







He said some future challenges will be public disinvestment, curtailed growth in research funding, and end of growth in potential students, which he said was not as much of an issue in Florida. He said that universities must find new strategies and become more entrepreneurial in finding new sources of revenue, such as in online education, fund raising, attracting international students, and joint programs with industry, to name a few examples.

To reduce cost, increase quality, and increase access, universities need to focus on educational engagement, technology-enhanced learning, and global recruitment of students. Such strategies for online education include revenue enhancement to support the traditional campus, course enhancement for traditional students, and ability to accommodate growth without having to overinvest in facilities. He said that UCF is doing that by offering alternating face-to-face and online courses.

Dr. Wilson said it is important to determine how to communicate and connect with employers in the community. For their employees, companies love online education from a recognized educational institution.

Dr. Wilson explained that Massachusetts prohibits state funding for online education, so a separate trust fund was created. There is no in-state or out-of-state tuition, but, rather, a set fee for all students. Dr. Wilson said UMass Online attracted students who would not normally enroll in the university.

Dr. Wilson said that enrollment started out primarily with in-state students with an overlap from Rhode Island and New Hampshire, but now there is a significant percentage of students from out of state.

He explained that cost savings were from two areas: (1) facilities, where they used strategies like UCF did with their blended courses and (2) overhead, which they were able to spread over a greater number of students. He said there were also cost savings in the use of faculty time. They negotiated with faculty to increase their pay for teaching more sections, which resulted in a lower average cost; however, it was all voluntary on the faculty's part.

Chair Hitt recognized Brit Kirwan, Chancellor of the University System of Maryland.

Dr. Kirwan stated that he advocates for highly interactive and adaptive online learning for two reasons: improving student learning outcomes and lowering the cost of delivery. He said that educational opportunities must be expanded to a larger proportion of the population. In a perfect world, the state would invest in that expansion. He said he is convinced that online education can help drive down costs. He explained that the University System of Maryland contains the largest not-for-profit online university in the nation. The other 11 institutions in Maryland have become engaged in delivering online courses and integrating how they apply interactive learning in traditional courses. Their experience has resulted in improved outcomes and a reduction in cost. They are able to save money and reinvest in other activities at their institutions because of the efficiency of online education.

He said that faculty need to be engaged from the beginning. Dr. Kirwan said it is important to provide incentives and support for faculty and to celebrate successes.

Dr. Kirwan suggested thinking of online education as an integrated strategy where highly interactive online learning will be used in different modalities for different purposes. He referred to Arizona State's offer to students to take the first year of classes through MOOCs. He suggested that the Florida task force be aware of other states that have sound online learning practices like UMass and Penn State and also learn from other states' failures. He said that two models have emerged: Penn State's model, where online efforts are totally integrated with the rest of the campus and Maryland's University College model, which is a separate, accredited campus for online education. Some of Maryland's traditional campuses are moving into online education and their primary focus is bringing the power of online learning to the traditional classroom.

Dr. Kirwan said that it is important to collect data, run experiments, and analyze costs.

Parts of institutions' strategic plans include targets for course redesign. Having accountability built into their strategic plans helps institutions move forward. He said it was important to encourage innovation and to evaluate results.

Dr. Kirwan said that employers have a high regard for University College. Dr. Wilson said that UMass Online also sees great acceptance by employers of graduates of its online degree programs. Dr. Kirwan said that University College works with employers to develop degree programs.

### 3. Access

President Rosenberg indicated that the Access Workgroup is to establish targets for 2025 and strategies for reaching those targets. He stated that separate enrollment targets should be established for undergraduate and graduate levels.

President Rosenberg said that the recommendation is to set targets for distance learning student credit hours as a percentage of the total projected student credit hours, using the highest of the three projections. The goal will be for the system, not for individual institutions. Chair Hitt suggested reflecting total credit hours, in addition to percentages.

President Rosenberg said other questions to be addressed are: What are the targets and how do they get set? Should the system offer a full breadth of fully online degree programs? Chair Hitt suggested that the report include guidance for a workgroup to be formed for review of programs offered by CIP code. President Bense indicated that the review should also consider demands for the programs online. She said that some programs are better offered face-to-face.

Dr. Rosenberg asked if online courses and programs should target in-state or out-of-state students. President Bense stated that the restriction on the number of out-of-state students in the system may need to be removed for online students.

President Rosenberg said one issue was whether residential students should be required to take nine credit hours online, similar to the requirement for summer school. President Bense said that K-12 has a mandatory requirement for students to take an online course.

Ms. David asked about other barriers to students participating in online courses and if data were being collected on the socio-economic status on students who are taking online courses. Dr. McKee indicated that the data could be run. Dr. Perry and Dr. Felton indicated this issue had been raised during the Quality Workgroup's discussion. President Genshaft said this was a focus of community colleges. Chair Hitt indicated that the system needs to have an open door for students who have made it through community colleges.

President Rosenberg said the Task Force's responsibility is to identify the issues and not necessarily all the solutions. The Task Force may need guidance from the Board of Governors regarding some of the issues.

#### 4. Affordability

Dr. Northrup said that the Affordability Workgroup continued to look at the campus-based distance learning fee and shared services in areas that create economies of scale. She mentioned several examples of current services that are being shared. FLVC is rolling out a career readiness assessment tool now for use by every institution in Florida, and it is also rolling out the beginnings of the Florida Marketplace, specifically Florida Shines, which is a place where sharing can occur. This is where transient applications, searching for courses, finding a program, sharing e-resources, and Ask a Librarian can be found. Florida Shines will give the system an opportunity to continue sharing programs and services.

There is an effort underway to select a common learning management system, and there may be several other tools that could be obtained, such as data analytics and tools for supporting quality. The system could potentially save some design and development dollars in shared programs. E-textbooks have the potential to benefit students from an affordability perspective.

The workgroup is looking at programs that are in high-demand, high-need areas that do not exist online and that may provide an opportunity to build out shared programs. Competency-based education for adult learners is an area of great interest.

Funding needs to come from somewhere for pilot projects and proofs of concept. She said they may need funds from legislative budget requests, shared partnerships, or grants.

Dr. Northrup mentioned that Dr. McKee has led a Workgroup on Metrics for Online Education, and there are other groups that have looked at distance learning fees and costs. She said the system needs to be able to answer the question of why it costs some institutions more than others to provide distance education. There is a need to define "online programs," identify online programs in Florida, and review that portfolio on an annual basis to determine where shared programs may happen and to more deeply study tuition and fees.

#### 5. Quality

Dr. Felton said the Workgroup on Quality discussed ensuring quality at the instructor,

program, and institutional levels, without mandates. There are several ways to ensure quality and the report will identify areas that need to be reviewed, rather than mandating a particular way to do those reviews.

Dr. Felton explained the goals of creating a culture of quality for online programs and strengthening the quality of online education and the objectives of both of those goals. He said the workgroup was still working on performance indicators and whether they should be qualitative or quantitative. President Genshaft stated that the strategic plan needed to have targeted metrics.

## 6. Concluding Remarks and Adjournment

Chair Hitt recognized Dr. McKee to speak on next steps. Dr. McKee said that the drafts will be due on June 30<sup>th</sup> and that a consultant will weave the workgroup papers together. Each workgroup's paper should be no more than 10 pages, plus exhibits. She said that the initial draft will be ready on August 10<sup>th</sup>, which will give the Task Force members time to review it before the September 2 meeting. After September 2, the consultants will be revising the draft to reflect edits requested by the Task Force. The updated draft will be distributed on October 12th and will be discussed with the Innovation and Online Committee during a workshop on November 4<sup>th</sup>.

Ms. David asked if Dr. McKee would collect information about students who are taking online classes. Dr. McKee said that she would make the request of the Board's Institutional Research staff.

Chair Hitt opened the floor for public comment. There was none. Chair Hitt adjourned the meeting at 12:15 p.m.

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John Hitt, Chair

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Nancy C. McKee

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Task Force on Strategic Planning for Online Education  
September 2, 2015**

**SUBJECT: Strategic Plan for Online Education**

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**PROPOSED TASK FORCE ACTION**

For Discussion

**BACKGROUND INFORMATION**

The Task Force will review the preliminary draft of the Strategic Plan for Online Education.

Behind the draft is a “Deliverable Review Comment Form” designed for members to capture technical edits that are needed (spelling, punctuation, grammar, format). The completed form may be given to Board of Governors staff during the September 2 meeting. This approach will allow the focus of the September 2 discussion to be on the substance of the plan, rather than on technical edits.

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**Supporting Documentation Included:**

**(1) Preliminary Draft of the Strategic Plan for Online Education and (2) Deliverable Review Comment Form**

**Facilitators/Presenters:**

**Chair Hitt**



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

**2025 SUS STRATEGIC PLAN  
FOR ONLINE EDUCATION**

**---PRELIMINARY DRAFT---**

**FOR DISCUSSION BY**

**TASK FORCE FOR STRATEGIC PLANNING FOR ONLINE EDUCATION**

**SEPTEMBER 2, 2015**

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# INTRODUCTION

Online education allows the State University System (SUS) of Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and convenient access to higher education, regardless of where students may live or their family or work obligations, helps to create a strong workforce and to attract businesses that provide high-skill, high-wage jobs that drive today's economy.

The state of Florida is already a national leader in terms of its breadth of online offerings. In 2013-2014, 12% of all the course sections taught in the State University System were offered via distance learning, and 54% of all students took at least one distance learning course. Nine percent of students were enrolled only in distance learning courses. In terms of overall instructional effort as measured by student credit hours, 20% of all instructional activity occurred via distance learning. In comparison with other states, Florida ranked second (behind Texas) in the total number of students who took at least one distance-learning course.

Due in part to this increased interest in online education, the Board of Governors established the Innovation and Online Committee in January 2014, charging the Committee to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The Committee was further charged to explore initiatives that will result in system-wide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education. To help guide the future development of online education in the SUS, the Committee directed the creation of a system-wide task force to propose a Strategic Plan for Online Education.

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## CONTEXT

The Innovation and Online Committee assembled the Task Force for Strategic Planning for Online Education in December 2014 and charged the Task Force to draft, for the Committee's consideration, the SUS 2025 Strategic Plan for Online Education. The objective of the Strategic Plan for Online Education is to identify additional goals for the State University System and strategies for reaching those goals. The Strategic Plan for Online Education will guide the development and implementation of system policies and legislative budget requests related to online education with a focus on three primary elements:

- Quality
- Access
- Affordability

The Task Force established workgroups in alignment with these elements and tasked them to develop strategies for advancing online education in Florida along these dimensions. The reports compiled by the three workgroups served as the foundation for the 2025 Strategic Plan for Online Education proposed by the Task Force. This Strategic Plan includes goals, strategies, tactics, and performance indicators for each area.

Each university's contribution to the system's plan will be determined by the university's vision and mission and is expected to be reflected in the university's annual work plan.

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## QUALITY

One of the barriers to the adoption and growth of online education is concerns about quality. In this area, strategic goals focus on quality practices, encouraging universities to adopt these practices, and the rigorous assessment of online student success and persistence.

Issues have surrounded quality in distance education since its inception in the 1800s with the delivery of paper-based instruction through the pony express. These first attempts at distance education were isolating experiences. The paper-based delivery provided delayed interactions with long time spans between the delivery of coursework and feedback. Later, with radio and television, the delivery created passive rather than active learning, with the student listening to or watching the instructor—again with delayed or no feedback.

The advancement of the internet has been key to increasing the availability, popularity, and capabilities of online education. In the online environment, interactions between students and instructors are faster and more effective. Mobile devices facilitate this communication by increasing the ability to connect teachers and students at any time from any place. With improved technology, instructors are better able to incorporate the social dynamics of learning into online courses.

However, the “quality” of online education can be complex and difficult to define. In fact, different organizations define quality in a variety of ways, including the number of students that are successfully completing courses, comparison to face-to-face instruction, the number of support services, or students’ assessments. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practices based upon their organization’s viewpoint of quality. Each organization differs slightly in its definition of “quality.”

Based on a thorough review of the various definitions of quality, a quality online education framework should focus on the instructor, individual courses, support services, and the program. The framework should be viewed as best practices focused on the three aspects of online education in promoting student success. These are briefly described below:

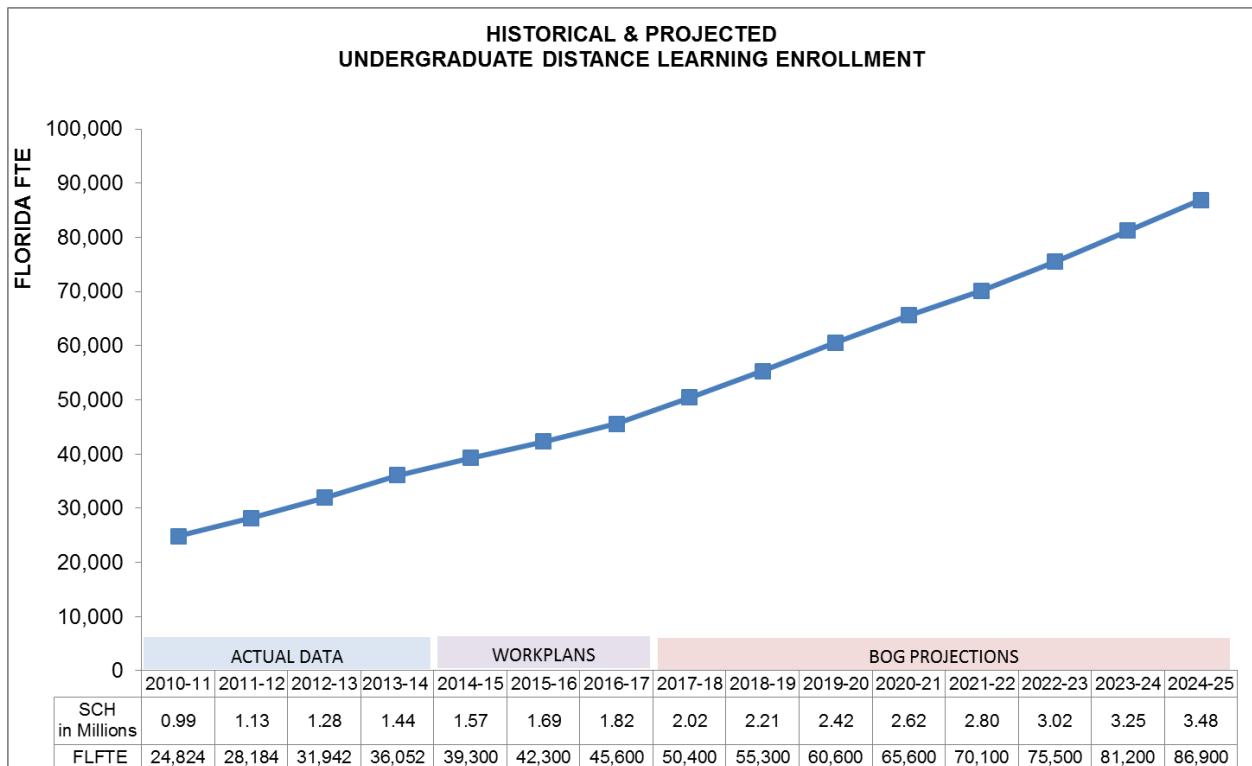
- Instructor – Best practices emphasize quality in the design, development, and delivery of the courses and the professional development of the instructor
- Program – Best practices foster high student success rates, low withdrawal rates, and high student and faculty satisfaction levels
- Institution – Best practices address the technology infrastructure, resources for course design and delivery, student support services, and ongoing assessment

Together, the three levels lead to a learning environment in which faculty members, leadership, support staff, and academic departments are working together to create high-quality programs. The State’s responsibility is to ensure each institution has the necessary tools to create, sustain, and evaluate high-quality online courses and programs.

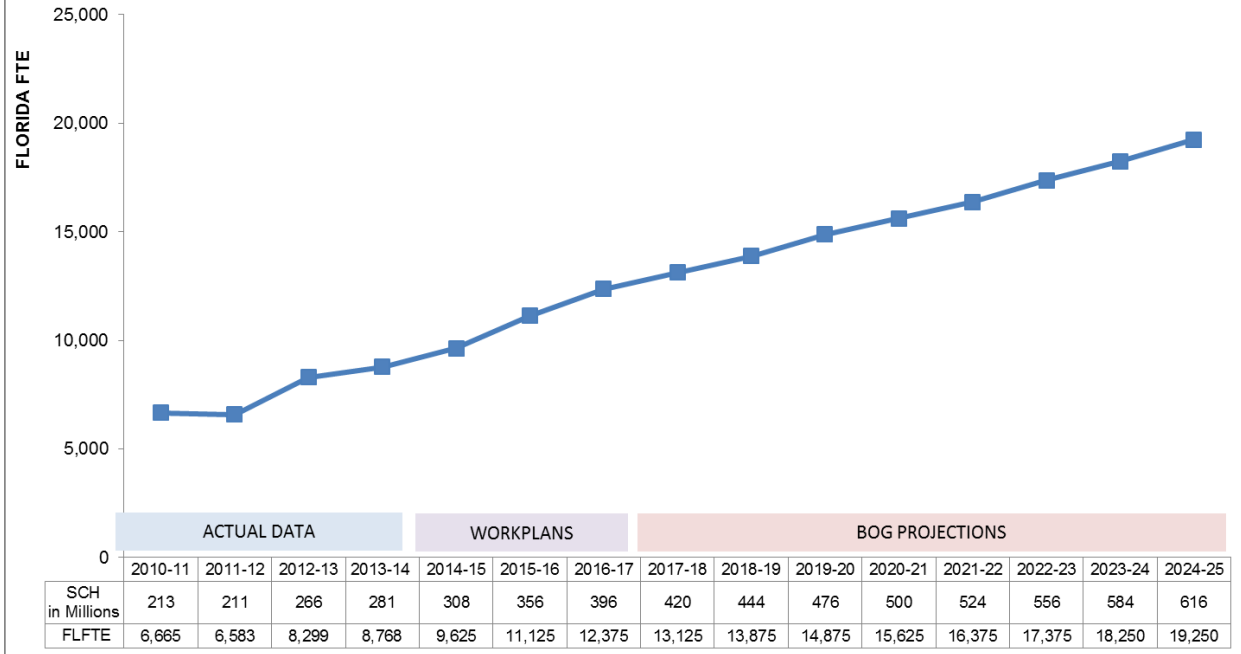
## ACCESS

Through this plan, the Board of Governors has assumed that the system will continue its rapid growth in online education and has established aggressive enrollment targets for 2025, along with strategies for reaching those targets. Separate enrollment targets for the number of student credit hours in distance learning, their corresponding full-time equivalent (FTE), and the percentage of total student credit hours delivered via distance learning have been established at the graduate and undergraduate levels.

The student credit hour and FTE targets appear in the graphs below:



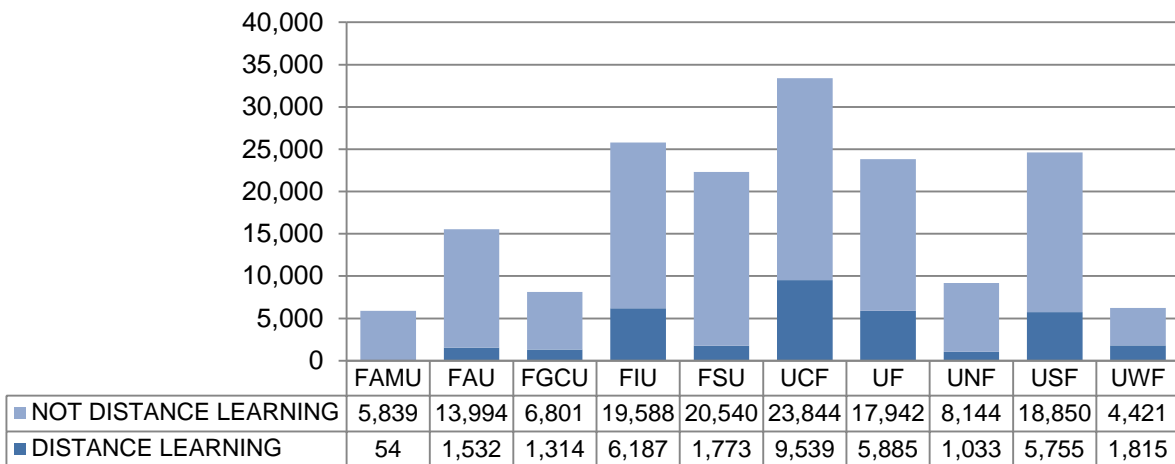
## HISTORICAL & PROJECTED GRADUATE DISTANCE LEARNING ENROLLMENT



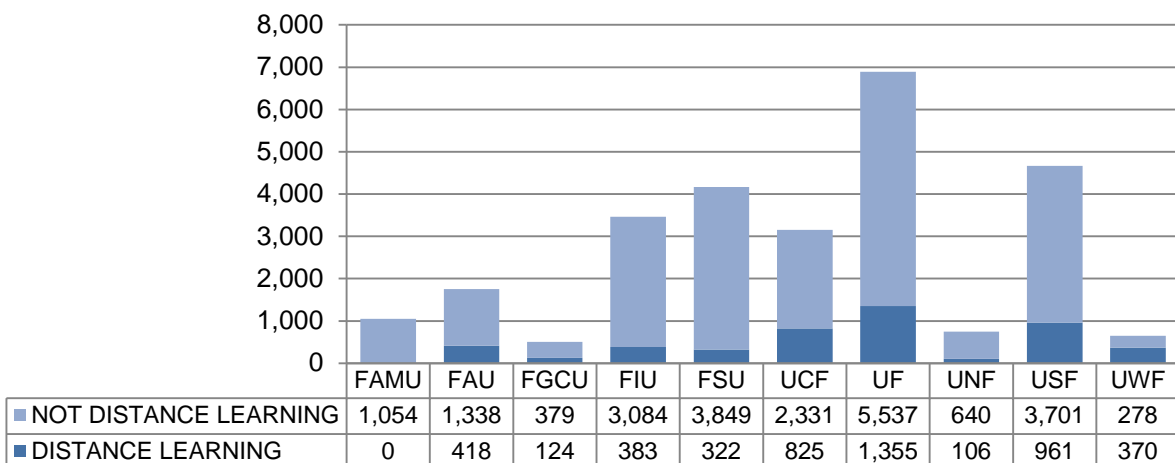
In order to meet these enrollment targets, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.

The Board of Governors recognizes that individual institutions' contributions toward meeting these enrollment targets will vary. Each university's level of engagement in online education is reflected below:

## 2013-14 UNDERGRADUATE FTE ENROLLMENT



## 2013-14 GRADUATE FTE ENROLLMENT



## AFFORDABILITY

Strategies are outlined for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies include collaborative ventures among institutions, such as resource sharing and joint development of online programs.

Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or attempting alternative models such as competency-based education or adaptive learning. However, the underlying goal of achieving positive learning outcomes for students while reducing up-front program

development and delivery costs has not been achieved. Technological interventions coupled with business process redesign at the system level will be needed to support meaningful impact on overall cost to institutions and price to students. Current empirical research in the area of affordability in online education is limited, but examples are in progress in higher education systems in Florida and around the country.

The Board of Governors has identified four key areas of focus to help reduce the costs of online education. These are briefly described below:

- **Shared Services** – Through sharing digital technologies, digital content, and measures of quality, individual institutions can leverage existing services while maintaining their own curricula and programs. Academic libraries in Florida have already benefitted from this model through sharing academic electronic resources across the system, having a common integrated library system, and sharing other common tools for search and storage of digital archives. The Georgia Board of Regents led the development effort for “eCore” and “eMajor,” which provide a central point of master course development and operations that individual universities can choose to use. While some sharing of infrastructure, programs, and services exists in Florida through efforts such as the Florida Virtual Campus and Complete Florida, there are more opportunities to provide consistent and affordable services to students taking online courses.
- **Educational Content** – As a system, Florida needs to develop, purchase, and reuse high quality and affordable content available for students across platforms. Some progress has been made in this area, such as the Florida Orange Grove, a federated repository that pulls educational learning content objects from federated repositories all over the world. The University of Florida has tested open educational textbooks. Other large institutions outside of Florida, such as Indiana University and the University of Minnesota, have saved significantly through joint agreements with textbook publishers. In addition to providing written content, Florida should take additional steps to take advantage of these digital environments to offer students full motion video, documentaries, and interactive simulations.
- **Instructional Innovations and Efficiencies** - In education, radically new ways of thinking about teaching and learning have emerged, but typically outside of the confines of academic institutions. For example, the Khan Academy has changed the tutoring model, Coursera and other MOOC providers have changed how we think about open courses, adaptive learning has the potential to personalize instruction that creates guided learning outcomes for the student, and competency-based education is making great strides in areas around the country. It is imperative in Florida that we recognize the need to adopt these innovative instructional models in order to create instructional efficiencies.
- **Understanding the True Costs of Online Education** - As the number of students participating in online education in Florida continues to grow, a better understanding of the actual cost of online education is needed. Most institutions in the state have implemented a distance learning course fee to support the additional costs of developing and delivering quality online courses and programs, leading to a realization that providing quality online education has a cost structure that differs from the face-to-face environment.



# VISION FOR ONLINE EDUCATION

To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage co-curricular activities or accelerate the completion of their degree.

A blend of talented, well-prepared faculty members, modern learning technologies, and well-designed online courses creates opportunities to improve pedagogies, engage faculty in the scholarship of teaching and learning, increase student academic success, and accelerate time-to-degree. At scale, online education provides colleges and universities means to significantly expand access to education far beyond the capacity and geographic limits of their brick-and-mortar infrastructure. These all combine to reduce barriers of opportunity and capacity, lowering the overall cost of delivering a quality education to all who may wish to receive it.

This ***2025 SUS Strategic Plan for Online Education*** outlines goals and strategies that, when successfully pursued, will result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses while expanding access far beyond them. Increased online education will also help make our institutions more sustainable by limiting energy consumption, and the time and fuel students would expend driving to and from class.

This Plan provides a framework around which to unite the talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida's economy.

# 2025 STRATEGIC GOALS FOR ONLINE EDUCATION

Included below are the formal elements of the strategic plan, presented as a series of goals, strategies, tactics, and performance indicators organized around the primary elements of Quality, Access, and Affordability. The Board of Governors will work with universities and other stakeholders to ensure they are implemented.

## QUALITY

### Goal 1. The State University System will create a culture of quality for online education.

<b>Strategy 1.1</b> <i>Recognize the development of high quality online education statewide.</i>		
<b>Tactics</b>	<b>1.1.1</b>	In conjunction with the Florida College System, create a statewide award system for exceptional online courses. System-level awards for online courses may be based on the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President’s Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor’s Quality Award that represents the best of breed throughout the state.
	<b>1.1.2</b>	Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President’s Award, Florida’s Quality Award, and Chancellor’s Quality Award courses.
	<b>1.1.3</b>	Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.
<b>Strategy 1.2</b> <i>Expand support for professional development.</i>		
<b>Tactics</b>	<b>1.2.1</b>	Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.
	<b>1.2.2</b>	Enhance professional development opportunities offered by FLVC for institutional leaders in online education.
	<b>1.2.3</b>	Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses.
	<b>1.2.4</b>	Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.
	<b>1.2.5</b>	Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.

**Goal 2. The State University System will provide a foundation for quality online education.**

<b>Strategy 2.1</b> <i>Conduct and share research about online education to improve quality.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.
	<b>2.1.2</b>	Develop a process to share research-based best practices that are occurring across the different institutions
<b>Strategy 2.2</b> <i>Provide the infrastructure needed to support the development and delivery of online education.</i>		
<b>Tactics</b>	<b>2.2.1</b>	Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.
	<b>2.2.2</b>	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
	<b>2.2.3</b>	Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students can easily access their online instruction.
<b>Strategy 2.3</b> <i>Ensure support services that promote student success are available for online students.</i>		
<b>Tactics</b>	<b>2.3.1</b>	Ensure that universities use Quality Scorecard or a similar process to confirm that online students have access to services equivalent to those used by campus-based students.

**ACCESS**

**Goal 1. The State University System will increase access to and participation in online education.**

<b>Strategy 1.1</b> <i>Increase enrollments in online education.</i>		
	<b>1.1.1</b>	Establish and maintain an inventory of SUS fully online and primarily online programs. Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs.
<b>Tactics</b>	<b>1.1.2</b>	Offer a broad range of fully online degree programs in most, if not all, CIP codes reflected in the Board of Governors Approved Academic Program Inventory. Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online.

	<b>1.1.3</b>	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities to meet the statewide goals for providing access to online instruction.
	<b>1.1.4</b>	Provide a statewide marketing campaign to build awareness for fully online degree programs offered throughout the state by the SUS and the Florida College System.
	<b>1.1.5</b>	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	<b>1.1.6</b>	Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner.

**Goal 2. The State University System will create an environment favorable to the growth of online education.**

<b>Strategy 2.1</b> <i>Secure the funding necessary to continue expansion of online education.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.
	<b>2.1.2</b>	Obtain funding for marketing and recruiting to expand online enrollments.
	<b>2.1.3</b>	Seek incentive funding to encourage institutions to implement innovations in online education.
<b>Strategy 2.2</b> <i>Pursue changes to the regulatory environment to enable continued growth in online education.</i>		
<b>Tactics</b>	<b>2.2.1</b>	Consider requiring students to take at least nine credit hours online to earn a four-year degree.
	<b>2.2.2</b>	Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.
	<b>2.2.3</b>	Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.

**Goal 3. The State University System will harness the power of online education to help meet the economic development needs of the state.**

**Strategy 3.1 In collaboration with the Florida College System, meet the educational needs of employers in the state.**

<b>Tactics</b>	<b>3.1.1</b>	Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.
	<b>3.1.2</b>	Ensure universities are using need and demand data when considering programs for online delivery.

**AFFORDABILITY**

**Goal 1. The State University System will enhance shared services to support online program development and delivery costs.**

**Strategy 1.1 Enhance shared support services for online students.**

<b>Tactics</b>	<b>1.1.1</b>	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINEs as a point of contact for students at all levels to gain access to vital services, including financial aid, scholarships, and library resources.
	<b>1.1.2</b>	Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.

**Strategy 1.2 Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.**

<b>Tactics</b>	<b>1.2.1</b>	Invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system. Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics.
	<b>1.2.2</b>	Develop shared master courses in specific high-demand areas. The Florida Orange Grove could be refined for master course availability throughout the state. With additional standards around the best-case use of a master course, the Florida Orange Grove could be a shared resource for all Florida institutions to exchange content.
	<b>1.2.3</b>	Review and recommend data analytic tools and methods to predict student success in online education.
	<b>1.2.4</b>	Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.

	<b>1.2.5</b>	Encourage institutions to opt into the selected common Learning Management System.
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**Goal 2. The State University System will reduce the costs of educational materials for students.**

<b>Strategy 2.1</b> <i>Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Through the Florida Virtual Campus, determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.
	<b>2.1.2</b>	Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials.

**Goal 3. The State University System will adopt innovative instructional models to create instructional efficiencies.**

<b>Strategy 3.1</b> <i>Implement innovative instructional models.</i>		
<b>Tactics</b>	<b>3.1.1</b>	Develop shared programs in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.
	<b>3.1.2</b>	Develop competency-based and adaptive learning programs in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.
	<b>3.1.3</b>	Implement a model to assess competence through Prior Learning Assessment for the award of academic credit.
	<b>3.1.4</b>	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.

**Goal 4. The State University System will determine the costs of online education campus-by-campus.**

<b>Strategy 4.1</b> <i>Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs.</i>		
<b>Tactics</b>	<b>4.1.1</b>	Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.

<b>Strategy 4.2</b> <i>Develop a model that captures each institution’s online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.</i>		
<b>Tactics</b>	<b>4.2.1</b>	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions to confirm that distance learning fee revenues are being expended in accordance with statutory requirements.
	<b>4.2.2</b>	Develop models to achieve cost savings and cost avoidances in the development and delivery of online education

## PERFORMANCE INDICATORS

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals

### Quality

<i>Performance Indicators</i>	<i>2025 Goals</i>
Number of annual SUS Chancellor Awards for high-quality courses	8 Chancellor Awards presented annually at the state level
Percent of SUS courses bearing a "high-quality" rating in the FLVC online catalog	90% of SUS courses in the FLVC catalog rated high quality
Percentage of faculty participating in professional development	15% of faculty from SUS institutions offering online education participate in yearly professional development activities
Number of institutions sharing research in online education	75% of SUS institutions participate in the online education research consortium
Online student success (receiving a course grade of A, B, or C)	Online student success rate equals or exceeds the rate for comparable face-to-face courses
Online student withdrawal rate	Online student course withdrawal rate is no higher than for comparable face-to-face courses
Student satisfaction with online education	Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses

### Access

<i>Performance Indicators</i>	<i>2025 Goals</i>
Percentage of SUS undergraduate students enrolling in one or more online course each year	75%
Percentage of SUS graduate students enrolling in one or more online course each year	50%
Number of undergraduate student credit hours in online education	3.48 million
Number of undergraduate FTE enrolled in online courses	86,900
Number of graduate student credit hours in online education	616,000



Number of graduate FTE enrolled in online courses	19,250
Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.	60%

## Affordability

<i>Performance Indicators</i>	<i>2025 Goals</i>
Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)	Electronic textbooks or open educational resources at per-student costs below equivalent published textbooks are available for 25% of lower-division undergraduate courses.
SUS and FCS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources
SUS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources.
Competency-based and adaptive learning approaches reduce time-to-degree and associated cost	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree

## APPENDIX A - DEFINITIONS

For the purposes of this strategic plan, the following definitions are used.

Metric	Courses - definition	Metric	Programs - definition
<b>Fully Distance Learning Course</b>	100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus.	<b>Fully Online Program</b>	100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space or both. All program requirements that cannot be completed online can be completed off-campus.
<b>Primarily Distance Learning Course</b>	80-99% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.	<b>Primarily Online Program</b>	80% - 99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.
<b>Hybrid Course</b>	50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.	<b>Hybrid Program</b>	50% - 79% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.
<b>Primarily Classroom Course</b>	Less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, labs, etc.).	<b>Primarily Classroom Program</b>	Less than 50% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.

## APPENDIX B - TASK FORCE MEMBERSHIP

Following is a list of the members of the Task Force for Strategic Planning for Online Education.

Name	Title
Dr. John Hitt, Chair	President, University of Central Florida
Dr. Judith Bense	President, University of West Florida
Marcella David, J.D.	Provost, Florida A & M University
Harrison DuBosar	Student, Florida State University
Dr. Shawn Felton	Assistant Professor, Florida Gulf Coast University President, FGCU Faculty Senate Trustee, FGCU Board of Trustees
Dr. Kent Fuchs	President, University of Florida
Dr. Judy Genshaft	President, University of South Florida
Dr. Jim Henningsen	President, College of Central Florida
Dr. Sally McRorie	Interim Provost, Florida State University
Dr. Pam Northrup	Associate Provost, Academic Innovation Exec. Dir, Florida Virtual Campus and Complete Florida University of West Florida
Dr. Gary Perry	Provost, Florida Atlantic University
Dr. Mark Rosenberg	President, Florida International University
Dr. Earle Traynham	Interim Provost, University of North Florida

# APPENDIX C - DISTANCE LEARNING ENROLLMENT TARGETS

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Undergraduate (percentage)</b>	26%	28%	30%	32%	34%	36%	38%	40%
<b>Graduate (percentage)</b>	25%	27%	28%	29%	31%	32%	33%	34%
<b>Undergraduate (in millions of Student Credit Hours)</b>	2.02	2.21	2.42	2.62	2.80	3.02	3.25	3.48
<b>Graduate (in thousands of Student Credit Hours)</b>	420	444	476	500	524	556	584	616
<b>Undergraduate FTE</b>	50,400	55,300	60,600	65,600	70,100	75,500	81,200	86,900
<b>Graduate FTE</b>	13,125	13,875	14,875	15,625	16,375	17,375	18,250	19,250

The annual increase in enrollment is based on the 2010-14 trend [Undergraduate = 2%; Graduate = 1.3%].

# APPENDIX D - STUDENT CHARACTERISTICS

## 2013-2014 DISTANCE LEARNING UNDERGRADUATE HEADCOUNT ENROLLMENT

	UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE		UNDERGRADUATES THAT ONLY TOOK DL COURSES		ALL UNDERGRADUATES	
<b>FAMILY INCOME</b>	N	PCT	N	PCT	N	PCT
Below \$40,000	54,052	35%	5,616	27%	60,073	34%
\$40,000 TO \$59,999	14,391	9%	1,334	6%	15,798	9%
\$60,000 TO \$79,999	10,600	7%	741	4%	11,386	6%
\$80,000 TO \$99,999	13,192	8%	459	2%	13,696	8%
\$100,000 Above	25,445	16%	591	3%	26,158	15%
Not Reported	38,802	25%	11,874	58%	51,411	29%
TOTAL	156,482	100%	20,615	100%	178,522	100%
<b>RACE/ETHNICITY</b>	N	PCT	N	PCT	N	PCT
White	80,855	52%	10,773	52%	92,476	52%
Hispanic/Latino	40,547	26%	5,154	25%	45,980	26%
Black or African American	17,375	11%	2,891	14%	20,410	11%
Asian	7,270	5%	656	3%	8,005	4%
Two or more races	4,392	3%	422	2%	4,841	3%
Nonresident alien	3,069	2%	205	1%	3,308	2%
Race and ethnicity unknown	2,157	1%	382	2%	2,548	1%
Native Hawaiian/Other Pacific Islander	456	0%	67	0%	527	0%
American Indian or Alaska Native	361	0%	65	0%	427	0%
<b>GENDER</b>	N	PCT	N	PCT	N	PCT
Female	91,167	58%	13,512	66%	105,249	59%
Male	65,290	42%	7,097	34%	73,242	41%
MISSING	25	0%	6	0%	31	0%
<b>AGE GROUP</b>	N	PCT	N	PCT	N	PCT
Less than 25 years of age	128,680	82%	8,844	43%	138,628	78%
25 or older	27,802	18%	11,771	57%	39,894	22%

<b>RESIDENCY</b>	<b>UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE</b>		<b>UNDERGRADUATES THAT ONLY TOOK DL COURSES</b>		<b>ALL UNDERGRADUATES</b>	
	<b>N</b>	<b>PCT</b>	<b>N</b>	<b>PCT</b>	<b>N</b>	<b>PCT</b>
Florida	148,543	95%	19,386	94%	169,296	95%
Non-Florida	7,939	5%	1,229	6%	9,226	5%

Source: Board of Governors staff analysis of the State University Database System (SUDS) from Courses Taken, Enrollment, and Financial Aid datamarts; extracted 2015-07-06. Undergraduate is defined as Student Class Level = Lower or Upper Division (unclassified students are not included).

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