

**Florida Distance Learning Consortium  
Quarterly Meeting  
May 14-15, 2009  
Tallahassee, Florida**

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**Thursday, May 14, 2009**

**I. Welcome & Introductions–**

**John Opper, FDLC**

The Florida Distance Learning Consortium (FDLC) Quarterly Meeting was called to order and attendees were welcomed by John Opper, Director of the Consortium. In addition to those meeting in Lakeland, a number of people participated in this meeting via Elluminate web conferencing.

Dr. Holden of Polk Community College welcomed the FDLC to their Lakeland campus. She discussed briefly the areas in which many of the membership work and how "Technology is revolutionizing education and it's almost hard to imagine where we'll be down the road and how it will change."

**Review and Approval of Minutes**

**John Opper, FDLC**

A motion for approval of the February 2009 minutes was made by Todd Thuma of IRSC and seconded by Melanie Jackson of SoFCC. The minutes were approved with no objections.

**II. Executive Director Report**

**John Opper, FDLC**

Dr Opper spoke about the statewide budget cuts. The 2009-2010 Budget has been further reduced for the FDLC. We can expect tuition increases, fee increases and pay cuts for state employees in the future and major budget reductions at many institutions. The Consortium budget received a 10 % cut in 2008-2009. Further reductions and holdbacks are expected for 2009-2010.

The DL Taskforce finished its report with presentations made by President Wallace of FCCJ. Fortunately, legislation made it through despite it being introduced in the third week of the session. It had a lot of support and language was passed in only three and a half weeks. Senate and House bills were almost identical with a minor contracting language change. HB7121 is the final bill number.

The Florida Distance Learning Consortium is now established in statute with specific study assignments. One is the online registration assignment. The other is regarding open textbooks. These two study assignments have high interest for legislative members. Study results are expected to help with access issues and with student completion rates. The Open Textbooks study generated much conversation among members regarding reducing textbook costs as a way to help students in a time of rising fees. Details:

1. The catalog must be fully functioning.
2. Complete the work done on online registration and submit plan.
3. Complete a study on open textbooks and high cost of textbooks.

The distance learning fee information was taken from the taskforce recommendations and further additions were made to the administrative sections of the course catalog website to facilitate the required information being available on course searches.

There is no longer any budget appropriation item for FIRN. Portions of these funds will be disbursed directly to community college and school district budgets for this expense. Each community college will get approximately \$48k to supply this service. Melinda Crowley with DOE can continue to work with each institution, if desired, or each institution may go its own route. CIOs will most likely look at this issue at their meeting later this month.

The Virtual Curriculum Marketplace was an item in the first version of the House budget.

The Consolidated Library Catalog was also referenced and is scheduled for a joint review, with DOE oversight, to provide an online digital catalog for all service levels. There are currently four distinct library entities which could work together to lower licensing costs.

The conforming Senate Bill 1696, ([http://www.flsenate.gov/cgi-bin/view\\_page.pl?Tab=session&Submenu=1&FT=D&File=sb1696er.html&Directory=session/2009/Senate/bills/billtext/html/](http://www.flsenate.gov/cgi-bin/view_page.pl?Tab=session&Submenu=1&FT=D&File=sb1696er.html&Directory=session/2009/Senate/bills/billtext/html/)) is 75 pages long and will become law on July 1. There are many items included that are worth looking at and reviewing.

### III. Associate Executive Director Report

Susie Henderson, FDLC

Quality Matters(QM) pricing is still valid. (This was presented at last meeting.) Year 1 subscription fee is \$2250 with new contracts to begin July 1. Carole Hayes (participating via Elluminate) asked if any universities were currently subscribed; University of West Florida is a subscriber. Those that just subscribed will have their fees reduced and those that licensed QM last year will have a credit applied. FAMU is reviewing Quality Matters currently. Broward CC has had some courses reviewed for QM. The Quality Matters conference is sold out and there is a waiting list available if anyone else is interested.

The legislature stated, in statute, that Florida would have a central instructional content repository, though there was no legislative appropriation to support it at this time, due to budget shortfalls. The Orange Grove team is working with others on a buyout/perpetual license for Florida's higher education only. Currently \$205,000 is needed by June 30, 2009 to buy out the license. The annual maintenance fee in subsequent years is \$85,000. This will save hundreds of thousands of dollars for the state.

The Orange Grove Textbooks is a new initiative for the Orange Grove. It will work with the University Press of FL to allow on-demand printing of textbooks, and allow faculty to customize existing open textbooks. Texts will be stored in the OG. This partnership will allow students to obtain hard copies of textbooks delivered at students' doorsteps, at a fraction of the cost of usual textbooks. Students will also be able to download textbooks. UWF is working on a project with the University Press to pilot the use of open textbooks. If someone of your campus has a textbook they might be willing to share or allow others to use, please let Susie know.

There are currently 56 open textbooks available on the Orange Grove, with more added as they become available. These are freely available for download to anyone, even guest users. The Open Textbook Study results are due March 1, 2010 but the study should be completed for review and edits by November 1, 2009.

In August, the FIPSE OnCoRe Blueprint project will sponsor a conference. This one-day conference, **Digital Repositories for Learning: moving from why to how**, will take place in Vancouver, BC on August 11, and focus on addressing and overcoming challenges faced in creating and sustaining educational repositories. Details are at: <http://www.oncoreblueprint.org/Conference/About.htm> The repositories conference is offered in conjunction with the Open Ed 2009 Conference, August 12-14, in Vancouver, British Columbia.

### IV. Legislative Update

Dr. John Opper, Director

The Florida Distance Learning Consortium is now established in statute to:

- Facilitate collaboration among public postsecondary education institutions in their use of technology.
- Identify and evaluate new technologies and instructional methods that can be used for improving distance learning teaching.
- Identify methods that will improve student access to and completion of undergraduate distance learning courses and
- Coordinate the negotiation of statewide licensing and preferred pricing agreements for distance learning resources and enter into agreements that result in cost savings with distance learning resource providers so that postsecondary educational institutions have the opportunity to benefit from the cost savings.

#### Online Registration:

FDLC is charged to implement a plan for a streamlined online registration process for undergraduate students who have been admitted to a public postsecondary educational institution and who wish to enroll in a course listed in the FL Higher Ed Distance Learning Catalog. This includes courses offered by an institution that is not the student's degree-granting or home institution. The plan must describe how such a registration process can be implemented as an alternative to the standard registration process of each institution.

We will be reviewing the GA system and other similar systems to determine: 1) How simple can the process become? 2) At what point do we stop and let the process of the institution take over? The GA online system allows a request for a seat in a class but the entire system has not been automated. We think the key is to start slow and build out. The committee to work on this will need CIOs, registrars and technical folks. The policy issues will likely be most difficult part.

#### Fees:

Clarifications: for purposes of assessing this fee, a distance learning course is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both.

The link for the catalog must be prominently displayed within the advising and distance learning section of the institutions websites.

Russ pointed out the need for support in managing these assigned tasks and suggested we will need some good solid working committees. The task force was a lot of work and these studies will be more in depth. Ruth Ann asked that, in relation to the fees, what are the procedures for auditing the fees, and when should audits be done? John stated that the conforming bill specifies changes to reporting requirements. Ruth Ann pointed out that we need to know if fee audits must be included with current reporting or at a different time. The Board of Governors will be getting this information from the SUS institutions in the spring with their data collection.

Regarding open access textbooks and on-demand printing, many institutions own their bookstores. LSCC has self publishing and they do not want to lose that income. Steve Bowers with the Florida State College of Jacksonville will be on the task force and has been heavily involved in the text book discussions.

John is meeting next week to discuss the legislative assignments, budget, staffing, etc. The Consortium sub-committee will be working on the bylaws again and will need members to appoint to these workgroups. All will work very hard to finish catalog issues and will need as many course as possible listed. John was amazed that of all of the supporting documentation provided to the legislature, the Google Analytics (which had been applied for FREE to the website) was very important to show statistics. Just between Fall 2008 and Spring 2009, the Higher Education Distance Learning Online Catalog is now at over 16k courses with all of the 2007-08 courses being almost 16k.

#### **V. Strategic Directions: Florida Virtual School Partners with Moodlerooms FVS** **Claudine Townley,**

Claudine Townley began this session by briefly describing her background. She started as a teacher with Florida Virtual School (FVS), then became a reading coach and now is with their Global Services department. This department was developed in 2001 to serve students, schools, and agencies outside of Florida. Given the large number of requests to purchase courses or to license classes this department became an entity that can sell courses and courseware outside of the state and even the country. The money from these sales is returned to the state and to the students of Florida. Florida students have access to the courseware. FVS is in 45 of the 50 states (not in MT, WY, SD, UT& RI) and also is active in 34 countries around the world.

With such a broad user base, FVS uses various systems for their different services. For instance, the global school uses Educator, Easy Start uses Moodle, Quick Start Solutions uses Blackboard. The Learning Recovery: Virtual Summer School uses Angel Learning. The global school uses "your students, our teachers, content and platform." Easy Start uses Moodle for "your teachers, our courses and LMS." Per Enrollment AND Perpetual Option use "your teachers, your LMS and our courses." The Easy Start Model first used the Educator system, then went to Angel and are now moving to Moodle due to the price and growth.

The benefits are that Moodle is an open source product with the ability to edit and it's FREE! They have found it easy to use, although it is very text based. There is a Moodle community that provides some support. Their experience using Moodle has shown them the importance of having a good programmer to run it yourself. Another consideration is adequate server space. They use Moodlerooms for hosting at the Florida Virtual School. Moodlerooms keeps an eye on new versions and advises on upgrades that are best for your application.

A student view of a course and teacher view of a course were both shared with the attending membership. This portion of the session could not be broadcast to the Elluminate attendees. Robin Donaldson of TCC asked whether video could be imbedded. Claudine responded that they have all types of videos and files on their sites. Susie Henderson asked which LMSs require the most and least faculty development. The presenter feels that they are all virtually the same, once you actually work with them. Their features are all very similar once faculty actually know where the features are.

The fee for use of Easy Start is a flat rate per student. FVS has one instance of Moodle and it is one of their favorite programs. Claudine wasn't sure how many users they have currently, but she understands a lot of users like the program. Their goal this year will be \$5 million in revenue from the Global Services team. Blackboard has a Quick Start program that uses their LMS and FVS content. FVS has a sales team of seven people that call on all types of clients.

#### **VI. BREAK**

#### **VII. Staying Informed in 2009: Survey Results** **Susie Henderson**

Susie shared results from the pre-meeting survey. Questions asked in the survey were:

1. List up to five of your best information sources for distance education and technology information or news.
2. Please list one indispensable hardware device (other than a laptop computer) and explain why you use it.
3. Please list one indispensable software application and explain why it is important to you.
4. Please list one indispensable web application and explain why it is important to your work.

The Chronicle of Higher Education was the most cited website on the survey. Campus Technology, Educause, ITC and SLOAN-C were also noted by many as valuable sources. Not many blogs and other types of sources were noted. Mary Tebes pointed out that the Online Classroom is focused on strategies for online teaching. FCCJ has a group license as a professional development source. She complements this with a podcast. Elspeth McCulloch was mentioned as a very knowledgeable source who is up-to-date on various technology news items.

Bloggers: The presidents of SoFCC and FIU, and the SPC library have a blog. Kim Kendall has [pewinternet.org](http://pewinternet.org) and American Life.

The group was asked how many of them tweet on Twitter. Tweepers were: Rob Saum, Bill Vilberg, Fran Fitz, Melanie Brown, Jacquie Busboom, and Pam Northrup. Rob uses Twitter to share what they are doing on projects, research updates, and as a news feed for their website. Tom Cavanaugh has faculty who use Twitter for course announcements and one colleague is doing a lot of research on it.

Facebook is a very popular site among the users with most having accounts. SPC has paid advertisement on Facebook now.

The group was asked how many of them chat online. A comment was made that some people are more comfortable than they should be using chat. Some sites: [www.flock.com/on-the-web](http://www.flock.com/on-the-web) is used at LSCC. Polk uses [www.oovoo.com](http://www.oovoo.com) in place of Skype.

A conversation ensued about the responses to other survey questions, which was provided as a handout in meeting folders.

## VIII. Committee Meetings

## IX. Adjournment

### Friday, May 15, 2009

Day two of the Quarterly Consortium meeting began at 8:31 a.m. on Friday, May 15, 2009.

#### I. Consortium Committee Reports:

- Melanie Jackson of South Florida CC, on behalf of the Bylaws committee, stated that they are working on a draft of the bylaws and will present them at the next meeting.
- Susie Henderson gave an update on the Orange Grove Committee. The Committee discussed recent legislation impacting The Orange Grove and possible funding models to sustain The Orange Grove. Also discussed: repository integrations with Angel, a planned upgrade to the repository software, and policies related to quality review of resources and user access. Vendor initiatives: SoftChalk version 5 will support searching The Orange Grove for publically available resources. Pat Basset updated the group on Palm Beach Atlantic's E-College integration with Equella.
- The Support & Services Committee, chaired by Ruth Ann Balla of Miami-Dade CC, has had two conference calls. Ruth Ann apologized for the length of the first call and promised that the subsequent calls will be no longer than 50 minutes each. Another doodle.com meeting coordination request will be sent shortly for scheduling of the next discussion. Some of the items being discussed include the online catalog, formatting tuition and fees, and how to handle materials costs. Ruth Ann reminded everyone that the online catalog needs course sections -- NOT just courses listed -- to give an adequate example of every institution's offerings. If a major change is made to the schedule, please make additions or deletions, but there is no need to keep updating the submission each week. The catalog should give an accurate reflection of what is offered at your institution. Ruth Ann noted that once courses are full, they don't need to be taken down, as this is a good indication of what is offered at your school. John Opper stated that each institution should ensure that, if you're offering a course and charging a distance learning fee for it, it should be in the catalog.

Ruth Ann offered to conduct a training webinar to demonstrate how MDC uploads their courses. This will be scheduled and shared with membership soon.

## II. SACS Compliance for Distance Learning and Substantive Change Panel Discussion

**Presented by Russ Adkins of Broward College, Joanne Bellovin of Central Florida CC and Kathleen Moore of the University of South Florida (USF).**

The PowerPoint accompanying this presentation was made available in the meeting packets as a handout.

Joanne Bellovin of Central Florida directed the compliance process at CFCC in 2006. Joanne asked, "How many have been through the SACS review with the new principles?" Two institutions raised their hands demonstrating that most have not been through it yet. The entire process is different and Joanne feels it's better. Joanne noted that the Resource Manual for Principle of Accreditation (<http://www.sacscoc.org/pdf/handbooks/Exhibit%2031.Resource%20Manual.pdf>) is very helpful and gives questions to help you get the information needed.

Joanne listed some of the items that are red flags for a SACS review:

- Approval procedures differ from traditional courses (e.g. not reviewed by faculty curriculum committee).
- Students express dissatisfaction with quality
- "Cookie-cutter" approach
- Discussion board shows little activity
- Rapid turnover of adjunct faculty teaching online
- Wide variation of student evaluations between fulltime faculty and adjuncts teaching online
- Faculty have primary responsibility for tech support
- Course materials have not been updated
- Interviews indicate growth in DL enrollment exceeds capacity to provide adequate academic and student support services
- Lack of student success in follow-up courses after taking a pre-requisite online course
- Trends over time indicate declining completion and retention
- Fully online programs that require students to come on-site for student services
- Same complaints received semester to semester
- The same evidence is taken into account for those with distance learning programs and those without.

Kathleen Moore of USF oversees distance learning at USF and is also the SACS liaison. As the SACS liaison, it became clear to her that her institution wasn't seeing distance learning as a cohesive program, and thus she became the one to oversee the program. Kathleen spoke of the difference in European education and U.S. education. U.S. education is more peer-based and uses, in our state, SACS to assess its programs and education to students. SACS is the most thorough review she has experienced. A key idea is that institutions may not deliver new programs unless they are willing to invest, to ensure they are taking care of the students.

Substantive Change is defined as: a significant modification or expansion of the nature and scope of an accredited institution. Federal regulations stipulate that, at a minimum, substantive change includes:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.

Kathleen reminded everyone to stay in contact with their SACS liaison and let them know of ANY change in your programs or offerings so that you are not in trouble later with SACS for not reporting a change. Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree, certificate or diploma online, require written notification at least 6 months in advance and approval of a prospectus, which must be submitted at least 3 months prior to the anticipated implementation date. Substantive change policy is not new but she noted the inclusion of a separate item in the comprehensive Standards (3.12.1) referring specifically to reporting substantive changes. <http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf>

Contents of Prospectus should include:

- Cover sheet
- Abstract (limit to one page or less)
- Background information with nature and purpose of change
- Assessment of need & program planning/approval
- Description of the change with outcomes & learning objectives of the program
- Faculty with complete roster and description of processes in place to ensure that students have structured access to faculty
- Library & learning resources

- Physical resources
- Financial support including business plan & contingency plan
- Evaluation & assessment with institutional effectiveness & quality assurance processes
- Description of the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved
- Appendices

If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation through their liaison. Usually the first time an institution makes a substantive change, there will be a site visit but on subsequent changes they will review documentation and probably not visit. Kathleen reiterated her suggestion to stay close to your liaison and communicate with him/her on any changes.

Russ Adkins asked Joanne Bellovin and Kathleen Moore when the first group went through the new SACS review process. Kathleen noted it was in 2004 as USF received a second visit in 2005. Russ stated that Broward submitted in September 10, 2007 and requested approval to offer a limited number of associate degrees and certificates through distance education beginning in January, 2008. They also requested approval to offer other fully online programs, as they are developed, and where “there is a match with the needs of future students.”

Broward College linked their college’s Education Master Plan to its Strategic E-learning Plan and included 5 fully online degree programs and 4 online certificate programs. They made their case for equivalent online academic and student support services, demonstrating cyber advisors, online tutoring & writing labs. They described faculty professional development, technology mentoring and Faculty E-learning Associate support services. Broward also included their existing faculty credential information from the college database, copied into the SACS faculty roster form. Their prospectus described student access to library databases, reference librarians (Ask a Librarian), and bibliographic instruction modules that are integrated into e-learning courses.

Broward College received a SACS response on November 6, 2007. Some key items from that response:

- Broward was asked, “How does the institution determine comparability of learning outcomes between those students enrolled in an online course and the students enrolled in the same course taught in the traditional classroom setting?”
- Please document and justify the qualifications of the following (16/125) faculty.”

Broward submitted their response to SACS on April 30, 2008, related to comparability of learning outcomes

- Specific learning outcomes are derived from course outlines
- E-learning Course Development Agreement includes, “I agree to develop the course so that it meets the existing student learning outcomes as stated in the course outline.”
- E-learning professional development outcomes require that faculty link specific learning outcomes with learning activities, and learning assessment.

BC’s IE and LO Plan, to be completed by January, 2009 for faculty credentials:

- Removed problematic faculty that were not teaching online courses in the specified degree and certificate programs.
- Substantially expanded credential information for the remaining 8 faculty with assistance of associate deans.

SACS’ final response was received June 18, 2008 and stated, “The information supplied on comparability of learning outcomes and faculty credentials satisfactorily addressed our concerns. We approve your proposal, shall include it within the scope of accreditation previously granted, and wish you and your colleagues much success with it.”

Broward is still working on their learning outcomes problem and submitted another change last year for their baccalaureate programs and is now working toward having everything corrected by December 2009. There is a required 5 year report still to be submitted and thus they hope to have everything corrected and prepared for a successful report.

Comments and questions:

- John asked about offering these courses to other countries. Kathleen Moore answered that their institution has a baccalaureate program in Singapore. Broward offers the lower division and USF offers the upper level in the partnership. Local instructors teach, but once a year faculty from the College of Business visit and conduct a review to ensure the program conforms to their standards.
- Good monitoring is needed as a course can very quickly become 25% online and then a new prospectus needs to be submitted. This recently happened with CFCC’s dual enrollment courses. Kathleen recommends to institutions that if you are going to offering online courses, that you go plan

for the program to eventually go online so that you are not adding an another change when it grows quickly.

- Melanie Jackson of South FL CC asked how much planning is desired at an institution to prepare for a SACS site visit. The presenters thought an entire strategic plan was not needed for submission but that one should be created for your institution. SACS wants to ensure equal access to services is demonstrated.
- It was noted that there should be a way to submit all of these suggestions and share them, as it seems that many of our members are using similar techniques. All should share and no one should be reluctant to share, as it will benefit everyone.

### III. Spotlight on Polk Community College

**Courtlan Thomas**

Courtlan Thomas of Polk Community College presented on their Community Partnerships, Passport to Education. Polk Community College is comprised of two campuses, their Lakeland Campus and the older Winter Haven campus. Their newest partnership center is located at Lake Wales, where the community donated a building to PCC. Lake Wales is a small community with a population of 13,000 and a very poor community with 41% living below poverty line in 2007. The Lake Wales has a literacy program that was started there that has been very beneficial to that community. Courtlan's video presentation was shared with those in physical attendance (but could not be broadcast via Elluminate), showcasing three women's success stories in receiving their GEDs and fulfilling dreams for themselves and their families.

The Lake Wales Family Literacy Academy has 85 families (225 people) involved. They meet every Tuesday and Thursday night, and they have over 225 elementary students. The program participants eat together every Tuesday and Thursday night and it is a family focused program. PCC is involved by assisting with workshops teaching employment skills, learning styles and early childhood education. As the students get their GED, many of them go on to enroll at PCC and PCC helps to introduce them to employees with a friendly face.

### IV. Strategic Partnerships and Licensing Committee Update

**Russ Adkins of Broward College**

Demonstrations of e-portfolio products were given by Live Text and Task Stream, based upon requests at the past FDLC meeting.

Demo of **Live Text** was given to attending members, by Ramelle Riley, Solutions Consultant, with portions shown via Elluminate. Students, faculty and programs may be authored in Live Text. Users may store and access assessments with accessible and real time data, aggregate reports, monitor student progress and success, and plan for improvement. The faculty dashboard, called C1, was created to be very user friendly. With the faculty dashboard, source sections, quick links, customer service and the form are listed in the right column. Progress bars in the middle show the assignment progress of students within the course sections.

The **Task Stream** demonstration was presented by their president, Webster Thompson. They have an accountability management system that allows an institution or set of programs to create a process to organize and standardize operational planning processes/etc. They are able to assess what their campus students know how to do and what are we are able to do ourselves to better to help them. The Learning Achievement Tools (LAT) assesses the students.

The system manages the workload and the data is then submitted into the database to be aggregated. Each program can have its own portfolio to then aggregate for a campus-wide evaluation. Task Stream has a database of international, national, state and local standards, competencies and learning outcomes as well as a rubric capability that can be used to assess students' work. Their suite of reporting tools is also available. Additionally, there is a suite of applets to assist in various tasks. Task Stream's pricing model starts at \$15,000 with a student fee that is calculated by headcount.

Question and answer session:

- Russ Adkins asked, if he wanted to add an e-portfolio solution for his program, would he be wise to look at the LMS version or what you are offering? Ramelle stated that it can depend on the institution and what you are looking for. Webster stated that the current status in LMS tools does not allow the customization of rubric storing, data aggregation, etc.
- Both Ramelle and Webster offered to stay through lunch for direct questions about their products.

**Softchalk** and **Turnitin** survey response data does not appear to indicate the need for any negotiation. Russ asked the members for their direction in this area. FSU has had a difficult time obtaining a contract with Turnitin, with a price of \$89k offered for a 3 year contract, which they find very disappointing. Both of these companies have shown resistance to coordinating with the Consortium, as they feel they already have the state institutions' business and do not need to create a statewide contract. The membership needs to determine who is signing these institutional contracts and whether the Florida members are interested in working together to have these two companies create a statewide agreement.

Todd Thuma of IRSC has seen some FREE SoftChalk competitors that he believes might be worth investigating. Vicki purchased a SoftChalk agreement and maintenance but then found out that it did not cover the new version. They just discovered the new version does not work with IE8 and they are now researching the problem (as of the date of this meeting).

Turnitin seems to be the more difficult in their pricing levels. Several members agreed that the Consortium needs to try and move forward with them. Russ proposed that we gather data from all licensing institutions in order to understand our usage statewide and where we need to go with Turnitin.

The group decided to skip the Cool Tools discussion in order to proceed straight to the discussion of the August meeting and LMS concerns. Lunch is to follow immediately.

#### **V. LMS Contract Discussion**

**John Opper**

The updated Angel agreement was completed last year. New agreements are under way with Desire2Learn and Blackboard. The Desire2Learn agreement is keeping the current price and it will depend on the total FTE as to whether we are at a new lower bracket or not (50,000 FTE). Blackboard has also submitted a proposal and a response was delivered from the committee. Sara Colton was in attendance for any physical attendees who had any questions. If anyone needs more information, please contact John Opper for specifics.

A learning management system (LMS) issues discussion began. Angel users are nervous about the level of support that will now be available. Many are looking and keeping an eye on options regardless of their current status. Pat Bassett of PBAU has moved from Blackboard to eCollege and related their satisfaction with eCollege service and support. If anyone would like information on their use of eCollege, she would be happy to share.

Vicki Westergard of SPC discussed Moodle with Elspeth McCulloch of FGCU and they would like to see an instance of Sakai downloaded, perhaps at the Consortium, for viewing. Developers would be needed to configure Sakai or Moodle, but if everyone worked together it could be done.

Russ would like more information on open source options and suggested that a large portion of the upcoming July meeting be devoted to this topic. He would like to hear from some of the other large users nationwide to see what the options are. Susie Henderson asked how many we would like to hear from and Russ is interested in the strategies of those larger users. It is a good time to be looking but we need multiple perspectives. Todd Thuma at IRSC is also interested in seeing the open source options.

Tom Cavanagh, UCF, pointed out that while these open source programs are free, they're not really free. The question is, what does it take to scale these solutions and what support would we need for running the system? John Opper suggested we have presentations from not only states using these solutions but also from companies supporting these solutions. There was a suggestion to offer these presentations via Elluminate, prior to the meeting.

Rob Saum stated there are excellent case studies on the cost of open source solutions. There are two or three excellent studies that he will forward to John. We can place this information on the website for access to all prior to the meeting.

Melanie Jackson of SoFCC is using D2L and is happy with the product, support and services. Still, she is in agreement that everyone should keep pace with developing technology. She doesn't think that D2L will sell out but who would have thought that Angel had a price. She asked about the idea of a statewide LMS, which would bring a benefit to all members of the state. She would be supportive of a statewide LMS and while she knows this is not something everyone is ready for, she does suggest that we at least think about it. Todd Thuma pointed out that this would require VERY strong leadership, even above the institution presidents, to make this happen. The issue is complex with many factors. Vicki voiced concerns about the scalability for all institutions and the systems involved. Susie Henderson pointed out the integration of CCLA with all of the institutional libraries as an example of a statewide system. Integrating a repository with multiple learning management systems is also a lot of work. There are other considerations to take into account.

John stated that the July meeting will be a fact finding mission for this research. We will create a website and provide data. Charles Fox suggested that we of Microsoft and Google about their possible intents to move in the direction of LMS creation.

The question of the August 2009 meeting was the next topic of discussion. Several members have asked that the meeting be virtual and several have asked that it be face-to-face. Melanie Jackson of SoFCC likes offering the online version but would prefer we continue offering a face to face option, as well as online. She pointed

out that attendees are too easily distracted or pulled into other discussions and meeting if they are not in attendance personally. No one in the Lakeland audience raised their hand in support of a 'solely virtual' meeting.

IRSC will investigate using their new building for the next meeting, while Lynn U, UCF and SPC also offered their colleges as possible locations. Tentative dates were nailed down to July 30-31, 2009. The FDLC staff will work quickly to schedule a meeting location upon return to the office.

## VI. Adjournment

### **Members and / or their Representative:**

Brevard CC – Chuck Kise  
Broward C – Russ Adkins  
Central FL CC – Joanne Bellovin  
Daytona State C – Rob Saum  
Embry-Riddle Aero U – Kevin Norris  
FAMU – Fran Fitz  
Florida CC Jacksonville – Nancy Cooley  
Florida Keys CC- Gavin McKeirnan  
Florida Institute of Tech – Stephani Cuddie  
Florida State U – Karen Bickley  
Gulf Coast CC – Steve Dunnivant  
Hillsborough CC – Chad Hyatt  
Indian River SC – Todd Thuma  
Lake City CC – Sam Hall  
Lake Sumter CC- Jacquie Busboom  
Lynn U – Mary Tebes  
Miami Dade C – Ruth Ann Balla

Northwest Florida SC – Ron Walls  
Palm Beach Atlantic U- Pat Bassett  
Palm Beach CC – Sidney Beitler  
Pasco-Hernando CC – Cheryl Sandoe  
Pensacola JC – Bill Waters  
Polk CC – Charles Fox  
Seminole CC – Wilma Hodges  
South Florida CC – Melanie Jackson  
St. Johns River CC – Melanie Brown  
St. Petersburg C – Vicki Westergard  
Tallahassee CC – Robin Donaldson  
Univ. of Central FL – Tom Cavanagh  
Univ. of FL – Ken Nanni  
Univ. of South FL- Kathleen Moore  
Univ. of West FL – Pam Northrup

### **Guests:**

Blackboard – Chad Jennings  
Blackboard- Sara Colton  
Brevard CC – Mark Mitchell  
CCLA – Margaret Murphree  
Central Florida CC – Mac Dismuke  
Community College Associates- Mike Comins  
Florida Keys CC – Erika MacWilliams

Florida State College at Jacksonville- Julie Giuliani  
Florida State U -Bruce Bickley  
Palm Beach CC -Anne Guiler  
Pearson Education - Lara Butler  
Smarthinking - Cindy Hewitt  
South Florida CC - Kathleen Benn  
South Florida CC - Shannon Hornick

### **Illuminate Participants (may not reflect those that were on briefly):**

Bob Shaw, UWF  
Carole Hayes, Board of Governors  
Pam Northrup, UWF  
Vance Burgess, UWF  
Kim Kendall, Santa Fe CC  
Melanie Brown, SJRSC  
Debra Sheridan, FIU  
Barbara Truman, UCF  
Chad Call, TCC  
Elizabeth Morgan, NWFSC

### **Florida Distance Learning Consortium Staff:**

Cathy Alfano  
Susie Henderson  
John Opper  
Heather Thompson