person.

Provide online access to internship opportunities

Offer online students access to scholarships and awards

The College of Social Work makes sure its online students have access to scholarships and awards. The College has awarded several of these to online students, helping promote an inclusive, retention-friendly environment for its distance students.

Provide Support for Online Faculty

Realizing that supportive instructors also need support, the School of Communication commits resources to instructors teaching online courses. Instructors can contact a faculty member dedicated to supporting them as they address student needs in the online context.

Support online faculty so they can in turn support their students

Evaluation Plan

Colleges and departments, to varying degrees, survey a broad range of individuals to assess the effectiveness of their programs. They conduct surveys of students as they progress through their programs and as they graduate out of them (via exit surveys). They reach out to supervisors to understand the effectiveness of their instruction when applied in field experiences. They even seek the input of alumni to help identify areas for improvement.

The College of Social Work monitors retention data and program completion information for its students. This has helped confirm the effectiveness of many of their initiatives in this area.

Some deans are encouraging their instructors to make use of the Office of Distance Learning's resources (like consultations with experts in instructional systems and computer-mediated instruction). These same deans are helping to champion the Quality Matters Rubric to evaluate their program's performance. As programs are evaluated, the Office of Distance Learning continues to seek ways of incentivizing and promoting accessible, quality, and effective online courses and programs.

Finally, the mentor model is being evaluated to determine where it's most effective. We are identifying ways we can reimagine our current mentor model and better serve and retain our distance students.

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018**

SUBJECT: STEMPowered Florida – SUS Faculty Symposium

PROPOSED STEERING COMMITTEE ACTION

For Information.

BACKGROUND INFORMATION

A SUS Faculty Symposium, **STEMPowered Florida**, was held October 23-24 at the University of Florida and was hosted by the UF Online program. The Symposium was designed to promote the sharing of current SUS best practices in online delivery of STEM curriculum with particular emphasis on the related STEM labs. Faculty from throughout the SUS came together to collaborate on the best approaches for their departments to deliver online courses and lab curricula in the STEM fields.

Ms. Evie Cummings, Assistant Provost and Director of UF Online, will provide a brief report on the activities and successes of the Symposium.

Supporting Documentation Included: STEMPowered Symposium Agenda

Facilitators/Presenters: Ms. Evie Cummings, UF Online

STEMP[⚡]OWERED

FLORIDA SUS FACULTY SYMPOSIUM

Agenda

October 23-24, 2018

Tuesday, October 23

8:15 AM – 9:15 AM

Registration and breakfast (provided)

9:15 AM – 9:30 AM

Location: *Century A Ballroom*

Welcome

Evangeline Cummings

Assistant Provost and Director, UF Online

9:30 AM – 10:15 AM

Location: *Century A Ballroom*

Keynote: *The Future of Data Science Education*

Brian Caffo, Ph.D.

Johns Hopkins University

10:30 AM – 11:45 AM

Location:

Track 1 – *Azalea*

Track 2 – *Hickory*

Breakout Session One

[Track 1: Faculty Lessons from Undergraduate Computer Science Learning Environments](#)

Jeremiah Blanchard (UF)

Rethinking hardware-related coursework in CS classrooms

Cheryl Resch (UF)

Short auto-graded programming assignments in data structures

Ingrid Buckley (FGCU)

Using a cyber learning environment (SEP-CyLE) to teach Software Testing

[Track 2: Faculty Lessons that Cut across STEM Fields and Courses](#)

Kersten Schroeder (UCF)

Freeing up class for active learning by migrating lectures online

Stefanie Wulff (UF) & Ryan K. Boettger (UNT)

Data-driven approach to teaching STEM undergraduates discipline-specific writing skills

Cynthia Erickson (UA)

Leveraging technology and evidence-based teaching practice to improve online learning

12:00 PM – 1:00 PM

Location: *Century A Ballroom*

Lunch (provided)

Presentation: *Finding Best Practices for Teaching in Virtual Learning Environments**

Moderator: William Prensky, Chief Executive Officer, CNDG

Michele Yeargain, UCF Department of Biology

Stephanie Dillon, FSU Department of Chemistry

William Landing, FSU Department of Earth, Ocean and Atmospheric Science

*Organized & Sponsored by CNDG

1:00 PM – 2:15 PM

Location:

Track 1 – *Azalea*

Track 2 – *Hickory*

Breakout Session Two

[Track 1: Faculty Lessons from Math & Engineering Fields](#)

Kevin Knudson (UF)

Open Source Homework through Xronos

Rina Bousalis (FAU)

Integrating and promoting technology and mathematics into Social Studies

Michael Marsiske (UF) & Lindsay J. Rotblatt (UF)

Flipping graduate statistics curriculum: technology-enhanced learning

Richard Biehl (UCF)

Taking “Probability and Statistics for Engineers” completely online

[Track 2: Faculty Lessons from the Field of Physics](#)

Shawn Weatherford (UF) & Robert DeSerio (UF)

Designing physics labs with IOLab

Korey Sorge (FAU)

Assessing student thought process in online physics exams

2:30 PM – 3:45 PM

Location:

Track 1 – *Azalea*

Track 2 – *Hickory*

Breakout Session Three

Track 1: Faculty Lessons on Delivering High Quality Chemistry Courses and Labs

Melanie Veige (UF)

Redesign of general chemistry laboratory curriculum

Ozlem Yavuz-Petrowski (FAU)

Strategies used to develop online labs for Health Sciences

Patrick Ande (FAU)

General Chemistry for Health Sciences: a fully online course for busy people

Track 2: Immersive Learning

Maikel Alendy (FIU) & Rodolfo Rego (FIU)

Creating effective and engaging VR Assignments for online and in-person courses

Andrea Lucky (UF)

Distance students in the field: opportunities and challenges of collections-based courses

Jason Denno (UA)

Cyber Virtual Learning Environment to complete hands-on exercises in coursework

4:00 PM – 5:00 PM

Location: *Century A Ballroom*

Plenary Panel

What are the Implications for STEM Courses and Labs using hybrid or online formats given the current state of Medical School and Veterinary School Admissions Requirements and Cultures?

Ensuring High Quality STEM Undergraduate Courses and Labs Considerations for Medical School & Veterinary School Admission

Dr. David Quillen, UF College of Medicine

Dr. Leila Amiri, University of Illinois, Chicago

Dr. Juan Samper, UF College of Veterinary Medicine

Audience Q&A

5:00 PM – 7:00 PM

Networking Reception

Wednesday, October 24

7:00 AM – 8:00 AM

Breakfast (provided)

8:00 AM – 9:00 AM

Location: *Century A Ballroom*

Keynote: *The Advantages of Teaching Science Online*

Brian Harfe, Ph.D.

University of Florida

9:00 AM – 10:00 AM

Location: *Century A Ballroom*

[Anatomy & Physiology](#)

Andrew Hill (UF)

Research experience in online human physiology course through computer modeling

Joslyn Ahlgren (UF)

Lessons learned from designing and offering a fully online anatomy lab with customized dissection kits

10:00 AM – 11:00 AM

Location:

Track 1 – *Azalea*

Track 2 – *Hickory*

Breakout Session One

Track 1: Genetics & Conservation Biology

Vanessa Hull (UF)

Integrating an audience response system with visual learning in Conservation Biology

Johnny El-Rady (USF)

I'm So Much Cooler Online: reviewing teaching General Genetics in various formats over 20 years

Track 2: Teaching Research

Eric Triplett (UF)

Research participation for online students with a scalable oral microbiome project

Marina Klimenko (UF)

Teaching research to a large online class by engaging students in research

11:00 AM – 12:00 PM

Location: *Century A Ballroom*

Microbiology & Cell Science

Alexandria Ardisson, Jennifer Drew, Monika Oli, Sebastian Galindo, Kelly Rice, Macarena Urrets-Zavalía, & Eric Triplett (UF)

Accelerated face-to-face lab course format and the 2+2 transfer system

12:00 PM – 12:15 PM

Location: *Century A Ballroom*

Closing Remarks

Evangelina Cummings

Assistant Provost and Director, UF Online

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 7, 2018**

SUBJECT: Preview: OER Workshop for BOG Online Committee

PROPOSED STEERING COMMITTEE ACTION

For Information.

BACKGROUND INFORMATION

The OER/eText Workgroup of the Steering Committee will be providing a Workshop on Open Educational Resources (OER) to the Board of Governors Innovation & Online Education Committee at its November 8, 2018 meeting. This Workshop will present an update of national and SUS activities that are working to drive down the educational costs of students by providing expanded options for students to obtain and utilize instructional materials for their classes. A number of state university initiatives and university partnerships are now in place that are lowering costs for students. SUS faculty and administrators will provide information, supplemented by video testimonials, on the role of faculty in providing open access textbooks for their classes and working with students to lower their educational costs. Specifically, Florida International University's Affordability Counts initiative will be reviewed for the Committee. The Workgroup will also discuss the impact of open educational resources on student success and, ultimately, degree completion.

Dr. Cindy DeLuca, USF Associate Vice Provost for Innovative Education, will provide a preview of the OER Workshop.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Cindy DeLuca, USF



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

STEERING COMMITTEE
Florida Atlantic University
November 7, 2018

WORKGROUP Updates

OER/eText WORKGROUP (UF)

Ms. Jennifer Smith, UF

UF has created the [Affordable UF badge initiative](#) modeled after FIU's Affordability Counts. For fall of 2018, 900+ courses have earned the badge by using materials that cost \$20 or less per credit hour. These courses display the Affordable UF icon within the student-facing textbook adoption information.

OER Integrated with Mathematics Problems

UF's open source homework system, Xronos (based upon [Ohio State University's](#) Ximera) has saved 3,500 students approximately \$220,000 during fall of 2018 alone. The tool incorporates OER with interactive problem solving and replaces the Cengage product WebAssign in two calculus sequence courses: MAC 2311 and MAC2312 as well as MAC1140 - Precalculus Algebra and MAC1105 College Algebra. UF hosted a Ximera workshop open to all Florida and Unizin schools at the end of October, 2018. Future expansion of Ximera includes the increased support for individual student learning needs.

Volume pricing for eTextbooks

UF All Access program provides volume pricing for eTextbooks. From summer 2014 through summer 2018, UF All Access has saved students \$3,848,986.60 versus the full publisher pricing for the etext and homework systems. During the 2018 calendar year, 416 courses have participated in the program.

QUALITY WORKGROUP

Dr. Deb Miller, UNF

The Quality Workgroup continues to meet monthly. Communication drafts have been developed and the group is working to resolve issues around language related to

accessibility. An equivalency process for institutions that do not use the QM standards has been rolled out.

The FLVC catalog upload designations pilot is moving along. In early October, FLVC provided designation icons for consideration and a demo of the designations in the catalog. The pilot group (USF, UCF, UNF, FSU, FIU, and Seminole State) should have access to the new catalog fields for course uploads on Dec. 1. Pilot schools will be able to work with an isolated and separate instance of the catalog for this pilot phase. This separate instance of the catalog will be on a separate database, but will include the same file of information that is uploaded to the “live” course catalog to avoid effort duplication from the pilot institutions.

SHARED MASTER COURSES

Ms. Jennifer Smith, UF

The Florida Course Share advisory committee recommends “value added” features that would increase interest in using contributed materials. These include using courses that have completed the Quality/High Quality course review process and that incorporate low- or no-cost OER (Open Educational Resources) content. Showcasing and recognizing the exemplary elements of contributed courses may help to increase faculty participation.

Institutions are currently working to identify courses to be contributed to the repository. The committee has suggested attributes associated with course delivery should be added to the searchable attributes. These include: course features (media, assignment type and assessment type), pedagogical practices, and delivery time frame.

The FALSC instance of Canvas Commons is currently available to Florida schools, thus far six institutions have enabled access for their faculty:

- Eastern Florida State college
- Florida Gulf Coast University
- Hillsborough Community College
- Polk State College
- University of Florida
- University of South Florida

SHARED PROGRAMS TASK FORCE

Dr. Pam Northrup, UWF

An initial task force call was held Wednesday September 19, 2018 to set goals and direction. Dr. Gillian Lord, UF and Dr. Stephan Schindler, USF agreed to serve as co-chairs along with Dr. Pam Northrup.

The Shared Languages Task Force convened in Sarasota at New College of Florida on October 19, 2018 for a full day of intensive discussion, creative idea building and planning for a potential shared programming recommendation. The entire task force membership strongly states that it is important for a consistent infrastructure, professional development and institutional support for an online shared initiative for Florida.

The Task Force membership considered several key areas and will continue more in-depth discussions in the following areas:

- Shared Language Immersion Experiences that will include both a face to face and online component.
- Shared Critical Languages fully online using the Pennsylvania system as one model for consideration.

Additional conference calls are planned in the upcoming months in preparation for a more concrete recommendation to the Steering Committee.

STEM LABS WORKGROUP

Ms. Evie Cummings, UF Online

UF convened the STEMpowered Faculty Symposium October 23 and 24 In Gainesville with over 170 registered attendees across 13 institutions. Sessions convened included chemistry, microbiology, physics, math and engineering.

Notable Discussions in reference to Online Stem Labs included:

- How to educate medical school admissions committees on the advances in delivering online Stem Labs including the introduction of the virtual lab.
- How to leverage SUS purchasing power to acquire the technology needed to deliver the excellence required in the online and hybrid labs.

Attendees engaged across Universities on the shared challenges and opportunities posed by online and hybrid formats within the disciplines. Attendees were encouraged to challenge their task force members to recommend next steps that should be discussed at subsequent meetings to continue to ensure that online students have access to high-quality stem courses and labs system wide.

STUDENT SUPPORT WORKGROUP

Dr. Vicki Brown, FAU

Recent Activities:

- September 2018: Presented results of the online scorecard to the Council of Student Affairs

- September 2018: Scheduled to present the Accelerated Program Options to the Innovation and Online Committee.
- The Online Learning Consortium Scorecard for Online Student Support Launched September 29, 2018. It is available for free at <https://onlinelearningconsortium.org/consult/olc-quality-scorecard-student-support/>

Upcoming Activities:

- February 2019: Scheduled to present results of the Online Student Support Scorecard for the College System to the Florida College Systems presidents.
- December 2018: Revisions for the Online Student Support Scorecard Guidebook will be completed.
- Fall 2019: Second evaluation of the online student support services using the Scorecard.