

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACCESS WORKGROUP OF THE  
TASK FORCE FOR STRATEGIC PLANNING FOR ONLINE EDUCATION  
MEETING VIA CONFERENCE CALL  
FEBRUARY 12, 2015

1. Call to Order

Chair Mark B. Rosenberg convened the meeting at 2:01p.m. on February 12, 2015, with the following members present: Dr. Jim Henningsen (CCF), Dr. Earle Traynham (UNF), Dr. Len Roberson (UNF), Dr. Joyce Elam (FIU), and Mrs. Breny DaParre Garcia (FIU). A quorum was established.

2. Opening Statement

Chair Rosenberg stated that the workgroup is to focus on the access challenges/opportunities related to online education. Specifically, “The Plan should establish enrollment targets for 2025, along with strategies for reaching those targets. Separate enrollment targets should be established at the graduate and undergraduate levels.”

Chair Rosenberg reminded members that the task force would be operating in the sunshine and any questions regarding compliance may be directed to Vikki Shirley, the Board of Governors General Counsel.

Chair Rosenberg yielded to Mrs. Garcia to offer an overview of the call’s agenda. She reminded the group of Chair Hitt’s assignment for each workgroup prior to the February 20<sup>th</sup> Task Force call: (1) Provide an outline of primary issues to be considered (2) Create an initial list of suggested goals, outcomes, and/or strategies for the state (3) Consider further areas of investigation, including additional information that may be needed.

With no further questions, Chair Rosenberg turned over the call to Dr. Elam, Dean of FIU’s University College (which oversees FIU Online), who prepared an outline for the workgroup’s consideration.

3. Updates

The first topic raised by Dr. Elam was related to enrollment targets. Three major questions arose:

- It is critical for the workgroup to know what unit of measure the BOG will be defining access with. Will it be by the number of degrees awarded, total headcount, student credit hours, or a mixture of these three?
- Similarly, how will these enrollment targets connect to the overall SUS targets set in the BOG Strategic Plan? BOG set a target of 90,000 Bachelor’s degrees and 35,000

graduate degrees. Will there be a specific percentage of that tied directly to online education for each school? Or will there be more targeted growth by programs of strategic emphasis?

- Additionally, how should these online enrollment targets tie to existing performance measures, if at all? Will there be a new performance indicator for online education?

Dr. Roberson emphasized the need for us to consider the different student populations and why / how they take online courses.

Chair Rosenberg noted the cost per degree may decrease, but so could space utilization. This could inversely affect schools from obtaining funding for new buildings. Chair Rosenberg then asked whether we should set different goals for undergraduate and graduate online education. He proposed creating 2x4 or 2x6 matrix that will show the range of variable delivery methods. One such example could be:

	% SCHs delivered online	# of fully online degrees awarded	# of fully online degrees awarded in an area of Strategic Emphasis	% of students taking at least one online course
Undergraduate Programs				
Graduate Programs				

Dr. Henningsen suggested setting baseline enrollment figures (e.g., how many students take at least one online course) and consider growth targets from that.

Seeing no further comments on the topic of enrollment targets, Dr. Elam proceeded to discuss her initial thoughts on the key issues and strategies (refer to Addendum). All members were in agreement with the list.

Dr. Traynham posed the question about a shared integrated learning management system and how online courses could be shared across the SUS. The pro of moving to a shared system is that it would help with consistent student learning, especially for transfers. However, Chair Rosenberg noted that there would be a huge front-end cost if the SUS were to implement this. The question would then become, who is responsible for paying? Other than the cost for the new system, schools would have to continue paying for any current systems so that there is no lapse in services.

Seeing no further comments on the topic of strategies, Dr. Elam proceed to discuss her initial thoughts on potential changes to statutes, regulations, and established processes. She posed six points for consideration: (1) require each school to offer multiple starts and accelerated terms (2) add enrollment targets for online education to the BOG Annual Accountability Report (3) require students to take at least 9 credit hours online (4) if fully online degrees are offered, offer online degree student equivalent student services as on-campus students – e.g., advising and career services (5) for students enrolled in a fully online degree program, only

charge students financial aid fee plus distance learning fee, if applicable (6) change current transfer rules to allow for more flexibility in transferring online courses taken at other state schools.

In sum, the members agreed that the most critical question the workgroup needs answered by the Task Force and/or BOG members is the one related to enrollment targets and the unit of measure. This could help inform the members' remaining thoughts.

#### 4. Concluding Remarks and Adjournment

Chair Rosenberg reminded the group of the upcoming Task Force conference call on Friday, February 20<sup>th</sup> at 8:30 AM. He advised the members that he will be unable to participate, and thanks Dr. Henningsen for agreeing to provide the workgroup's status report. The meeting was adjourned at 2:37 p.m..

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Mark B. Rosenberg, Chair

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Breny DaParre Garcia

**ADDENDUM**  
**Issues & Strategies**

<u>Issue</u>	<u>Strategy</u>
Availability of Qualified Faculty to teach online courses	Implement Faculty Development programs
Retain Fully Online Degree students	Implementing best practice strategies such as Success Coaches, analytics, and early alert interventions
Marketing & Recruiting for Students in Fully Online Degree Programs	Set up fully online degree Marketing & Recruiting unit separate from on-campus Marketing & Recruiting department
Ensure that enough fully online programs are developed to meet established targets	Top-down planning at Institutional level – set target for % of degrees offered fully online
Provide equivalent services to fully online students	Develop the virtual version of student services
Identify and develop online degree programs	Incentives for Faculty/Colleges/Schools. Conduct market analysis to provide guidance on which degrees should be offered online
Making sure enough seats are offered in courses required to complete degrees once the fully online degree programs are established	Increase productivity through such strategies as the following: Use Adaptive Learning Platforms; develop competency based courses; offer larger class sizes by providing academic coaches; use Master Courses to reduce duplicative development of online courses, collaborating with other SUS's to increase number of seats.
Identity verification of online students	Utilize virtual proctoring services , biometrics, and other existing technologies
Meet the desires of online students to get started quickly on their degrees and to finish them in a timely manner.	Offer multiple term starts with accelerated terms within the Student Information System