**STATE UNIVERSITY
SYSTEM OF FLORIDA**

AGENDA

STEERING COMMITTEE
for Implementation of the *2025 Strategic Plan for Online Education*
Room 215
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, FL 32301
January 29, 2020

3:00 p.m. to 4:15 p.m.
or
Upon Conclusion of Board Break

Chair: Ralph Wilcox; Vice Chair: George Ellenberg
Members: Danilowicz, Furton, Glover, McRorie

1. **Call to Order and Opening Remarks**   **Provost Ralph Wilcox, Chair**
   Minutes, October 2, 2019
   Minutes, January 7, 2020

2. **Performance Metrics: Basis for 50% and 75% Enrollment**   **Chair Wilcox**
   Goals for Graduate Students and Undergraduate Students

3. **Performance Metrics: Online Programs**   **Dr. Nancy McKee**
   Board of Governors

4. **Chancellor's draft memo re: Quality Reviews**   **Dr. Deb Miller, UNF**

5. **Marketing**   **Brittany Wise**
   Board of Governors Communications Director

   Mike Dieckmann and Bob Hartnett
   Florida Virtual Campus

6. **Medical School Admissions (Follow-up)**   **Dr. Andy McCollough, UF**

    a. **Research**   **Dr. Tom Dana, UF**

    b. **STEM Conference**   **Evie Cummings, UF Online**

7. **Concluding Remarks and Adjournment**   **Chair Wilcox**

MEETING NOTES
STEERING COMMITTEE FOR THE
IMPLEMENATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
OCTOBER 2, 2019

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

Chair Ralph Wilcox convened the meeting at 3:00 p.m. on October 2, 2019, with the following members present: Provosts Bret Danilowicz, George Ellenberg, Ken Furton (joining at 3:35 p.m.), Joe Glover, Sally McRorie, and Associate Vice Chancellor Nancy McKee (non-voting).

Hearing no objections to the meeting notes of the June 12, 2019, Committee meeting, Chair Wilcox indicated they were accepted.

2. **Consideration of Online Courses in the Medical School Admissions Process**

Invited guests in attendance from SUS Medical Schools:

> Dean Deborah German, UCF
> Laurel Poole, UCF Interim Director of Admissions
> Robert Larkin, UCF Former Director of Admissions
> Dr. Richard Peppier, UCF Vice Dean
> Dean Charles Lockwood, USF
> Dr. Bryan Bognar, USF Chair, Dept. of Medical Education
> Dean Robert Sackstein, FIU

Highlights of statements made by invited guests include:
- Most of the time, medical schools do not know if a course had been taken online because transcripts do not reflect modality. Schools may require supplemental applications that ask each applicant if any courses had been taken online (Larken).
- UCF does not accept applications from people with online degrees.
- The accrediting body says admissions is the duty of faculty. Admissions Committee consists of faculty (German)
- Admissions Committees have to look at a lot of different components; they cannot depend on just GPA (Lockwood)
- Two out of ten top medical schools nationally accept online courses; two accept on a case-by-case basis; six do not accept them (German)
- Because of the importance of communications skills, some medical schools prefer English be taken face-to-face (Lockwood)
- Provost Danilowicz said he has seen great and bad online teachers and face-to-face teachers. He asked if there are any data that shows whether students do better or worse in online courses.
  - MCAT and GPA are the best predictive measures for success in medical school; not aware of data on online courses (Lockwood)
  - There would be a paradigm shift if such research on online education were published in the Journal of Medicine (Sackstein)
  - Provost McRorie suggested analyzing the performance of students who had taken online courses and were admitted.

- Admissions Committee does not know the level of interaction with classmates in online courses or the quality of online courses.
- Rate of knowledge is increasing in the medical field so quickly that medical professionals can only keep up with it online (Lockwood)
- Accepting online courses on a case-by-case basis shows openness; students are getting more and more online, as well as society (German)
- Provost Glover said that online students perform as well in their classes as students in a classroom.
- Provost Furton indicated that SUS institutions are measuring the quality of online courses more than face-to-face courses.
- Chair Wilcox stated that law schools are also struggling with the issue.
- Provost Danilowicz said faculty could be asked how do we provide a portfolio that would be helpful.
- Provost Ellenberg said we are having the same conversations with businesses.

3. Quality Awards Program

Dr. Deb Miller said there will be three levels of awards (President's Award, System Award, and Chancellor's Award), with faculty serving on award committees. Quality designations will be a prerequisite for the awards, which will be based on delivery. Broad-based criteria, such as a High Quality course designation, number of years teaching online, and student evaluations, will go to the faculty awards committee, but each institution could have slightly different criteria. The first awards will be given in 2020-2021.

4. Certificate Programs

The Steering Committee directed that Dr. Nancy McKee and Dr. Cindy DeLuca work with the Implementation Committee and appropriate university staff to develop a taxonomy of non-credit certificate programs to bring to the Steering Committee for approval.

5. Completed Tactics

The Steering Committee confirmed that Tactics 11 and 17 (Competency-based programs and 2 + 2 collaborations) should be considered as completed. Dr. McKee shared information about the 2+2 MOUs that Western Governors University has with 27 institutions so far in the Florida College System.

6. Access Performance Indicators and Goals

The Steering Committee agreed with the recommended changes to the Access Performance Indicators and Goals, except for two of the goals: (1) The percentage of SUS undergraduate students enrolling in one or more online courses each year should remain at 75%, and the percentage of SUS graduate students enrolling in one or more online course each year should remain at 50%. The Committee agreed that the current goals reflect the right balance between online and classroom courses.

7. Concluding Remarks and Adjournment

Chair Wilcox adjourned the meeting at 5:15 p.m.

I.   Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 11:32 a.m. on January 7, 2020, with the following members present: Provosts Bret Danilowicz, George Ellenberg (joined at 11:35), Ken Furton, Joe Glover, Sally McRorie, and Associate Vice Chancellor Nancy McKee (non-voting).

II.   Proposed Categories of Non-Credit Certificate Programs

Dr. Nancy McKee indicated the Steering Committee had agreed at its October 2019 meeting that it would review for approval a taxonomy of non-credit programs developed by appropriate university staff. On December 4, 2019, a group of continuing education leaders met at UF and developed a taxonomy. On January 6, 2020, the group refined the definitions of the categories.

She said the following four categories were developed:

> I. Pre-licensure/pre-certification/admissions test prep
> II. Licensure/certification
> III. Training and skills for career development
> IV. Well-being (community outreach)/personal enrichment

Provost Glover suggested that in category I, the description should use "might be," rather than "may be" in the following sentence: Examples would be test prep programs of study and/or other activities that may be required to be completed before a student can sit for a licensing/certification exam….." Chair Wilcox agreed with the edit; there were no objections from members.

Provost Danilowicz suggested placing the question about working with employers in each of the four categories, rather than having one question covering all four categories. Dr. McKee said she could easily make that change. There were no objections from members.

Chair Wilcox asked where the Board will be moving with such information. Dr. McKee said her only intent is to capture workforce-related programs to meet the request of the Innovation and Online Committee. Other conversations about continuing education had already started before this issue came up and are unrelated to the purpose of capturing this data.

Provost Furton said the discussion on badges and micro-credentials should be framed in terms of helping student success, rather than meeting numbers. He said universities could spend a lot of time without affecting performance metrics. Chair Wilcox said careful thought should be given to aligning with the Board's strategic priorities.

III.   Concluding Remarks and Adjournment

Chair Wilcox indicated the next meeting will be on January 30 and will include performance metrics, updates on marketing and medical school admissions, and completed tactics. He adjourned the meeting at 11:59 a.m.

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
January 29, 2020

SUBJECT: Performance Metrics: Basis for 50% and 75% Enrollment Goals

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PROPOSED STEERING COMMITTEE ACTION

For Discussion/Guidance

BACKGROUND INFORMATION

During the October 2019 Innovation and Online Committee meeting, two members asked several questions about the goals regarding the percentage of students taking at least one distance learning course. The questions focused on the data that supported the goals and why those goals were optimal. The chair indicated the questions would be addressed at a future meeting; they are scheduled to be addressed at the Committee's meeting in March.

At its January 29 meeting, the Steering Committee will discuss how to address the questions and who should do the presentation in March. Below are the goals for undergraduate and graduate students in the 2025 Strategic Plan for Online Education and the supporting historical data.

Performance Indicator: Percentage of SUS undergraduate students enrolling in one or more online courses each year.
Goal: 75%

Undergraduate students enrolled in at least one DL course

ACADEMIC YEAR	AT LEAST ONE DL	DL ONLY	MIXED	NO DL
2018-19	**75%**	11%	63%	25%
2017-18	**72%**	11%	61%	28%
2016-17	**69%**	10%	59%	31%
2015-16	**66%**	9%	57%	34%
2014-15	**62%**	7%	55%	38%
2013-14	**58%**	6%	52%	42%

Performance Indicator: Percentage of SUS graduate students enrolling in one or more online courses each year
Goal: 50%

Graduate students enrolled in at least one DL course

ACADEMIC YEAR	AT LEAST ONE DL	DL ONLY	MIXED	NO DL
2018-19	**53%**	26%	27%	47%
2017-18	**51%**	24%	27%	49%
2016-17	**49%**	21%	28%	51%
2015-16	**46%**	19%	28%	54%
2014-15	**44%**	17%	27%	56%
2013-14	**43%**	15%	28%	57%

Supporting Documentation Included: None

Facilitators/Presenters: Chair Wilcox

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
January 29, 2020

SUBJECT: Performance Metrics: Online Programs

PROPOSED STEERING COMMITTEE ACTION

For Discussion/Guidance

BACKGROUND INFORMATION

During its October 30, 2019, meeting, the Board of Governors approved a "TBD" performance indicator and goal for Online Programs/Majors. Previously, the performance indicator had been "Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online" with a corresponding goal of 60%.

The supporting documentation for this agenda item reflects the online programs/majors that were in Areas of Strategic Emphasis in Fall 2019.

The recommended 2024-25 performance indicator and goal proposed for consideration by the Steering Committee is:

Percentage of online programs in Areas of Strategic Emphasis   65%

Supporting Documentation Included: Areas of Strategic Emphasis in Online Programs

Facilitators/Presenters: **Dr. McKee**

Online Programs/Majors in Areas of Strategic Emphasis
Fall 2019

Institution	STEM	Education	GAP Analysis	Global	Health	None	TOTAL	% in Areas of Strategic Emphasis
FAMU	0	0	0	0	2	1	3	67%
FAU	24	13	6	0	5	32	80	60%
FGCU	0	2	0	0	3	4	9	56%
FIU	38	8	10	21	12	73	162	55%
FPU	0	0	0	0	0	0	0	0%
FSU	9	7	1	0	4	16	37	57%
NCF	0	0	0	0	0	0	0	0%
UCF	23	12	2	2	10	32	81	60%
UF	32	10	1	0	12	30	85	65%
UNF	0	2	0	0	6	5	13	62%
USF	22	11	1	0	20	26	80	68%
UWF	15	18	3	0	19	20	75	73%
Total	**163**	**83**	**24**	**23**	**93**	**239**	**625**	62%

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
January 29, 2020

SUBJECT: Chancellor's Draft Memo re: Quality Reviews

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PROPOSED STEERING COMMITTEE ACTION

For Information

BACKGROUND INFORMATION

At its October 30, 2019, meeting, the Board of Governors approved revisions to several goals and performance indicators in the 2025 Strategic Plan for Online Education. Some of the revisions require the Board Office to collect certain data for the first time. To ensure that all parties are aware of the schedule for capturing and reporting data associated with those performance indicators, Chancellor Criser is planning to send a memo to Provosts, copying Data Administrators and Distance Learning Leaders.

His draft memo is attached for review by the Steering Committee.

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Supporting Documentation Included: Draft Memo from Chancellor Criser

Facilitators/Presenters: Dr. Deb Miller

DATE: TBD
SUBJECT: Florida Online Education Quality Process Implementation

On October 30, 2019 the Board of Governors approved revisions to goals and performance indicators associated with the 2025 Online Education Strategic Plan. The revisions are intended to maintain a high expectation for online education quality without inadvertently placing an undue burden on university operations. However, the goals and performance indicators do necessitate data reporting on activities occurring at your university.

In short, universities are expected to assure the quality of their online course sections through appropriate faculty professional development and regular course design reviews. Designations of "Quality" and "High Quality" for online course sections are recorded in the university data uploads to the FloridaShines online course catalog maintained by the Florida Virtual Campus. There are no plans for these course section designations to be made publicly viewable in the foreseeable future, but an annual reporting of the designation data will be shared with the Board of Governors Office of Data & Analytics (ODA) beginning with the end of spring term 2020. Additionally, ODA will request annually from each university's Data Administrator an accounting of online course design review activity and online faculty professional development completion. These data requests will begin with the spring 2021 term.

Please see the attached appendix with details on the above-referenced goals, performance indicators, and reporting expectations. Chief online learning officers and FloridaShines catalog administrators for each university were notified in April 2019 of the processes associated with the quality designations for online course sections. After a pilot period, the course design quality indicator field became available in the FloridaShines course schedule beginning with the course uploads for the fall 2019 term.

For details related to institutional practices at your university, please confer with your chief online learning officer and/or FloridaShines catalog administrator. For questions or concerns related to system-wide implementation of this initiative, please contact Associate Vice Chancellor Nancy McKee at Nancy.McKee@flbog.edu.

The 2025 Online Education Strategic Plan is available online at https://www.flbog.edu/resources/online-education/2025-strategic-plan-for-online-education.

Cc: Distance Learning Leaders
      Data Administrators

Florida Online Education Quality Reporting

The Florida SUS 2025 Strategic Plan for Online Education includes performance indicators and goals for each of the three elements in the Plan: Quality, Access, and Affordability. Chief online learning officers and FloridaShines catalog administrators for each university were notified in April 2019 of the processes associated with the quality designations for online course sections.

On October 30, 2019 the Board of Governors approved revisions to goals and performance indicators associated with the plan. The revisions are intended to maintain a high expectation for online education quality without inadvertently placing an undue burden on university operations. The revisions necessitate data reporting on activities occurring at your university. This document provides an overview of reporting expectations for campus stakeholders.

Revised Goals and Performance Indicators
Course Reviews

- Performance Indicator
  Continuing assessment of online courses to provide quality assurance and improvement using the *Florida Online Course Design Quality* review or an approved institutional process.

- 2025 Goal
  100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.

Faculty Development

- Performance Indicator
  Percentage of faculty teaching online courses participating in professional development.

- 2025 Goal
  90% of faculty teaching online courses complete professional development related to online education

Reporting

The BOG will monitor this initiative with two forms of data collection.

1. An annual request from the BOG to FloridaShines for catalog data for all SUS institutions, by semester. Data will be requested at the end of Spring 2020 to establish a baseline and to check data integrity. Data requests will occur annually thereafter at the conclusion of the spring term and include the following data points for the summer, fall, and spring terms each academic year.

   a. Total number of SUS course sections **in FloridaShines catalog**
   b. Number of SUS course sections with Q designation **in FloridaShines catalog**
   c. Number of SUS course sections with HQ designation **in FloridaShines catalog**

2. An annual data request from the BOG to Institutional Data Administrators beginning in Spring 2121 for:
   a. Number of new or substantively revised courses in the Florida Shines catalog that meet Florida standards following an approved review process

1 of 2

b. Number of new or substantively revised courses in the Florida Shines catalog
c. Number of existing courses in the Florida Shines catalog that meet Florida standards following an approved review process
d. Number of existing courses in the Florida Shines catalog considered for review

While data will be collected by institution, the BOG intends to report the data in aggregate system form in the annual online education report.

Course Design Quality Designations and Catalog Upload

The [Florida course design quality](#) indicator field became available for SUS course sections in [the FloridaShines catalog](#) beginning with the Fall 2019 term course uploads. Contact catalog@flvc.org with any questions. At this time, there is no plan to make the indicators public for SUS institutions.

Definitions of Terms and Other Notes

FloridaShines Catalog is a service of the State University System of Florida and the Florida College System that helps students find and register for distance learning courses.

Course = Course + Instructor in [FloridaShines catalog](#)

New Course is one (unique course and instructor combination) that hasn't been taught in the past 5 years.

Master Courses are those which are templatized and used as is (without design modification) by multiple instructors. In these limited cases, use by a new instructor would not imply a new course. Institutional practices associated with inherited course designations may vary.

Existing Courses are those taught between Fall 2014 and Fall 2019 (i.e., within five years) whether previously receiving a Q/HQ designation or not.

Substantively Revised
Course design reviews should occur a minimum of every 5 years, unless circumstances dictate the need for a review (instructor request, textbook change, etc.) sooner. Suggested practice is to notify instructors at time of quality designation award that they should self-report if course element changes occur prior to 5 years. Other changes specific to institution (reorg, curriculum change, duration of term) may also be considered a substantive change.

Considered for Review – Courses identified/prioritized by institution for review in a given year. Priorities will vary by institution but may include: area of identified need (e.g., high DFW courses), scope of impact (e.g., high-enrollment courses), faculty preparation (e.g., lack of formalized faculty development), available resources (e.g., spot-checking a number of existing courses per year as an efficiency).

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
January 29, 2020

SUBJECT: Marketing

PROPOSED STEERING COMMITTEE ACTION

For Information/Guidance

BACKGROUND INFORMATION

At the June 12, 2019, meeting of the Steering Committee, Mike Dieckmann and Bob Hartnett of the Florida Virtual Campus presented an update on the marketing initiative that was being developed in response to the following tactic in the 2025 Strategic Plan for Online Education:

> Access 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.

At the January 29 Steering Committee meeting, Mr. Dieckmann and Mr. Hartnett will present revisions to the key outcomes that had been discussed in June.

In addition, Ms. Brittany Wise, the Board's Director of Communications, will discuss the new System marketing plan and how it will work with the plan being coordinated by FLVC.

Supporting Documentation Included: (1) Recommendation for the Online Degree Program Marketing Initiative and (2) FLVC Update

Facilitators/Presenters: Mike Dieckmann, Bob Hartnett, Brittany Wise

Online Degree Program Marketing Initiative
[UPDATE - Phase One]
January 2020

OVERVIEW
Though discussion and feedback from the Advisory Group, we have made some adjustments to the Key Outcomes.

KEY OUTCOME (Original):
- Create a Marketing Tool-kit

- Distribute the Marketing Tool-kit to the universities and colleges

- Universities and colleges will mix the FloridaOnlineDegrees.org materials in with their current marketing activities.

REVISED KEY OUTCOME (Recommendation):
- Create a Marketing Tool-kit

- FLVC will distribute the FloridaOnlineDegrees branded materials through its own FLVC no-cost marketing/communication channels.

- Each institution will be asked to "share/retweet" three FLVC FloridaOnlineDegrees social media posts per month through their own institution social media channels (Facebook, Twitter, Instagram).

- Each institution will be asked to use "#FloridaOnlineDegrees" on three of its own institution social media posts per month.

- Each university will send FLVC a monthly engagement report, for the above posts, so we can track overall reach and engagement over time. (still under consideration)

- Utilize the Innovation and Online Steering Committee members to engage with Florida top-level "influencers" (College and University Leaders, Governor's office, Florida Politicians, etc.) to share information about "FloridaOnlineDegrees.org" through their own communication channels.

- FLVC will monitor visits to the Online Catalog and compare year-over-year results.

Online Degree Program Marketing Initiative
Phase One
July 2019 – TBD 2020

FL VC FLORIDA VIRTUAL CAMPUS
A Complete Florida Plus Program

Review
What are we trying to do?

Develop and facilitate the delivery of a statewide marketing strategy to increase awareness of the quality online degree programs and courses available across the SUS.

FLVC.ORG

Review
What are the objectives?

Objectives:

- Identify and promote unified message topics and develop a consistent brand identity.

- Increase awareness of online degree programs, through a SUS cooperative effort, by promoting and driving potential students to the FloridaShines Online Catalog.

- Connect underserved markets (both by geography and student populations) in Florida to online university courses and programs.

- Promote Programs of Strategic Emphasis (PSE) aligned to Florida's skills gaps and workforce needs.

FLVC.ORG

Review
Who's the audience?

Audience:

- **Traditional Students** – Typically under 25 years old who enroll directly from high school, attend full-time.

- **Non-Traditional Students** – Typically age 25+. Many have work experience or family situations that can sometimes make attending college full-time difficult.

- **Underserved Markets** – Underserved geographic areas as well as ethnic/demographic groups.

FLVC.ORG

Review
How will we do this?

Original Outcome: Key Deliverables
Create a Marketing Tool-kit with materials that universities can mix in with their current marketing activities.

" *Though suggestions and feedback from the Advisory Group, we have made some revisions to the Key Deliverables. There is more information at the end of this update.* "

What have we done?
Timeline

July – November:

- **Formed Program Advisory Group**

> " *A BIG thank you to all the universities that provided a representative to participate on this team.* "

Program Advisory Group:

UNF – Patrice Kapcio

FGCU – Dave Jaeger

USF – Stephanie Harff

UCF – Josh Bedwell

FAU – Lynelle Forest

FIU – Garth Headley

UF – Evie Cummings

FLVC – Bob Hartnett

What have we done?
Timeline

We want everyone seeing and thinking:

July – November:

- Formed Program Advisory Group (Done)

- **Acquired Vanity URL**

> *The FloridaOnlineDegrees.org (FOD.org) url will be used on everything related to this initiative.*
>
> *The reason for making FOD.org the hero is that if someone sees a social media post, a digital ad, some other form of advertising, maybe they only see the name – if the only thing they remember is FloridaOnlineDegrees.org, we have successfully delivered three messages to them in that one, simple phrase.*
> 1. *We're talking about Florida.*
> 2. *We're talking about Online Degrees.*
> 3. *It's a .org, so they know it's a website and if they go there they will find information about Florida Online Degrees.*

Florida Online Degrees .org

Powered by FloridaShines

PHASE 1

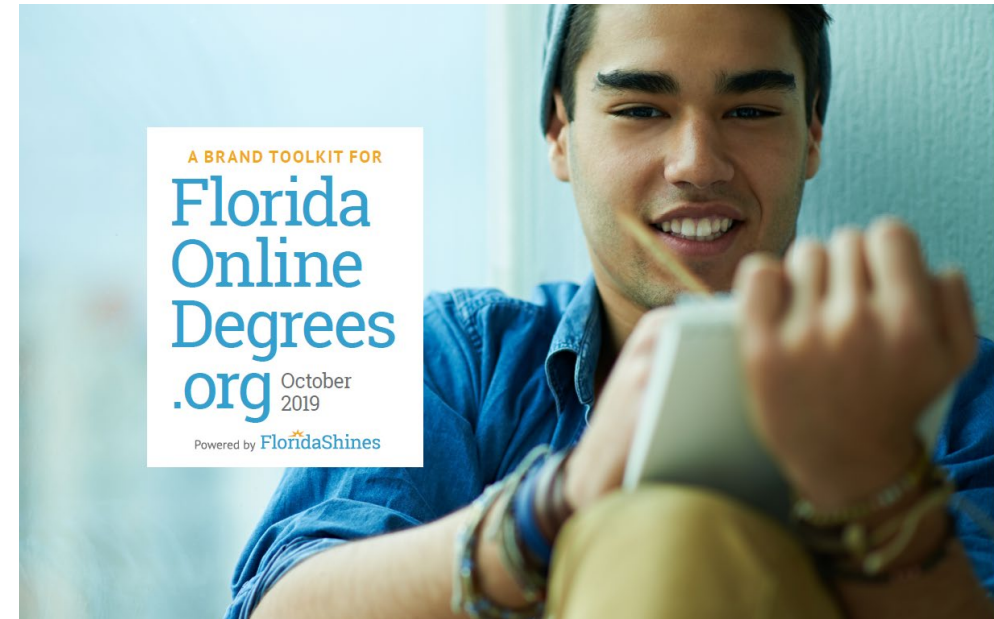FLVC FLVC.ORG

What have we done?
Timeline

July – November:

- Formed Program Advisory Group (Done)

- Acquired Vanity URL (Done)

- **Created a Brand Look and Feel**

> " *Since FloridaOnlineDegrees.org will drive people to the FloridaShines online catalog, you'll notice that all the fonts, colors, styles, and design elements mirror FloridaShines. If FloridaOnlineDegrees.org leads people to FloridaShines, the brand elements need to match, so there is no disconnect for the end-user.*
>
> *FloridaOnlineDegrees.org is "Powered by FloridaShines" because we needed a way to tie it back so there is a connection from one to the other.* "

A BRAND TOOLKIT FOR
Florida Online Degrees .org October 2019
Powered by FloridaShines

What have we done?
Timeline

Key Topics:

July – November:

- Formed Program Advisory Group (Done)
- Acquired Vanity URL (Done)
- Created a Brand Look and Feel (Done)
- **Defined Marketing Message Topics**

" *There was an extensive amount of work completed by the previous workgroup. From this work, coupled with some of the current documentation, these are the four primary message topics that stand out.*

All promotional messages developed for elements and tactics will be based on these four topics. "

Affordable
Ex. Affordable online degree programs in the state of Florida.

Accessible
Ex. 100% online degree programs that can easily fit your busy schedule.

High-Quality
Ex. High-quality, online degrees from well-known Florida Universities.

Programs of Strategic Emphasis
Ex. High-demand degrees that today's business leaders are looking for.

What have we done?
Timeline

Defining Underserved Markets:

July – November:

- Formed Program Advisory Group (Done)

- Acquired Vanity URL (Done)

- Created a Brand Look and Feel (Done)

- Defined Marketing Message Topics (Done)

- **Identified Underserved Markets**

Underserved students include students of color (specifically, African Americans, Latinos and American Indians), first-generation students, low-income students and students who live in rural households.

" *Based on feedback from the Advisory Group and research complete by Dr. Robin Colson (FLVC), we developed the following definition for Underserved Markets.* "

What have we done?
Timeline

July – November:

- Formed Program Advisory Group (Done)

- Acquired Vanity URL (Done)

- Created a Brand Look and Feel (Done)

- Defined Marketing Message Topics (Done)

- Identified Underserved Markets (Done)

- **Identified Programs of Strategic Emphasis (PSE) (Done)**

" The Board's Strategic Planning Committee has approved the PSE and they will take effect in the 2020-21 academic year. "

Programs Of Strategic Emphasis (PSE):

More than **500** individual PSE

EDUCATION (examples)
- Counselor education
- Foreign language education
- Multiple disciplines of teacher education

HEALTH (examples)
- Gerontology - study of aging & older adults

GLOBAL (examples)
- Near & Middle Eastern Studies
- Linguistics
- Asian Studies

STEM (80% of the PSE are in STEM) (examples)
- Data Processing
- Information Science
- Bioengineering

GAP ANALYSIS (examples)
- Applied Economics
- Graphic Design
- Public Finance

Where are we now?
Timeline

January – March:

- **Create Marketing Materials**
  - Social Media Posts
  - Digital Ads
  - Video
  - Press Releases
  - Website copy

Where are we going?
Revised Key Deliverable

Original Key Deliverable:

- **Create a Marketing Tool-kit**
  - Distribute the Marketing Tool-kit to the universities and colleges
  - Universities and colleges will mix the FloridaOnlineDegrees.org materials in with their current marketing activities.

" *Though suggestions and feedback from the Advisory Group, we have made some adjustments to the Key Deliverables.* "

REVISED Key Deliverable:

- **Create a Marketing Tool-kit**
  - FLVC will distribute the FloridaOnlineDegrees branded materials through its own FLVC free marketing/communication channels.
  - Each institution will be asked to "share/retweet" three FLVC FloridaOnlineDegrees social media posts per month through their own institution social media channels (Facebook, Twitter, Instagram).
  - Each institution will be asked to use "#FloridaOnlineDegrees" on three of its own institution social media posts per month.
  - Each university will send FLVC a monthly engagement report, for the above posts, so we can track overall reach and engagement over time. (still under consideration)
  - Utilize the Innovation and Online Steering Committee members to engage with Florida top-level "influencers" (College and University Leaders, Governor's office, Florida Politicians, etc.) to share information about "FloridaOnlineDegrees.org" through their own communication channels.
  - FLVC will monitor visits to the Online Catalog and compare year-over-year.

What if:

We could put "FloridaOnlineDegrees.org" everywhere?

It could be the start of something powerful!
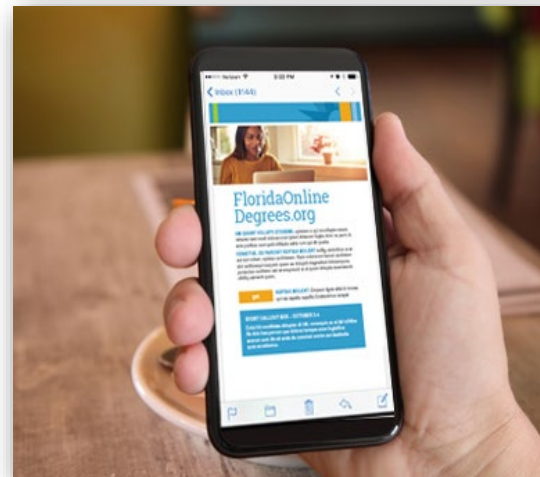
FloridaOnlineDegrees.org

FloridaOnlineDegrees.org

SUBJECT: Medical School Admissions (Follow-up)

PROPOSED STEERING COMMITTEE ACTION

For Information

BACKGROUND INFORMATION

At the October 30, 2019, Innovation and Online Committee meeting, Dr. John Fogarty, Dean of the FSU Medical School, spoke about the consideration of online courses in the admissions process. The Chair of the Committee made two requests of the deans:

1. If they would consider meeting with the distance learning leaders to inform them as to what is needed to make the deans more comfortable with online education and to make the deans more knowledgeable and comfortable with the progress that is being made in the system; and

2. If they would consider gathering some data on the performance of students who had taken online courses versus those who had taken those courses in the classroom.

Dr. Andy McCollough will present an update to the Steering Committee regarding activities underway in response to these requests. He will be assisted by Dr. Tom Dana, who is chairing the Distance Learning Research Consortium, and Ms. Evie Cummings, Director of UF Online.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Andy McCollough, Dr. Tom Dana, Ms. Evie
                                                                 Cummings