

Online Education

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STATE UNIVERSITY SYSTEM OF FLORIDA

Approved on June 13, 2019

Board of Governors
State University System of Florida
325 W. Gaines St.
Tallahassee, FL 32399
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Table of Contents

Implementation of the 6 W U D W H J L F 3 O D Q I R U 2 Q O L Q H (G X F D W L R Q

Florida's Ranking in Distance Learning Enrollments
Student Enrollments (Headcounts)
Credit Hours by Delivery Method
Historical Full-Time Equivalents (FTE) in Distance Learning Courses

Age of Student
Gender
Race/Ethnicity
Residency

Florida Virtual Campus
FloridaShines
MyCareerShines
Open Educational Resources and eTextbooks
Tutoring
Proctoring
Student Support and Retention
Health Affairs for Fully Online Students

Online Programs
UF Online
Complete Florida
Complete Florida Military
Innovative Strategies
State Authorization Reciprocity Agreement (SARA)
Grade Comparison
Withdrawal from Courses
Retention
Time to Degree
Professional Development
Quality Courses

Cost of Online Education Report
Common LMS

Impact of Online Enrollments on A..Online.t0j.(.)Tj./Span<</ActualText<FEFF0009>>> BDC -3 -1.273



Highlights

The State University System 2018 Annual Report for Online Education reflects the progress universities have made in the provision of online programs, with a special emphasis on their progress in implementing the SUS 2025 Strategic Plan for Online Education. In 2017-18:

- In the top ten states for distance learning enrollments, Florida tied for first place in terms of the percentage of university students enrolled in distance learning courses and placed second in terms of the number of students enrolled in distance learning courses.
- System-wide, 227,801 undergraduate students (72%) took at least one distance learning course during 2017-18, an increase from 216,323 students (69%) in 2016-17.
- Of undergraduate credit hours, 28% were taken in distance learning courses, an increase from 26% in the prior year.
- Of graduate credit hours, 29% were taken in distance learning courses, an increase from 27% in the prior year.
- Fifty-one percent (51%) of graduate students took at least one distance learning course, an increase from 48% in 2016-17.
- The average time to degree was 3.92 years for full-time students earning Bachelor's degrees in 120-credit programs, with students who took up to 80% of their courses via distance learning graduating in an average of 3.92 – 4.0 years.
- Undergraduates who took only distance learning courses were older (average age of 28) than students who took no distance learning courses or a mix of distance learning and classroom and/or hybrid courses (average age of 27 for both groups).
- Graduate students who took only distance learning courses were also older (average age of 33) than students who took no distance learning courses (average age of 30) or a mix of distance learning and classroom and/or hybrid courses (average age of 28).
- Of undergraduate students who took only distance learning courses, 95% were Florida residents. Of those who took no distance learning courses, 92% were Florida residents.
- SUS institutions offered 540 online programs/majors in 2017-18.
- Florida universities are collaborating on many initiatives to ensure the quality of their distance learning programs and efficient use of their resources.

¹ Online education is one type of distance learning and is the focus of this report. Distance Learning encompasses other modalities when instructor and student are separated by time and/or distance, such as courses broadcast over television networks, and SUS data elements do not distinguish between those modalities. "Distance learning" is used in this report when appropriate.



Introduction

The State University System 2018 Annual Report for Online Education provides a review of the initiatives, accomplishments, and opportunities for improvement in online education in the State University System of Florida. The Annual Report is a companion document to the State University System 2025 Strategic Plan for Online Education, which was adopted by the Board of Governors in November 2015 to guide the growth of online education in the System and to ensure that instruction and services are being provided in a cost-efficient and effective manner.

The Board of Governors believes that online education provides a means to address capacity requirements while providing students with options for completing their education in a timely manner. Online education allows individuals with work obligations to complete their education and on-campus students to accelerate the completion of their degrees and engage in co-curricular activities.

Implementation of the 2025 Strategic Plan for Online Education

The SUS 2025 Strategic Plan for Online Education presents goals, strategies, and tactics organized around the three elements of Quality, Access, and Affordability, building on the collective strength of institutions in the System. Upon the Plan's adoption by the Board of Governors in November 2015, the Board Office immediately worked with institutions to establish a system-wide Implementation Committee that consists of representatives from all institutions, and a Steering Committee that guides the work of the Implementation Committee. (Appendix A).

The Steering Committee has six voting members who are drawn from the Council of Academic Vice Presidents and are appointed by and reporting to the Chancellor, and one non-voting member of the Chancellor's staff. By-laws codify the responsibilities and operations of the Committee.

Under the general guidance of the Implementation Committee, system-wide workgroups address assigned tactical areas of the Plan. In some instances, sub-groups of experts are formed to address specific issues assigned to workgroups. Over the past year, hundreds of people have served on these workgroups and sub-groups, including representatives from the Florida State University System.



Student Enrollment

Florida's Ranking in Distance Learning Enrollments

Florida continued to be a leader in distance learning, ranking second in the nation in the number of students enrolled in distance learning courses, behind Texas, and tying Arizona for the top ranking in the percentage of students enrolled in distance learning courses.

SOURCE: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) Data Center. <https://nces.ed.gov/ipeds/datacenter/ipedsdatacenter.asp>

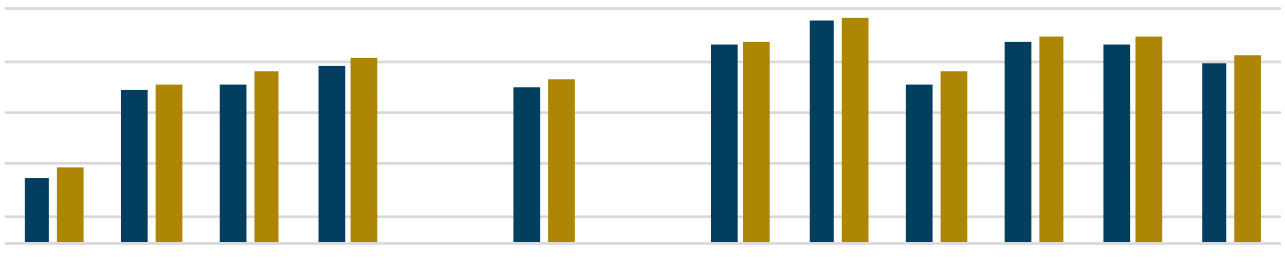


Student Enrollments (Headcounts)

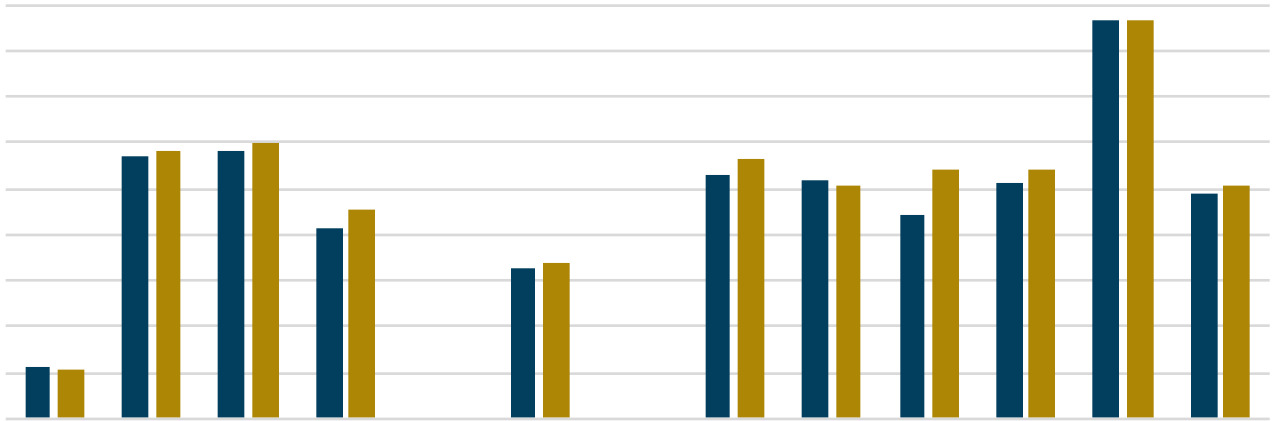
UNDERGRADUATE STUDENTS

System-wide, 72% of undergraduate students took at least one distance learning course in academic year 2017-18, an increase from 69% in 2016-17. At four institutions, more than 75% of undergraduate students took at least one distance learning course during the year: UCF (77%), UF (86%), USF (80%), and UWF (80%). UCF had the greatest number of undergraduate students who took at least one distance learning course – 51,013. UWF had the largest percentage (21%) of undergraduate students who were enrolled only in distance learning courses.

Eleven percent (11%) of SUS undergraduates took only distance learning courses, compared to 10% in the previous year. The majority of undergraduate students (61%) took a mix of distance learning and classroom and/or hybrid courses, an increase from 59% in 2016-17. Only 28% of undergraduates took no distance learning courses in 2017-18, a decrease from 31% in 2016-17.



System-wide, the percentage of graduate students taking at least one distance learning course increased from 41% in 2017 to 51% in 2018. UWF had the largest percentage (86%) of graduate students who took at least one distance learning course and the largest percentage (76%) who took only distance learning courses. UF had the largest number of graduate students enrolled in at least one distance learning course – 8,735.



SOURCE: *2017-2018 Distance Learning Survey Data. **2018 Distance Learning Survey Data. *UDGXDWHV HQUROOHG LQ FRXUVHV 'LVWDQFH OHDUQLQJ FRXUVHV DUH GH¿QH DV D FRXUVH LQ ZKLFK when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).



Credit Hours by Delivery Method

UNDERGRADUATE CREDIT HOURS

System-wide, 28% of undergraduate credit hours were taken in distance learning courses in 2017-18, an increase from 25% in 2016-17. UWF had the highest percentage (35%), followed closely by UF and UCF, both with 34%, FIU with 33%, and USF with 32%. In the past 5 years, FAU has had the largest percentage growth, from 10% in 2013-14 to 23% in 2017-18.

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Historical Full-Time Equivalents (FTE) in Distance Learning Courses

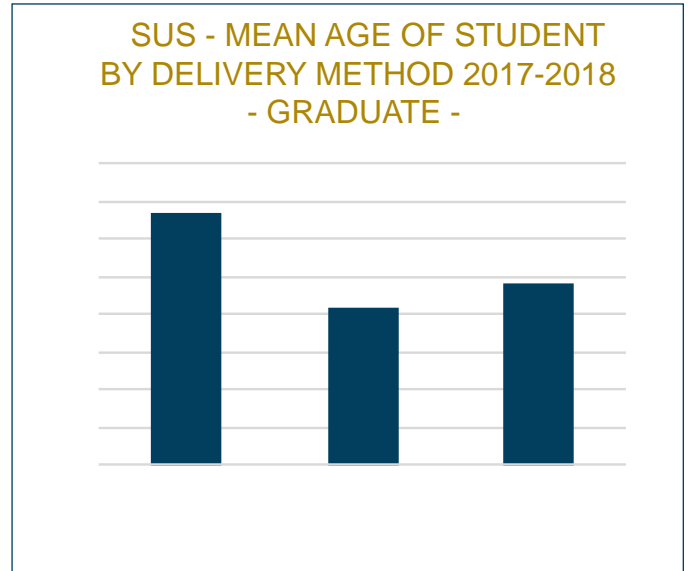
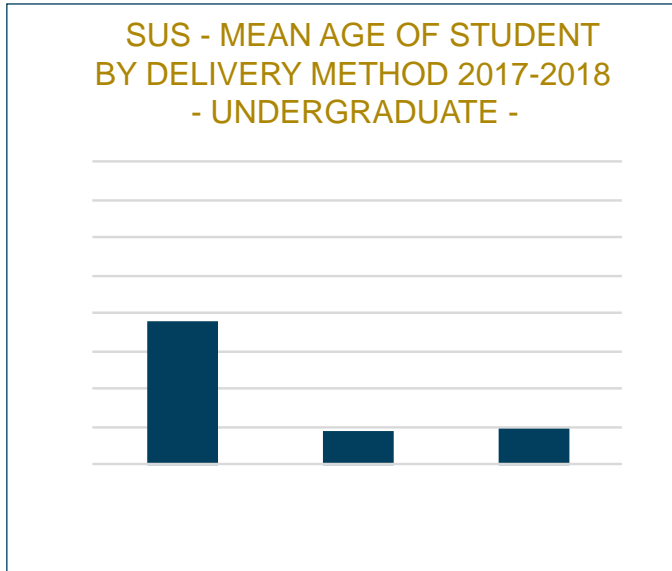
A Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit which students enroll. Credit hours, translated into student FTE, in distance learning courses increased by 64% 13 to 2017-18.



Student Demographics

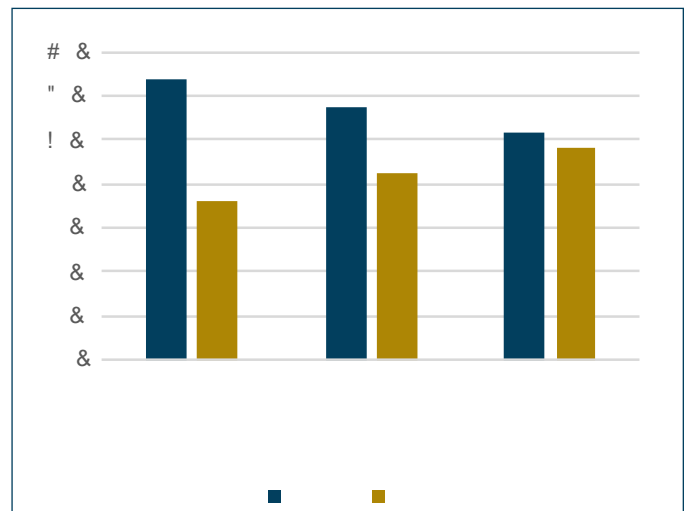
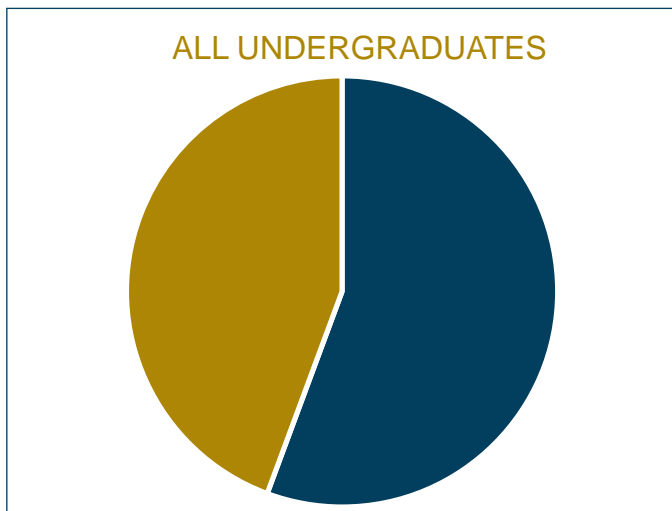
Age of Student

Both undergraduate and graduate students who took only distance learning courses were older than their counterparts who took no distance learning courses or who took a mix of distance learning and classroom and/or hybrid courses. Distance learning students are more likely to be place-bound because of job or family responsibilities.



Gender

Sixty-four percent (64%) of undergraduates who took only distance learning courses were female, although females comprised just 56% of the undergraduate student body. This difference is consistent with studies that have shown females are more likely than males to be family caregivers, leaving them place-bound.



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Race/Ethnicity

The race/ethnicity of undergraduates who took only distance learning courses closely aligned with those students who took no distance learning courses.

Residency

Ninety-five percent (95%) of undergraduate students who took only distance learning courses were Florida residents compared to ninety-two percent (92%) of the undergraduate student body as a whole.

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Student Services

Florida Virtual Campus

The Florida Virtual Campus (FLVC) is Florida's educational services portal provider for current and aspiring college and university students in Florida. Working collaboratively with Florida's 12 state universities, 28 state colleges, 100 K-12 school districts, and other partners, FLVC provides state-funded services to help students go to college, succeed in school, prepare for career success, and thrive in life after graduation. These services include academic library resources and services; distance learning navigation and support; online career exploration and academic advising; and, in cooperation with the Complete Florida Degree Initiative, assistance to enable adult learners to return to college to complete previously interrupted degree plans.

The Florida Academic Library Services Cooperative (FALSC) provides a single library automation system that all public postsecondary institutions use to support learning, teaching, and research needs at over 150 campus libraries throughout Florida. In 2018, students, faculty, and staff performed more than 54 million searches of library materials and electronic resources using the integrated library system through the FALSC. Using interlibrary loan facilitated by FALSC, Florida students saved over \$4.6 million in material costs. During 2018, FALSC's work with electronic library resources saved state universities and colleges more than \$14 million through the central licensing process.



FloridaShines continues to be a 'student hub for innovative educational services' for students in Florida. It is a one-stop for K-20 students seeking three major areas of support that are legislatively identified as part of the Florida Virtual Campus/Complete Florida Plus Program:

- college preparation materials,
- resources to support success while in college, and
- connection to careers.

FloridaShines provides middle and high school students tools to help them explore Florida's colleges and universities, check their progress toward graduation and eligibility for Bright Futures scholarships, and investigate other forms of financial aid and college affordability.

FloridaShines gives college and university students tools to explore online programs and courses; take courses from other institutions through the statewide transient student admissions application; assess the impact of changing majors, programs or institutions; ease transition from a state college to university via 2+2 articulation programs; and take advantage of a comprehensive career and education planning system.

The FloridaShines website was enhanced in 2018 with new tools for aspiring college and university students. The FloridaShines College and Career Planner was also updated with improved career and academic planning tools. During 2018, over 65,000 transient student applications were processed for Florida students, with peak numbers during March and April.



MyCareerShines is a career education and advising tool that supports K-20 students and Florida's adult job-seekers as they build preparatory pathways to careers. MyCareerShines helps students and adults connect their interests with careers, make plans for education, and prepare for successful employment. The system provides research-based self-assessments on skills, aptitudes and interests, and then matches those results to potential careers. It also identifies educational pathways to those careers, tips on job interviewing skills, and provides Florida workforce data about jobs and salaries.



MyCareerShines has registered over 710,000 users, with more than 1.1 million career assessments completed by middle school, high school, college, and adult users of the system. MyCareerShines is used at 2,800 middle and high schools throughout Florida and at over 450 college, university, and adult education centers. During peak periods the system is used by Floridians 3,000 times daily.

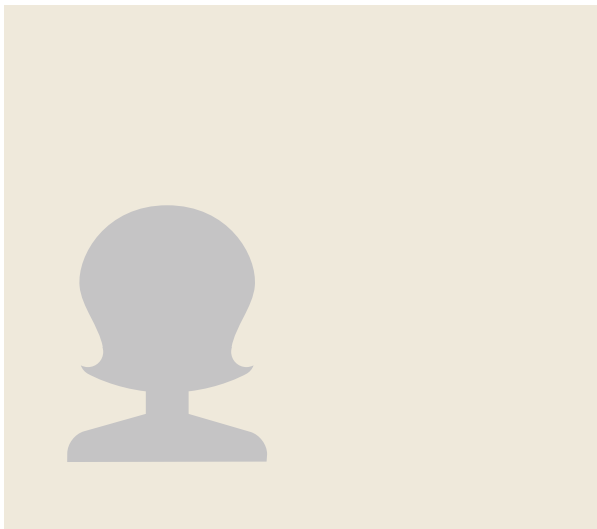


with open source alternatives that will be made available to students at no cost. Another example is the UF All A program, which is a partnership between UF's bookstore, business services, and textbook publishers; students v into this program are given price discounts negotiated by the university, and have digital access to materials upo registration. Charges are automatically applied to the student's account. The University of Florida continues to e open source Ximera homework system to include college algebra, in addition to the currently available calculus

Textbook affordability efforts will continue in 2018-19, when FLVC plans to host additional OER worksho. eText Workgroup plans to identify useful practices for bookstore collaboration and will assist in the OER/eTexts v planned for the Board's Innovation and Online Committee in November 2018.

IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students' academic progress.



Tutoring

Tutoring for online students is offered in some form at many state universities. A variety of tutoring strategies for online student support are employed across the United States, including the examples below.

- The writing center at Florida Gulf Coast University uses Smarthinking, an online tutoring resource. This tool allows students to submit essay drafts and request feedback in areas such as formatting and punctuation.
- At Florida State University, the Reading Writing Center connects students with tutors in one-on-one, online consultations while the Academic Center for Excellence offers access to online study materials and test preparation tools.
- The Center for Learning and Student Success at FAU offers free online group tutoring and course review in the form of Supplemental Instruction sessions facilitated by teaching assistants in high drop/withdraw/fail courses.
- UWF Global Online offers 24/7 free tutoring and academic resources for military-connected students through a program funded by the Department of Defense, Tutor.com/Military.

In 2017-18, by using a tool developed by the Student Services Workgroup – the Student Services Scorecard, which is described in the “Student Support and Retention” section of this report -universities assessed the quality of student access to their tutoring services. Guidance for improving access to tutoring is included in the Scorecard’s companion document, also developed by the Student Services Workgroup; it suggests the use of tutorial support services via web-conferencing software using after-hours live tutors to guide students in how to study for exams and to complete homework. The Scorecard Guide also recommends the use of teaching assistants or student coaches for live and recorded group sessions.

Proctoring

The Southern Association of Colleges and Schools, Commission on Colleges’ Policy Statement on Distance and Correspondence Education provides that institutions must demonstrate that students who register in distance or correspondence education courses or programs are the same students who participate in, complete, and receive credit for the course. The Policy Statement goes on to state that institutions may use “methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.”

Methods to proctor exams in online courses vary by institution and include the use of live remote proctoring services, testing centers, and various software. For example, at UNF, faculty may choose to use in-person or online proctoring. For their online proctoring, there are typically two options, both which involve the use of a computer with a webcam and microphone, where exam sessions are recorded from start to finish; (1) where a proctor monitors the exam live (2) where a student completes the exam on his/her own, and then a proctor reviews the exam recording after the exam is completed. In both options, student IDs are shown before the test begins to verify the person taking the test is the student registered for the course.

Another example is the approach used by USF: an automated online proctoring solution that uses algorithms to detect suspicious events that are available for review immediately after the exam. The system permits customization of exam security by allowing instructors to choose if they want to verify I.D., lockdown the browser, prevent printing, and record screen or camera.

Upon recommendation by the Infrastructure Workgroup and the Innovation and Online Committee, the Board of Governors approved in March 2017 the establishment of a statewide proctoring network that will allow for the establishment of a centralized location to provide



education, procedural information, and resources on academic integrity. During 2017-18, the Infrastructure Workgroup collaborated with the FLVC in the development of a website for proctoring and related resources. The FLVC described the website as “a user-friendly location for Proctoring Resources, FAQs, a Database of Institutional Proctoring Centers, Student Academic Integrity Information, Faculty Resources, and Support.”

To move this initiative forward during 2018-19, UWF – on behalf of the FLVC – plans to utilize a competitive procurement process to select vendor(s) that will provide online proctored testing services for Florida’s higher education institutions via a negotiated Master Agreement.

Student Support and Retention

Universities within the SUS implement a variety of academic and student support services for their online students. Each institution employs different methods, but all share the common goal of providing a similar level of support to online students as they do to their on-campus counterparts. Examples of these services are below:

- UCF has employed success coaches for the UCF Online program to work with online students from first inquiry to graduation. Focused services include: Online Therapy Assistance, Veteran’s Services, Accessibility Support, and Career Services.
- UF Online provides an array of options for extracurricular involvement, including a virtual campus to connect all UF Online students, face-to-face engagement events, and an Optional Fee Package for students frequenting the main UF

campus and seeking additional student services in Gainesville.

- FIU provides an online hub, the Panther Den, designed to build community and affinity for student life online. In addition to being a one-stop shop where students keep up with university news, Panther Den also works as an online portal to access vital university resources like success coaching, counseling, and tutoring services. Online students also have access to engaging FIU-generated content like exercise videos, podcasts, and more.
- FAU’s fully online Criminal Justice program launched a Virtual Community of Practice (vCoP) to connect and engage students with peers and instructors. vCoP facilitators provide mentorship, employment leads, and program-specific information. During live, interactive sessions, students are given an opportunity to dialog with experts on current event topics like Human Trafficking, Behavioral Health and Law Enforcement, and Shoot/Don’t Shoot Protocols.
- Students in UNF’s online nursing programs have the opportunity to engage in community-based activities in their local communities, including UF’s 19.9 assigned to specific online students at the University of Florida.

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Online Programs

To assist universities in reaching Access Goal 1, “The State



to apply their company's educational benefits to select Information Technology, and completion of associate degrees at UF Online. Applicants are held to the same rigorous standards as any prospective UF student, with the benefit of having their tuition and fees covered by their employer. This initiative further expands the impact of UF Online by reaching working adults who wish to pursue higher education while being employed full-time.

UF Online will present a new, comprehensive Business Plan for 2019-2024 to the UF Online Advisory Board in October 2018. With the approval of this business plan, UF Online intends to expand its emphasis on STEM degree programs. In the coming years, program priorities will include: expanding degree programs to meet workforce needs, enhancing academic and student support services, investing in and empowering exemplary faculty, expanding the employer pathway program, and prioritizing cost containment in all areas.



The Complete Florida Degree Initiative was established by the Florida Legislature to serve more than 2.8 million Floridians who have earned some college credit, but have not completed a degree. The Initiative currently serves more than 3,000 adult learners through a partnership of 15 Florida state colleges, state universities, and private universities. Over 8,900 prospective students have worked with Complete Florida coaches since 2014.

In 2018, Complete Florida began a targeted approach of working with its partner institutions to reach more than 12,000 students who had “stopped out,” assisting them to return to college and complete their degrees. To date, Complete Florida has helped 1,086 students graduate, with 416 of those students graduating in the 2017-2018 academic year, primarily in the areas of Nursing

Students focused on completing an associate of arts degree (AA) continue to make up a large part of the Complete Florida clientele. Complete Florida success coaches work collaboratively with both students and enrollment professionals at partner institutions to find the best pathway for each student to complete his or her degree. Critical initiatives of Complete Florida involve reducing time and costs required for adult learners to earn academic credentials. In 2018, the focus has been on:

- Exploration of how various Prior Learning Assessment options at partner institutions (free CLEP prep courses, credit by challenging exams, and portfolio reviews) can help students earn college credit efficiently and affordably.
- Expansion of business partnerships that align workplace needs with higher education efforts to help students optimize professional development and experience, scholarships, and tuition assistance.
- Continual fine-tuning of Complete Florida coaching strategies to focus on transcript reviews of previous credits earned, completion of admission forms, development of focused pathways to graduation, and regularly scheduled appointments with students.

Complete Florida Military

Complete Florida Military was created in 2015 with funding from Florida's Defense Support Task Force (FDSTF) to provide targeted, tailored support to the 75,000-plus members of Florida's military personnel and veteran

⁸The UF Online Advisory Board approved the UF Online 2019-2024 Comprehensive Business Plan on October 17, 2018. It was presented to the Board of Gover



community and their dependents. Complete Florida success coaches work directly with active-military and



to post notes, upload documents, refer students to other offices, schedule appointments, and send text messages to selected students.

ACCELERATED TERMS

Access Tactic 1.1.8 in the 2025 Strategic Plan for Online Education is to “provide a robust set of student support services to support the delivery of multiple, accelerated models.” The Student Services Workgroup, chaired by FAU, developed a white paper to provide guidance to SUS institutions on services needed to support this delivery method, describing advantages, issues to consider, and resources required.

In order to assist online student in retention and time to degree, USF has designed and delivered two fully online accelerated terms (Maymester and Wintersession). Data analytics indicate the same or improved learning outcomes in these immersive terms.

MASTER COURSES



State Authorization Reciprocity Agreement (SARA)

Florida became a participant in the State Authorization Reciprocity Agreement (SARA) in 2017. SARA allows each member state to accept each other's authorization of accredited institutions to provide distance learning services in their respective states. A Florida Postsecondary Reciprocal Distance Education Coordinating Council was established to provide oversight and guidance to Florida postsecondary institutions that elect to follow the national standards for interstate offering of postsecondary distance education courses and programs. FL-SARA facilitates the delivery of distance education by Florida institutions and ensures consistent consumer protection practices for students engaged in distance learning activities.

Florida's participation continued to expand during 2017-18 with 75 member institutions participating in the reciprocity agreement, including 12 state universities and branches and 21 state colleges. Participating institutions are now reporting the number of students enrolled exclusively in distance education delivered outside of the home state of the institution. In its 2017-18 Annual Report, the Coordinating Council reported the following enrollments:

- Total number of out-of-state students enrolled in FL-SARA institutions – 37,814
- Total number of Florida students enrolled in distance education programs at participating SARA schools in other states – 73,287

“Online education means that I have access to education with it being convenient, still being able to work as a parent. I have been able to learn about subjects that I wouldn't be able to learn about, or to participate in, if it wasn't for online classes and programs.”

DANIJEL LEE MYCHAEL (UNIVERSITY OF CENTRAL FLORIDA ONLINE LEGAL STUDIES, BA)

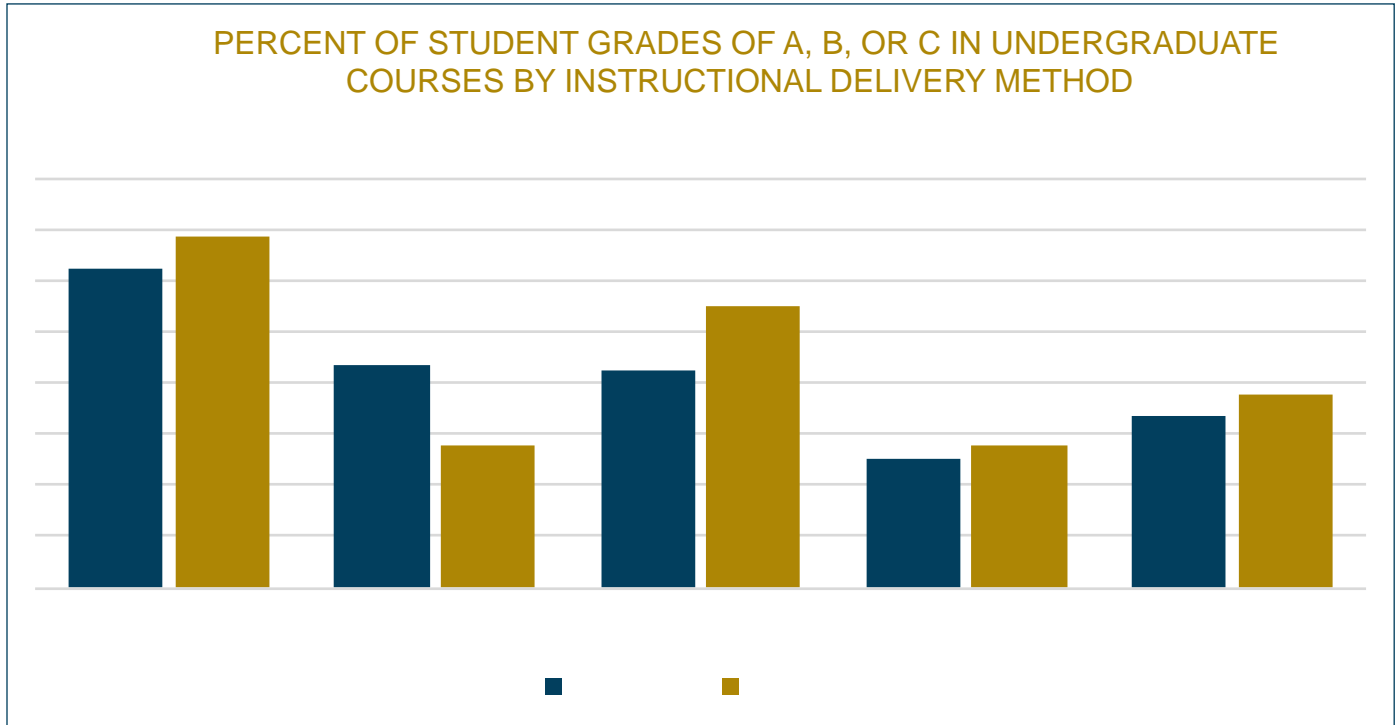
“The online EdD program has been immensely helpful to me as I develop my professional skills in higher education administration. My advisor is accessible and enthusiastic about my work and my cohort members are a valued support group.”

STUDENT, FLORIDA STATE UNIVERSITY



Grade Comparison

Students performed well in distance learning classes in 2017-18. Of the undergraduate students who enrolled in courses offered 100% at a distance, 84.9% received grades of A, B, or C, while 80.8% of classroom students and students in courses offered primarily at a distance earned grades of A, B, or C.



6285 & (%2* 21¿FH RI 'DWD \$QDO\WLFV H[WUDFWHG IURP GDWDPDUWV RQ 1RWHV 8Q students. Course grades of "W" (withdraw) are included in the denominators for calculating percentages (change in methodology from 2017 report). Delivery Method EDVHG RQ HOHPHQW 7KH VKDUH RI FRXUVHV WDNHQ E\ GHOLYHU\ PHWKRQ DUH DV IROO

Withdrawal from Courses

Five percent (5%) of students withdrew from undergraduate courses during Fall 2017. Students who took primarily classroom courses had a withdrawal rate of 4%, while the withdrawal rate was higher – 9% - for students in fully online courses. In 2016-17, the withdrawal rate this year was higher for students who took fully online courses than for those who took primarily classroom courses or classroom courses, the previous bar chart shows that students who completed their fully online courses earned higher grades than students in either of the other two groups.

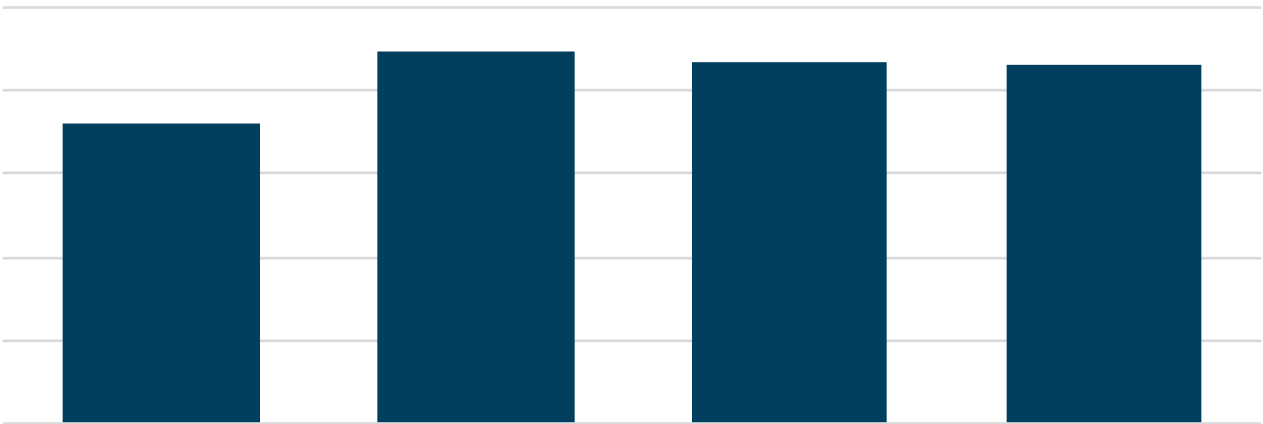
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Retention

Seventy-two percent (72%) of undergraduate students who enrolled only in distance learning courses in Fall 2016 also enrolled in Fall 2017. Additional research is needed to determine if those students who were not enrolled in Fall 2017 enrolled in a subsequent semester, transferred to another institution, or had been transient students with a different institution in Fall 2016.

Students who took a mix of distance learning and classroom or hybrid courses had a higher retention rate than those who took only distance learning courses or those who took only classroom or hybrid courses.



Time to Degree

The average time-to-degree was 3.92 years for full-time students earning Bachelor's degrees in 120-credit-hour programs, compared to 3.75 years for those students who took up to 80% of their courses via distance learning and graduating in an average of 3.75 years.



Professional Development

During 2017-18, the SUS continued its focus on the 2025 Strategic Plan for Online Education's goals related to Quality by further addressing the Plan's tactics for the professional development of faculty and staff:

online courses. Hosted by UCF in partnership with other institutions in the SUS and Florida College System, the TOPkit website provides resources for planning, developing, and evaluating institutions' faculty development programs. A Community of Practice provides

INSTRUCTIONAL DESIGNERS

In partnership with UCF and Seminole State College, FLVC launched the Instructional Designer Network so that instructional design professionals in both delivery systems could share research and best practices. The Network plans to begin a monthly professional development webinar series in October 2018. In addition, FLVC continued to support its web page for instructional designers by providing links to best practices, "real world tips," related organizations, training and support, and development.

INSTITUTIONAL LEADERS

As mentioned in the Open Educational Resources/ Textbooks section of this report, FLVC continued to assist in the implementation of the 2025 Strategic Plan for Online Education by hosting the Open Educational Resources Summit for institutional leaders in February 2018. National and regional speakers focused on raising the level of awareness around textbook costs and bringing OER options to the forefront. A follow-up OER Summit is being planned for the 2018-19 year.

PROFESSIONAL DEVELOPMENT STAFF



The Teaching Online Preparation Toolkit (TOPkit) was launched in February 2017. During 2017-18, it continued its impact on institutional staff who are responsible for professional development activities for faculty who teach



Cost of Online Education Report

In response to Affordability Goal 4 in the 2025 Strategic
Plan for Online Education



Infrastructure

Quality Goal 2 of the 2025 Strategic Plan for Online Education is to “provide the infrastructure needed to support the development and delivery of online education. To assist institutions in reviewing their infrastructure to ensure they have the technology and associated processes in place to provide quality online instruction, the Infrastructure Workgroup developed a Technology Scorecard, which institutions used as a management tool to assess their operations, support, security policies, and disaster recovery capabilities in the Fall of 2017. These four areas had 17 quality indicators, where universities determined if they met the criteria, were insufficient, or were exemplary for each indicator.

Results reflected that all universities were performing well overall in operations, support, security policies, and disaster recovery. The Workgroup recommended administering the Scorecard on an annual basis and having collaborative discussions to help ensure institutions that score below “Meets Criteria” on any indicator can improve

their infrastructure accordingly. The Innovation and Online Committee and full Board approved the recommendations in January 2018.

In response to Affordability Tactic 1.1.2, “Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency,” the Infrastructure Workgroup found that institutions often work independently to explore, test, and implement educational technology and that collaboration would reduce duplication of effort in technology adoption and selection. In March 2017, the Workgroup recommended to the Board’s Innovation and Online Committee that a state education licensing committee be formed to facilitate collaborations system-wide. The Committee and the full Board approved the recommendation.

During 2017-18, the Workgroup collaborated with the FLV to develop a structure to facilitate collaboration across the SUS and Florida College System to share available statewide agreements, services, and contracts. The website will go live in 2018-19.



Resources

Cost of Online Education (2016, October 17). Retrieved from [https://www.flbog.edu/board/office/online/_doc/Cost of Online Education/03a_2016_10_07_FINAL%20CONTROL_Cost_Data_Report_rev.pdf](https://www.flbog.edu/board/office/online/_doc/Cost%20of%20Online%20Education/03a_2016_10_07_FINAL%20CONTROL_Cost_Data_Report_rev.pdf)



Appendix A

Provost and Senior Vice President for Academic Affairs
University of Florida

Provost and Executive Vice President for Academic Affairs
University of South Florida System

Assistant Professor
Florida Agricultural
and Mechanical University

Associate Vice President,
Innovative Education
University of South Florida

Associate Provost,



Appendix B

