

TEMPLATE
TASK FORCE FOR STRATEGIC PLANNING FOR ONLINE EDUCATION
WORKGROUP ON QUALITY

CURRENT LANDSCAPE

Florida State University System Board of Governors

The Board of Governors is committed to quality throughout the Florida University System. The mission statement and the values as published on the Board of Governors website are listed below. This commitment is evident in the statement about values as the Board supports and advocates for high-quality teaching and research. The first value listed is creativity, discovery and innovation important ingredients for the continuation of quality in the distance educational environment of which all are important in the development and delivery of distance education courses.

Mission Statement: To mobilize resources and diverse constituencies to govern and advance the State University System of Florida.

Values: To support and advocate for high-quality teaching, research, and public service, we are committed to:

- Creativity, discovery and innovation
- Student access, learning and success in the global community and marketplace
- Collaboration, respect and appreciation of diversity
- Transparency, shared responsibility and continuous improvement.

Current Resources in Florida

In the past ten years, Florida has actively engaged the entire University and College system in distance education. As a result, several initiatives are in place at the state level addressing quality or can be leveraged to improve quality across the university system. These initiatives include Florida Virtual Campus and Florida Complete Plus. The In addition, the Florida State Legislature has funded or is considering grants to be awarded to enhance quality of online courses and programs which will impact the State University system. Each of those initiatives are described below.

Florida Virtual Campus.

Established in 2012 by Florida law, the Florida Virtual Campus (FLVC) is to provide statewide distance learning student support and library services. The FLVC activities are guided by two member councils: the Members Council on Library Services (MCLS) and the Members Council on Distance Learning and Student Services (MCDLSS). Since its inception, FLVC has created and implemented the online distance learning courses and degree programs catalog for all post-secondary state institutions in Florida and an online student advising system. In 2014, FLVC was reorganized to be administered by University of West Florida and divided into two new organizations, one for the library automation services and one for distance learning/student support services.

Members Council on Distance Learning and Student Services.

Through FLVC Professional Development Committee, the council members are provided ongoing professional development to promote quality and sharing of best practices across the state. Members Council has guided the FLVC in the establishment of a repository called the Orange Grove to share best instructional practices, best advising practices for students, and sharing of other resources. The Members Council has also made recommendations in purchases regarding technology programs and tools through state contract at reduced cost to the member institutions.

Members Council on Library Services.

This Member Council supports quality across the post-secondary institutions by providing recommendations and a forum for discussion regarding the technical aspects of digital collection building, digitization and/or digital productions, digital curation and digital service in support of scholarship. This group also develops guidelines for sharing statewide resources, principles to facilitate the integration of resource sharing, and recommend services to enhance resource sharing. They propose, review and evaluate the training in support of quality and effectiveness of technical operations and catalog functionalities in a cooperative statewide academic setting.

Faculty Development for Online Education Grant.

To support quality course development the Board of Governors approved a call for the Faculty Development for Online Education grant which was awarded to University of Central Florida as the lead institution. The grant proposal awaiting funding by the Florida State Legislature consisted of three components: (1) access to an online faculty development toolkit, (2) development and implementation of a Florida Online Faculty Development Workshop, and (3) creating an online learning faculty development community of practice. Faculty and staff members across the statewide system would benefit from the access to the development toolkit and the community of practice. The toolkit would be a comprehensive resource of essential elements to ensure a high-quality online course. The community of practice would be facilitated in partnership with Complete Florida Plus as an ongoing forum for the advancement of scholarship of teaching and learning in the online environment. The target audience for the workshop would be institutional faculty training leaders and administrators. The workshop would use the train-the-trainer model to promote the use of best instructional and development processes in courses across the state.

Shared Initiatives Office.

The Board of Governors has demonstrated a willingness to work with Florida universities in purchasing equipment, software, and services to support the universities. Each university is represented by individuals from purchasing (primarily) or financial departments. This group meets weekly to strategize how to leverage the purchasing power as a statewide system to better spend state dollars in support of the universities. The Director of Shared Initiatives coordinates the activities of this group. This group is interested in new ideas where purchasing could promote quality across the system.

UF Online.

As part of the state-sponsored UF Online initiative, a goal to conduct research and development of future and current trends in distance education, was created. The purpose of this portion of the initiative was to determine opportunities and challenges resulting from the emerging innovations of educational technology in creating new value as a foundation for new educational models. Within this framework is the possibility for development of a committee, with representation from each University, to have discussions and share current research, identify current research needs in distance learning, and identify collaborative projects for the group.

Complete Florida Plus.

The purpose of this statewide initiative is to facilitate the degree completion of high-quality degree programs by adult learners, who have begun but not finish a post-secondary education, to meet the needs of a high-wage, high-skilled workforce needs within the state. The program provides a single point of access to information and links to innovative, high-quality distance learning courses, student and library services, and electronic resources to guide these group of student toward degree completion.

Individual Universities.

Across Florida, post-secondary institutions are committed to quality in the delivery of distance education courses through professional development programs that are customized to their respective missions and tied to the institutions existing resources. A survey of the 21 post-secondary institution, with representatives serving on the MCDLSS for FLVC, provided information about quality in distance education at those institutions.

Each of the institutions promotes professional development for the faculty teaching online. Figure 1 demonstrates this commitment with the percentages of the different forms of professional development that are used across the state. The choices available to faculty include a course about design and development of good courses, webinars on various topics, just-in-time training modules, and mini-courses for certificates. Training is also provided by instructional designers as they develop courses with the faculty members during one-on-one consultations.

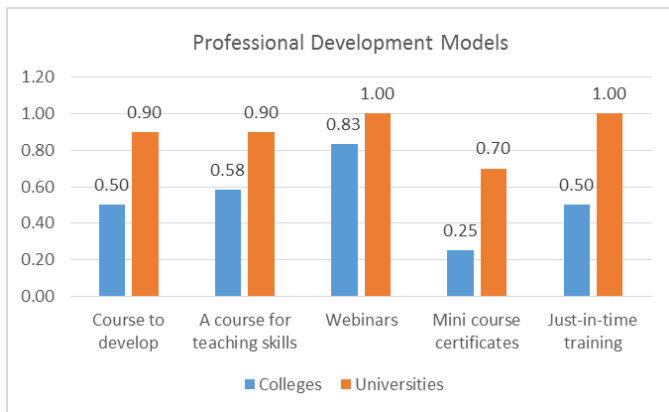


Figure 1

The post-secondary institutions also monitor the quality of in the delivery of the online courses. Differences were noted in how the colleges monitored quality as compared to universities. Among the approaches used by post-secondary institutions were student evaluations; drop, withdrawal, and failure rates; course completion rates; progression rates; retention rates; and graduation rates. Figure 2 shows the percentages each of the strategies used by the post-secondary institutions across the state. In the individual responses, the universities noted that quality is monitored at the department level rather than at the institution level. This leads to a major difference between the two type so institutions in the state. Universities monitor at the course level; whereas, colleges monitor at the instructor level.

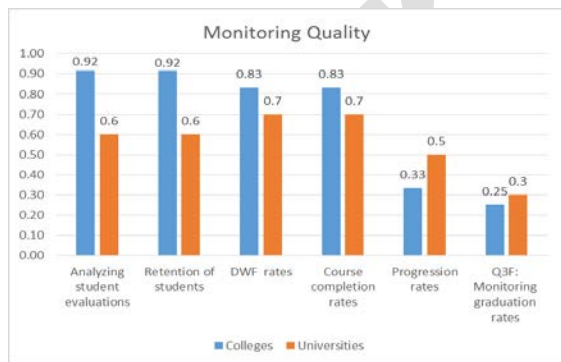


Figure 2

The commitment to quality in distance education is also evident in the number of student support services offered by the different institutions. The variety of services for distance learners indicates an awareness at these institutions of the importance in offering a complete educational experience to the online students. Figure 3 portrays the breadth and depth of those services at each institution. Written responses to this question provided evidence that the institutions are continually evaluating the effectiveness of those services and developing new services for their online students. One institution noted that they were in the process of developing additional services and another institution launching a one-stop call center with after-hours access.

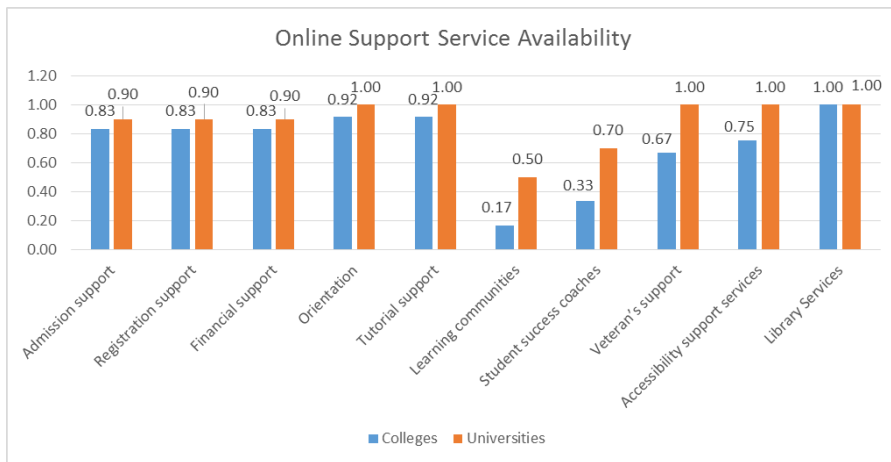


Figure 3

Finally, all of the post-secondary institutions supporting distance learning are assuring that quality of the delivery of the courses by protecting the integrity of the courses. Every institution uses a secured user identification and password. This is an easy strategy to implement as it is built into the learning management systems. Every university that responded to the survey also used testing centers and a plagiarism detection service. Sixty percent of universities also used an online proctoring service. A few institutions are exploring how to offer their own online proctoring service. No institution is using a biometrics solution to ensure academic integrity. For complete results see figure 4.

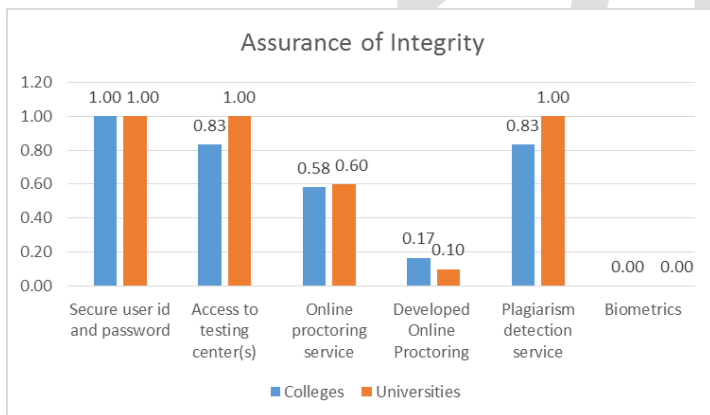


Figure 4

What is Quality?

Quality is often associated with social process of learning of which face-to-face is believed to be the best way to utilize the social dynamics of learning. John Dewey (1897) described this process in the following way. "Education is a social process. Education is growth. Education is not a preparation for life; education is life itself." Because distance options were perceived to not to include the social dynamics of learning, the quality of the distance courses was thought to inadequate. Low completion rates in distance learning courses compound the perception of poor quality.

Issues have surrounded quality in distance education since its inception in the 1800s with the delivery of paper-based instruction through the pony express. The very first attempts at distance education were isolating experiences. The paper-based delivery provided delayed interactions with time-lapses between the deliveries of a coursework and feedback. The delay in feedback often made instructor’s observations non-relevant. Later with radio and television, the delivery created passive rather than active learning with the learner listening or watch the instructor. This was again followed by slow student feedback.

In a seminal mega analysis of distance quality in 2005, the Zhao research team identified interaction as the key to effective distance education and “instructor involvement is a significant distinguishing quality of effective distance programs” (p. 1863). The advancement of the Internet was the key to increasing the popularity of distance learning and the quality. With the World Wide Web, student-to-student, student-to-instructor, and instructor-to-student interaction became faster and more effective. The instructor and student were able to bypass the mail delivery system to communicate with each other in a timely manner. Through both the email and discussion boards, students were also able to quickly reach out and communicate with each other. Mobile devices are enhancing this communication by increasing the availability social connect beyond the hardwired lines to cellular towers. With the improved technology, instructors are better able to incorporate the social dynamics of learning into the distance learning courses.

Definitions of Quality by Accrediting Agencies.

Quality can be difficult to define. The reason for the difficulty is the complexity that surrounds the issue. Quality can be defined as the number of students that are completing courses, comparisons to face-to-face instruction, the number of support services, or accuracy of the content within the course. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practice based upon their viewpoint of quality. With accreditation of high importance to post-secondary institutions, an evaluation of the different accreditation agencies definitions combined with the organizations that promote quality in distance education was completed. Below is a chart which identifies benchmarks of quality by the accreditation agencies and is followed by short explanation of how each agency defines as quality.

Crosswalk of Quality Measures by Accrediting Agencies

	CHEA	SACSCOC	CCNE	AACSB	ABET	ABA	CAEP
University Benchmarks							
Mission and Governance	X		X	X			
Technology Infrastructure	X			X			
Institution/State Reputation		X					
Academic Services	X	X	X	X	X		
Student Services		X	X	X			
Program Level							
Evaluation & Assessment	X	X	X	X	X		X
Faculty Credentials				X	X		X
Course Level							
Faculty Training/Support	X	X					
Instructional Quality	X	X	X	X	X	X	X

- CHEA: Council for Higher Education Accreditation
- SACSCOC: Southern Association of Colleges and Schools Commission on Colleges
- CCNE: Commission on Collegiate Nursing Education

- AACSB: Association to Advance Collegiate Schools of Business
- ABET: Accreditation Board for Engineering and Technology
- QM: Quality Matters
- ABA: American Bar Association
- CAEP: Council for the accreditation of Educator Preparation

Council for Higher Education Accreditation (CHEA, 2002).

The Council for Higher Education Accreditation is the organization that holds the regional accrediting agencies accountable. In 2002, the CHEA identified seven fundamental benchmarks of institutional operations as important to assuring quality in distance education. The first benchmark examines the match of the distance educational offerings in relation to the institutional mission. The second benchmark determines if the institutional organizational structure is suitable to offer quality distance education programs. The next benchmark evaluates the institutional resources and financing of the institution. The fourth benchmark stresses the importance of the curriculum and instructional offerings to determine if the curricula and design of the instruction is appropriate for the distance learning. The fifth benchmark explores if faculty are competent in teaching online and have adequate resources, facilities, and equipment to develop the courses. The sixth benchmark identifies if students have access to counseling, advising, equipment, facilities, and instructional materials to pursue distance learning. Finally, the institution should be regularly evaluating the quality of the instruction using student achievement.

SACSCOC Electronically Offered Degree and Certificate Programs (SACSCOC, 2000).

SACSCOC is looking for institutional commitment in the context of the university as a whole. An institution that delivers online programs should be willing to support the distance learners at the same level they are supporting on-campus students. If the institution is offering a significant number of distance learning programs and course offerings, the mission should reflect the institution's focus on distance education. Within the organization structure, administrators are responsible for the distance learning courses and programs. The institution should be evaluating the comparability of the distance programs to campus-based programs and courses by evaluating the educational effectiveness, the student learning outcomes, student retention, and student satisfaction. The curriculum and the instruction should be equivalent regardless of the delivery method with the faculty assuming the primary responsibility for oversight and the rigor of the programs and quality of instruction. The faculty should have adequate support in the development of and the implementation of the course. Training is available to ensure faculty are qualified to develop, design, and teach their courses. The evaluation of the faculty teaching is clear. The students need to be able to access all the services required without coming to campus. Of particular importance is the access and the ability to effectively use the library, laboratories, facilities, and equipment appropriate for the courses. Finally, the technology infrastructure is adequate for the delivery of the courses.

Commission on Collegiate Nursing Education (CCNE, 2013).

The CCNE expects all of their programs, including the distance education offerings, to meet the same standards as the other programs. Within the accreditation guidance document, distance education programs are to include the distance education students in the mission and governance of the nursing programs. The leaders should ensure the academic support services and technology delivery methods meet the program requirements and achieve the mission and goals for their programs. The distance learning students need access to the clinical experiences to obtain the skills required as they enter the field. The assessment of those students must meet academic integrity requirements and the same standards as the on-campus students.

Association to Advance Collegiate Schools of Business (AACSB International, 2007).

The AACSB guidance for the accreditation process indicates that the distance learning business programs at the institution should be consistent with the mission of the institution. The guidance documents caution against

approaching distance learning with a minimal investment. The documents clearly states that students are responsible for their own learning. However, the program expectations for the student must be clear and a resource center be available for assistance. The guidance describes best practices for instruction. The faculty need to be qualified and dedicated to providing quality instruction to the students. The learning outcomes should be a close match to the assessments and academic integrity should be monitored. The schools of business are responsible for providing access to the student support services and the technology infrastructure is adequate for the delivery of the programs. The intellectual contribution of the faculty are well defined in the institution's policies.

Accreditation Board for Engineering and Technology (ABET, ND).

ABET programs are evaluated on the same standards regardless of delivery method. The accreditation requirements varies based upon the content area of the program.

American Bar Association (ABA, 2015).

The ABA guidance for accreditation of distance learning focuses on the delivery of the instruction. The student must have taken 28 credit hours before taking distance learning credit. Then ABA limits the number of credit hours to no more than four credits in a term taken using distance learning technology. In the distance classes ample interaction with the instructor inside and outside the formal structure must occur. The instructor must demonstrate ample monitoring of student efforts and accomplishments as the course progresses. Finally, the school must establish a process for effective verification of the identity of students taking DL courses.

Council for the Accreditation of Educator Preparation.

The same principles apply to distance learning programs as the on-campus or off campus programs. The guidance documents focus on the assessment of the programs, the credentials of the instructors, and the instructional quality. Within the guidance documents are several suggestions for measuring quality. Among these suggestions are measures of student learning outcomes, end of course surveys, faculty grading of assignments, alumni surveys, employers surveys, and longitudinal assessments (Phipps, Wellman, & Merisotis, 1998).

Tools to Measure Quality in Higher Education

National Survey of Student Engagement Benchmarks.

This tool compares the performance of an institution against peer organizations from randomly selected students across all delivery methods. The tool assesses the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Since this tool measures the overall student population and their perceptions of the quality of the education they are attaining, distance learning is simply a portion of the overall score. Although it is important in understanding the overall contribution of distance education to the performance of an institution, the tool is too broad to determine specific impact (National Survey of Student Engagement [NSSE], 2005).

Online Consortium 5 Pillars of Quality: The Scorecard

The Online Consortium uses a Scorecard based on five pillars (a) Learning Effectiveness Pillar, (b) Scale Pillar, (c) Access Pillar, (d) Faculty Satisfaction Pillar, and (e) The Student Satisfaction Pillar. The purpose of the five pillars is to assist institutions in establishing placement on a continuum for satisfaction in the five inter-related areas of learning effectiveness. Based upon these pillars, the Consortium has developed a scorecard that institutions can use to do a good SWAT analysis to identify strengths and areas for improvement in the delivery of the distance education programs at the institutions. Areas evaluated within the Scorecard are institutional support, technology support, course

development and instructional design, course structure, teaching and learning, social and student engagement, faculty support, student support, and evaluation and assessment (Online Learning Consortium, 2015). Nine of the SUS institutions belong to the Online Learning Consortium. The three that do not belong are not actively developing a large number of distance education courses possible because distance learning does not meet the mission of those universities.

Priorities Survey for Online Learnings (PSOL).

Developed through a partnership between Noel-Levitiz and Quality Matters. This measure is based upon student satisfaction on 26 items. The report identifies areas of strengths and challenges for the organization. A fee is charged based on the number of responses submitted. Data can be tracked long term and benchmarked against other institutions. This assessment tool does allow the university's organization to be measured as a whole. (Noel-Levitiz, ND)

The Quality Matters Higher Education Rubric Fifth Edition, 2014.

The rubric is used by evaluators to assess the quality of the course. Once the course passes three reviewers, the course receives Quality Matters (QM) recognition as a high-quality course. The rubric includes the following areas for evaluation of quality: (a) course overview and introduction, (b) learning objectives, (c) assessment and measurement, (d) instructional materials, (e) course activities and learner interaction, (f) course technology, (g) learner support, and (f) accessibility and usability. The rubric used by QM is a nationally recognized tool for the evaluation of course quality. The rubric informs the development process of new courses, promotes self-evaluation to revise and improve existing courses, and provides national recognition for well-developed courses (Quality Matters, 2014a).

Proposed Quality Matters Program Certification.

Quality Matters has been working through the issues surrounding program quality for online courses. At a recent conference, QM introduced a proposed group of certifications. The certifications would acknowledge where an institution was in the process of bringing the programs online. The purpose for developing the certificates was twofold. One to aid in the accreditation of the online programs and to market quality online programs to potential students and with other stakeholders. Below is a description of the different certificates under consideration and development by QM. Although, not currently being implemented, the criteria under consideration can be helpful in determining quality (Quality Matters, 2014b).

QM-Approved Implementation Plans.

The implement plan evaluation process examines the institution's plans to submit courses for review, the actual course development process, the faculty and staff professional development, and the institutions specific quality assurance measures.

Online Program Design Certification.

This certification will have two levels: (a) making progress and (b) certified. To obtain this certification, the program must demonstrate measurable learning objectives, outcomes, or competencies; the objectives, outcomes, and competencies are consistent with the program objectives, outcomes, or competencies, all instructional designers and instructors have completed professional development in best practices, and a plan is in place to bring all course development and revisions in line with QM rubrics.

Online Teaching Certification.

The certification will have two levels: (a) making progress and (b) certified. This certification will possibly have five criteria to evaluate if the institutions have (a) all instructors undergoing training in online teaching prior to or concurrently to their online teaching assignment, (b) provisions for pedagogical support or mentoring for faculty new to online teaching, (c) recommendations or guidelines on instructor response time and availability to support and engage online learners, (d) encourages ongoing professional development, and (e) processes exist to collect, distribute, and use learner feedback to inform teaching practices.

Online Learner Support Certification.

The certification will have two levels: (a) making progress and (b) certified. To be awarded this certification, the program needs to demonstrate that students have remote access to essential support services and a process to collect, distribute, and use the learner feedback to inform and improve learner support efforts.

Online Learner Success Certification.

The certification will have two levels: (a) making progress and (b) certified. The program should have evidence of at least three criteria consistent with the mission and with the external quality benchmarks. The first possible criteria is ensuring the students are achieving program objectives. These measures can be based upon retention, course completion, and graduation rates. Another criteria is the use of a capstone assessment that demonstrate achievement of program or institution learning objectives or competencies. An alternative criteria could be summative assessments including nationally recognized assessment instrument can be used as this measure as well. Finally, an institution could select as a criteria to measure post-graduation feedback, through alumni survey data to demonstrate learners' opinions regarding the coursework contributing to career success, employment data to determine the graduates' employment within six months of graduation, or employer survey data on the quality of graduates' preparation.

Exemplary Online Program Certification.

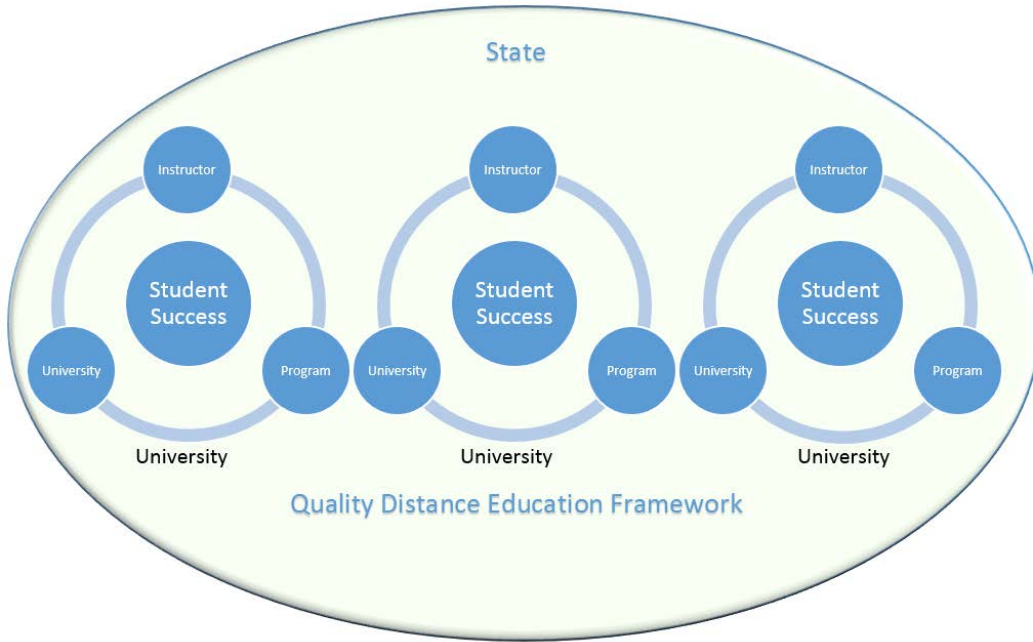
The certification is awarded based on the four specific certifications over a 2 to 3 year period.

Quality Framework

The definitions of quality as proposed by the accreditation agencies and organizations interested in promoting high-quality distance education were varied. Based upon the culmination of the descriptions a Quality Distance Learning Framework was developed. The Framework should be viewed as best practices at different levels within the organizational structure within the institution. These best practices across the three levels are interconnected and dependent upon each other in ensuring the development and implementation of distance learning courses and programs in promoting student success. One of the organizational levels is the instructor. Best practices for this level revolve around concerns of quality in the development and design of the courses and the professional development for the instructors of online courses. The second organizational level in the Framework focuses on the program level and the student outcomes of the program surrounding learning objectives, employability, and satisfaction. The organizational level at the institution contributes to quality by addressing the technology infrastructure, technology tools for design and delivery, and student support services (Refer to Table 2).

Each of these levels are important in understanding quality that goes beyond the course to an institution in which the leadership, support staff, departments, and instructors are working together to create high-quality programs. Together the three organizational levels work together to create a learning environment which promotes student success at each institution. The State's responsibility is to ensure that each institution has the necessary tools to create and implement the courses and the infrastructure to support the delivery of instruction and support services. The State can also provide opportunities for research of best practices, collaboration in the development of those best practices, and to share those best practices across the SUS to promote quality. Second, to evaluate what technology tools or

infrastructure and support services are required across the system to ensure minimal standards of quality at all Universities. These recommendations are embedded into the 2025 Goals.



Recommendations for Quality within the Framework.

Organizational Level: Instructor.

A great deal of focus is on this level of quality with the quality of the course and the instructor as the vehicle that interacts directly with the student and impacts upon the students' ability to succeed. Instructors require professional development to create well-structured courses with current and relevant content. In order to produce high-quality courses, the faculty member benefits from support in the design of the instructor with access to an instructional designer and the technology to create engaging instruction and to activities that create interaction between students and with the instructor.

Recommendations for Universities.

- Continue using Quality Matters Course Rubric and Course Certification process
- Integrate Quality Matters Course Rubric into the professional development process and evaluation of quality of courses
- Provide professional development opportunities to learn best practices for online instruction.
- Provide guidance in designing and development of online courses with instructional design support.
- Provide technology to promote the development of engaging instruction.

Recommendation for Board of Governors Online Strategic Planning for 2025

- Promote a culture of quality across the system by rewarding the development of high-quality across the state. Also, creating a culture of sharing of best practices in online teaching throughout the state.

Organizational Level: Program Evaluation.

As degree programs are emerging, accreditation agencies are interested in ensuring that the entire program meets quality standards. Measuring the student learning outcomes of the program shows that the students from the online programs are progressing at the same rates as the campus students. Exemplary programs, as defined by the proposed online program certification by QM, map the student learning outcomes into the course objectives. The department should be ensuring that the faculty are credentialed for the program area and for teaching online by encouraging attendance in training for teaching online. The department can also work towards QM certifying all of the courses offered online.

Recommendations for Universities.

- Measure student learning outcomes for both online and campus student populations
- Mapping student learning outcomes into course objectives
- Ensure that faculty meet the credential requirements of the program area
- Expect faculty to participate in professional development before teaching online and if possible be certified for online teaching
- Work towards having all courses in the online program certified by QM

Recommendation for Board of Governors Online Strategic Planning for 2025

- Strengthen online quality by encouraging research in the field of distance learning in the creating or using emerging technology and in the development of best practice strategies for online teaching and program development.

Organizational Level: University

The accreditation agencies are looking for a commitment by the institution to online learning as demonstrated in the mission and governance documents. This commitment is then seen in the technology infrastructure that supports the distance learning. Across the institution, the student support services are available for the online students to access through extended hours and alternative methods of communication with the students. In centralized organized institutions, a robust professional development program is available for faculty to participate in. The institution is also responsible for monitoring the success of the students to ensure they are employable and satisfied with their instructional experience.

Recommendations for Universities.

- Review mission statements and governance documents to include providing access for online students
- Review the infrastructure to ensure that students can easily access their instruction
- Review the student support services on campus to ensure that the online students have access to those services
- Provide professional development for faculty to ensure they are properly trained to teach online.
- Monitor the success of students to ensure employability and satisfaction with their instructional experiences.

Recommendation for Board of Governors Online Strategic Planning for 2025

- Evaluate the infrastructure requirements to determine what can be standardized to support institutions that may not have the resources to support access. At the same, providing professional development for the technology used to support that infrastructure.
- Take the opportunity to explore the sharing of services across the system. Some institutions have more resources than others. By sharing resources, the institutions with more developed support services can share how they built those services and bring the other institutions up to a standard level across the system. This would enrich the state to have a standard across the state.

2025 Goals

GOAL: Create a culture of quality for online programs

- **Objective:** Create an statewide, award system for exceptional online courses
 - **Strategy:** To create a system level of awards for online courses based upon an expanded rubric of QM. The first level would be a President's Award given at the University. Second level would be state level award given by a state evaluation quality committee. The third level would be a Chancellor's Quality award which would represent the best of the best throughout the state.
 - **Strategy:** To create a coding system in the FLVC courses system that allows the coding of QM certified, President awarded, Florida's Quality award, and Chancellor's Quality awarded courses.
- **Objective:** Expand support for professional development
 - **Strategy:** Create a statewide professional development network for instructional designers that allows the group to bring in national known speakers, allow time to discuss the processes they use to create courses, and best online instructional practices
 - **Strategy:** Create regional online technology showcases for faculty teaching online to share their creative online instructional strategies and uses of various technology to support learning.
 - **Strategy:** Enhance the present professional development offered by the FLVC to bring in national known innovators and leaders in online, and provide a statewide peer-reviewed publishing opportunities to encourage research by instructional designers and faculty.

Comment [SF1]: Identify possible targets to ensure completion. Discuss with Committee

GOAL: Strengthen the quality of online

- **Objective:** To conduct and share research about online education to improve the quality of distance learning
 - **Strategy:** Create a statewide distance learning research consortium with representative members from the Florida institutions interested in sharing and presenting research, determine research needs in distance education, and identify collaborative research projects. One university would serve as lead for this initiative. Possible topics for research: big data, best instructional practices, and effective student service models.
 - **Strategy:** The statewide distance learning research consortium would also develop a process in which to share the best practices that are occurring across the different institutions.
 - **Strategy:** The statewide distance learning research consortium could facilitate continual discussion about quality, the definition of quality, and best practices (course development, course delivery, support services, and innovative approaches).
- **Objective:** Ensure that the infrastructure needed to support the development and delivery of online courses is available.
 - **Strategy:** Develop a structure which brings together leaders across the state, with one university serving as a lead for statewide infrastructure initiatives. This group will explore strategies for standardizing the infrastructure and tools as much as it is possible across the system, provide training in the use of infrastructure system and tools across the system, and develop recommendations for tools to monitor the authenticity and the academic integrity of the students within the courses. The group should continually explore emerging technology to evaluate the effectiveness for delivery and recommendations for adoption as best practice.

- o **Strategy:** Develop a management structure within the BOG to evaluate and implement recommendations
- **Objective:** To ensure support services are available for online students that promote student success.
 - o **Strategy:** Develop a structure which brings together leaders across the state, with one university serving as a lead, to identify the types of support services offered at the different state universities. The committee would develop opportunities to share resources to provide student support services for online learners and provide a repository for sharing best practices for promoting student success in online environments.
 - o **Strategy:** Develop a management structure within the BOG to evaluate and implement recommendations

2025 PERFORMANCE INDICATORS

Performance Indicator	Outcome Target
1. Measure	Target
2. Measure	Target

Comment [SF2]: How to incorporate into final document with other two workgroups?

Comment [SF3]: Possible measures: if it needs to be quantitative.. – Should it be qualitative?

- 1.% of courses meeting Chancellor /Gold standard..
- 2.% of faculty attending Faculty Development
- 3.Number of Faculty Awards.

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