

Task Force on Strategic Planning for Distance Learning
Affordability Subcommittee
June 16, 2015

Campus-Based Distance Learning Fees

Goal 1: Expand protocols for institutional distance learning fees to directly support the online learner.

- Define a *fully online program* based on the work of the Metrics in Online Education Workgroup.
- Identify all fully online programs in Florida's SUS for purposes of studying the complete portfolio.
 - Review portfolio of online programs on an annual basis and compare with the FLVC Course and Program Catalog to ensure consistency.
 - Determine where there may be places to develop shared programs.
- Identify institution-by-institution distance learning fees that directly support the online student.
 - Develop a protocol to expressly define distance learning fee expenditures aligned to statutory language.
 - Benchmark against national models for total cost of education.
 - Based on a multi-year review, determine where there could be cost savings within and across the model.

Shared Services

Goal 2: Enhance current institutional services with specific shared services for online students for purposes of economy of scale, consistency, simplicity, expanded choice, quality and potential level of comprehensive solution.

- Enhance shared support services for online students.
 - Expand the "online marketplace" [Florida SHINES] to enhance current shared services using statewide buying power and building economy-of-scale drivers. *The beginning of the online marketplace "Florida SHINES" is the **Student Hub for INnovative Educational Services** to be launched by FLVC in July 2015.
- Develop a common toolset for distance learning course design and delivery that enhances existing toolsets to minimize the cost of distance learning without reducing quality of instructional experience.

- Invest in state level licensing agreement for “Quality Matters” or some other methodology to measure course quality and coordinate internal and external reviewers for the system.
- Consider shared master courses in specific high demand areas.
- Review data analytic tools and methods to predict student success in online courses.
- Develop a statewide model for the use of eTextbooks and other open educational resources to support reduced costs to students.
 - A statewide group through the Florida Virtual Campus is currently meeting to develop recommendations for eTextbooks.
 - Consider recommendations and build relationships with vendors, textbook publishers and conduct a deep analysis of bookstore contracts to determine where cost savings for the students can be realized.

Innovative Programs

Goal 3: Lead in the development of innovative programs to support reduced costs to distance learning students in Florida.

- Develop shared programs in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.
 - Through annual review of online programs in Florida, determine program(s) to share in instructional development and implementation.
 - Using other states as a model for shared programs, identify a lead institution or initiative and divide the instructional development responsibilities for shared programs.
 - Obtain SACSCOC approval for a joint program or consider other appropriate criteria.
 - Set program price at a lower cost than regular in-state tuition. Split revenue among opt-in institutions. (see eMajor in Georgia as an example of best practice).
- Develop competency-based programs in appropriate areas of high demand primarily around adults and workforce needs while maintaining quality and increasing efficiencies through an innovative, shared model.
 - Research policies and practices that may serve as a barrier to system level implementation of competency-based instruction.

- Convene with institutions in both the SUS and FCS who are already building Competency-based instruction to begin developing some best practices and pathways for students choosing this model.
 - Develop a cost model to support subscription pricing for the student that will take multiple courses per term to support acceleration to completion.
- Implement a model to assess competence through Prior Learning Assessment for the award of academic credit and experience.
- Develop a series of experimental incubation projects to support new and emerging distance learning trends in Florida through institutional partnerships, lead institution, or other methods to support reduced cost of instruction.