Online Education

2025 Strategic Plan

November 5, 2015

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INTRODUCTION

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

The state of Florida is already a national leader in terms of its breadth of online offerings. In 2013-2014, 12% of all the course sections taught in the State University System were offered via distance learning,[1] and 54% of all students took at least one distance learning course. Nine percent of students were enrolled only in distance learning courses. In terms of overall instructional effort as measured by student credit hours, 20% of all instructional activity occurred via distance learning. In comparison with other states, Florida ranked second (behind Texas) in the total number of students who took at least one distance-learning course.

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

CONTEXT

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

- Quality
- Access
- Affordability

The Task Force established workgroups in alignment with these elements and tasked them to develop strategies for advancing online education in Florida along these dimensions. The reports compiled by the three workgroups served as the foundation for the 2025 Strategic Plan for Online Education proposed by the Task Force. While the Strategic Plan includes goals, strategies, tactics, and performance indicators for each element, there are themes that are woven throughout the plan. These themes

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[1] Online education is one type of distance learning and is the focus of this strategic plan. Because distance learning encompasses other modalities when instructor and student are separated by time and/or distance, such as correspondence courses and courses broadcast over television networks, the term is found in this plan when appropriate.

include: the need for quality in all aspects of online education; cost-efficient and effective support services for students, faculty, and staff; a sound technical infrastructure; a policy environment that encourages innovation and thoughtful growth; and an overall program of online education that is affordable to both students and institutions.

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

QUALITY

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

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

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

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

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

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

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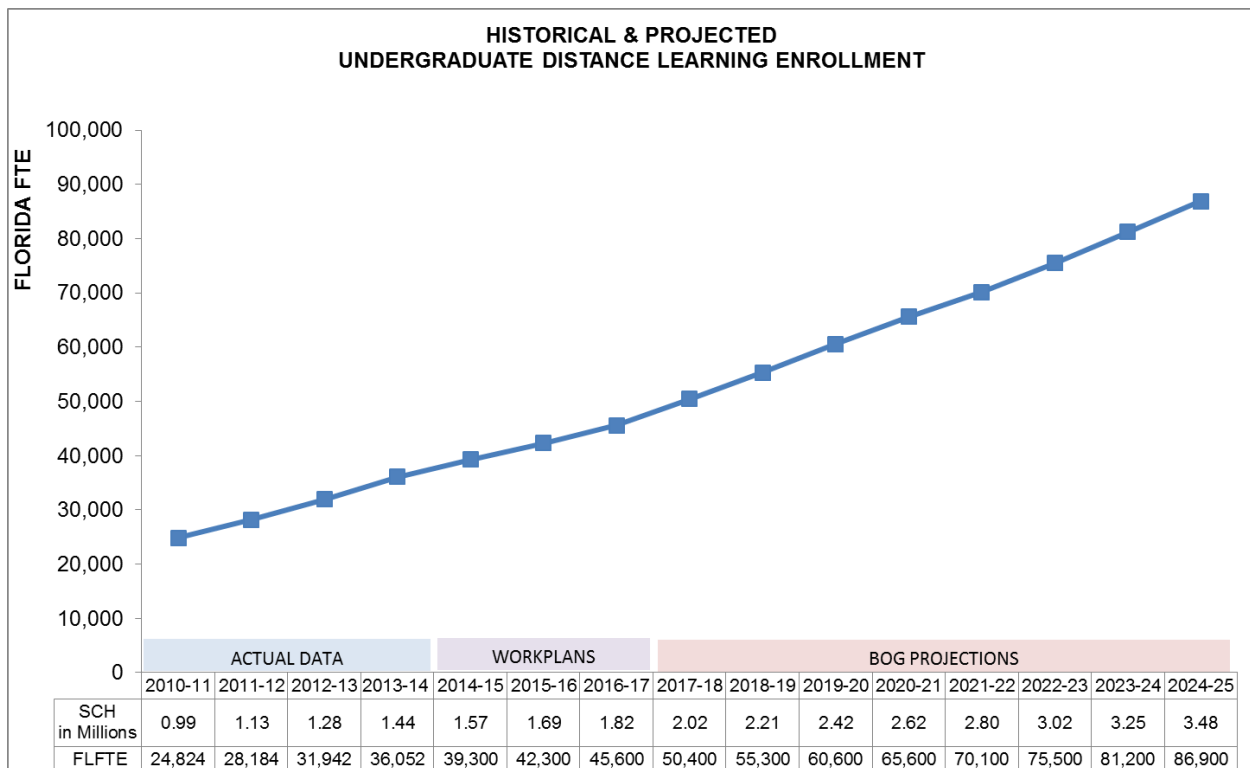
responsibility is to ensure each institution has the necessary tools to create, sustain, and evaluate high-quality online courses and programs.
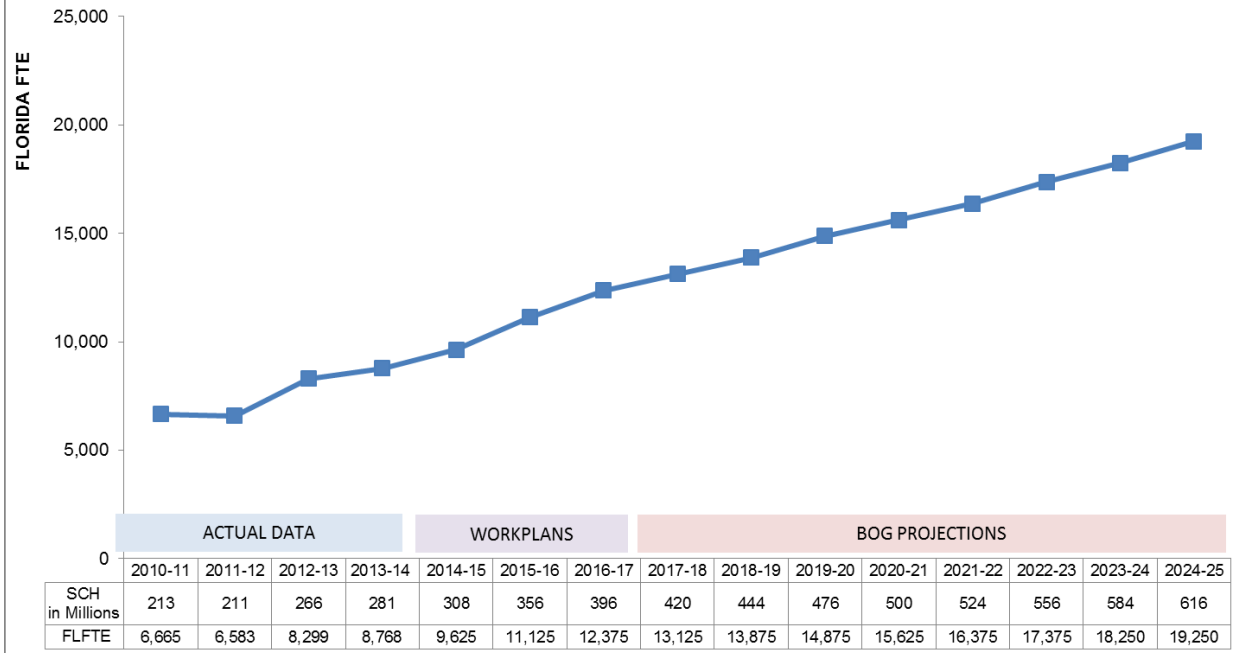
ACCESS

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

The student credit hours funded from state appropriations and their corresponding FTE targets appear in the graphs below:

HISTORICAL & PROJECTED UNDERGRADUATE DISTANCE LEARNING ENROLLMENT

		ACTUAL DATA			WORKPLANS			BOG PROJECTIONS							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SCH in Millions	0.99	1.13	1.28	1.44	1.57	1.69	1.82	2.02	2.21	2.42	2.62	2.80	3.02	3.25	3.48
FLFTE	24,824	28,184	31,942	36,052	39,300	42,300	45,600	50,400	55,300	60,600	65,600	70,100	75,500	81,200	86,900

HISTORICAL & PROJECTED
GRADUATE DISTANCE LEARNING ENROLLMENT

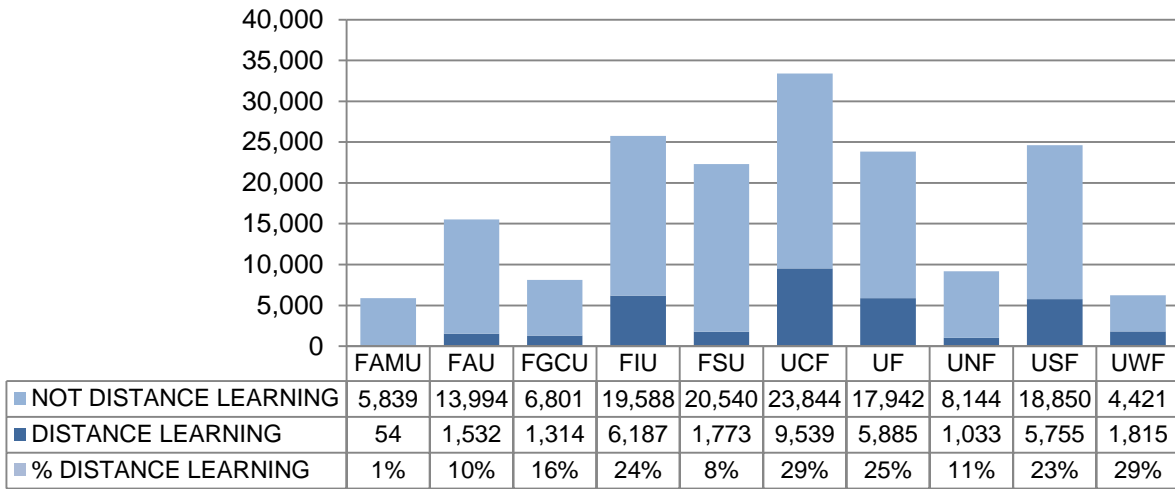|	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL DATA				WORKPLANS			BOG PROJECTIONS							
SCH in Millions	213	211	266	281	308	356	396	420	444	476	500	524	556	584	616
FLFTE	6,665	6,583	8,299	8,768	9,625	11,125	12,375	13,125	13,875	14,875	15,625	16,375	17,375	18,250	19,250

In order to meet these enrollment targets, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.
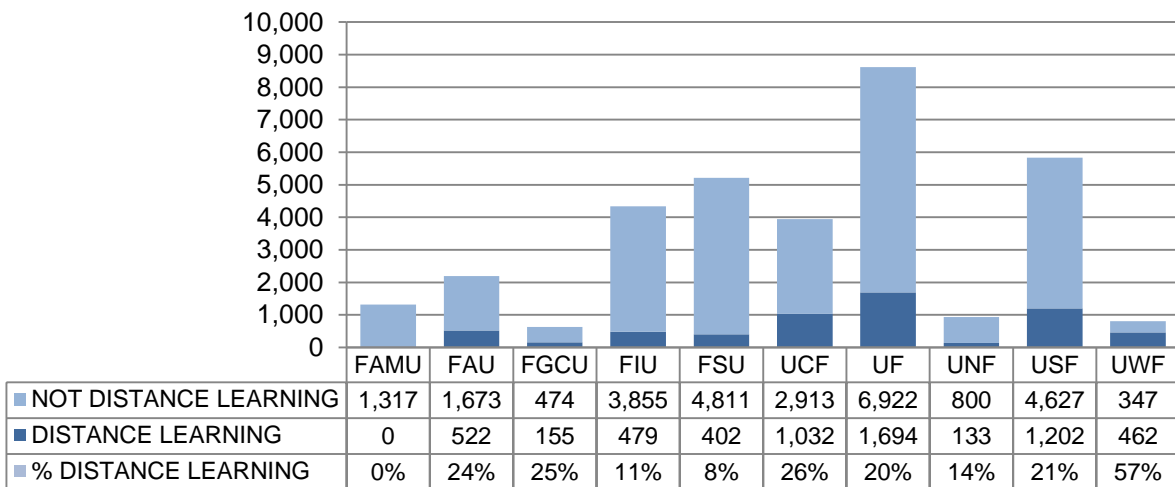
The Board of Governors recognizes individual institutions' contributions toward meeting these enrollment targets will vary. Each university's level of engagement in online education is reflected below for student FTE funded from state appropriations:

2013-14 UNDERGRADUATE FTE ENROLLMENT

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF
■ NOT DISTANCE LEARNING	5,839	13,994	6,801	19,588	20,540	23,844	17,942	8,144	18,850	4,421
■ DISTANCE LEARNING	54	1,532	1,314	6,187	1,773	9,539	5,885	1,033	5,755	1,815
■ % DISTANCE LEARNING	1%	10%	16%	24%	8%	29%	25%	11%	23%	29%

2013-14 GRADUATE FTE ENROLLMENT

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF
■ NOT DISTANCE LEARNING	1,317	1,673	474	3,855	4,811	2,913	6,922	800	4,627	347
■ DISTANCE LEARNING	0	522	155	479	402	1,032	1,694	133	1,202	462
■ % DISTANCE LEARNING	0%	24%	25%	11%	8%	26%	20%	14%	21%	57%

AFFORDABILITY

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

Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or

attempting alternative models such as competency-based education or adaptive learning. However, the underlying goal of achieving positive learning outcomes for students while reducing up-front program development and delivery costs has not been achieved. Technological interventions coupled with business process redesign at the system level will be needed to support meaningful impact on overall cost to institutions and price to students. Current empirical research in the area of affordability in online education is limited, but examples are in progress in higher education systems in Florida and around the country.

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

- Shared Services – Through sharing digital technologies, digital content, and measures of quality, individual institutions can leverage existing services while maintaining their own curricula and programs. Academic libraries in Florida have already benefitted from this model through sharing academic electronic resources across the system, having a common integrated library system, and sharing other common tools for search and storage of digital archives. The Georgia Board of Regents led the development effort for "eCore" and "eMajor," which provide a central point of master course development and operations that individual universities can choose to use. While some sharing of infrastructure, programs, and services exists in Florida through efforts such as the Florida Virtual Campus (FLVC) and Complete Florida, there are more opportunities to provide consistent and affordable services to students taking online courses.

- Educational Content – As a system, Florida needs to develop, purchase, and reuse high quality and affordable content available for students across platforms. Some progress has been made in this area, such as the Florida Orange Grove, a federated repository that pulls educational learning content objects from federated repositories all over the world. The University of Florida has tested open educational textbooks. Other large institutions outside of Florida, such as Indiana University and the University of Minnesota, have saved significantly through joint agreements with textbook publishers. In addition to providing written content, Florida should take additional steps to take advantage of these digital environments to offer students full motion video, documentaries, and interactive simulations.

- Instructional Innovations and Efficiencies - In education, radically new ways of thinking about teaching and learning have emerged, but typically outside of the confines of academic institutions. For example, the Khan Academy has changed the tutoring model, Coursera and other Massive Open Online Course (MOOC) providers have changed how we think about open courses, adaptive learning has the potential to personalize instruction that creates guided learning outcomes for the student, and competency-based education is making great strides in areas around the country. It is imperative in Florida that we recognize the need to adopt these innovative instructional models in order to create instructional efficiencies.

- Understanding the True Costs of Online Education - As the number of students participating in online education in Florida continues to grow, a better understanding of the actual cost of online education is needed. Most institutions in the state have implemented a distance learning course fee to support the additional costs of developing and delivering quality online courses and programs, leading to a realization that providing quality online education has a cost structure that differs from the face-to-face environment.

VISION FOR ONLINE EDUCATION

In 1990, the United States was ranked first in the world in attainment of four-year degrees among the 25 to 34-year-old segment of the population. Today, the U.S. ranks 12th. Florida, the third most productive state in baccalaureate degree production, ranks 38th among states in the percentage of population with at least a bachelor's degree. The Obama administration's College Completion Goal has charged the nation to attain a 60% college completion rate—the highest in the world—by 2020. Reaching this goal will require 10 million more Americans to obtain an associate or baccalaureate degree. The Lumina Foundation, the Bill and Melinda Gates Foundation, and others are pursuing similar attainment goals.

The state of Florida is doing its part. *The State University System 2025 System Strategic Plan* has established a system goal to produce 90,000 baccalaureate degrees per year by 2025, half of which will be in areas of strategic emphasis—goals that are nearly a third higher than current annual degree production. Although the SUS is nearly on pace to meet these goals, obstacles to future success include uneven regional distribution of student growth patterns, shortages of classroom and other instructional spaces at some institutions, and reductions in the availability of Public Education Capital Outlay (PECO) funds to expand instructional plant capacity.

Online education, taken to scale across the SUS, affords the system a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for students. From a social perspective, attainment of an academic credential translates into increased lifetime earnings potential, lower unemployment rates, healthier lifestyles and reduced health care costs, increased tax revenues to support governmental programs, and increased civic participation.

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

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

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

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

2025 STRATEGIC GOALS FOR ONLINE EDUCATION

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

QUALITY

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

Strategy 1.1		Recognize the development of high quality online education statewide.
Tactics	1.1.1	In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses.
		System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President's Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor's Quality Award that represents the best of breed throughout the state.
	1.1.2	Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.
	1.1.3	Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.
	1.1.4	Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.

Strategy 1.2		Expand support for professional development.
Tactics	1.2.1	Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.
	1.2.2	Enhance professional development opportunities offered by FLVC for institutional leaders in online education.
	1.2.3	Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act.
	1.2.4	Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.
	1.2.5	Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.

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

Strategy 2.1		Conduct and share research about online education to improve quality.
Tactics	**2.1.1**	Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.
	2.1.2	Develop a process to share research-based best practices that are occurring across the different institutions.

Strategy 2.2		Provide the infrastructure needed to support the development and delivery of online education.
Tactics	**2.2.1**	Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.
	2.2.2	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
	2.2.3	Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.

Strategy 2.3		Ensure support services that promote student success are available for online students.
Tactics	**2.3.1**	Ensure that universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.

ACCESS

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

Strategy 1.1		Increase enrollments in online education.
	1.1.1	Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses.
		Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs.

Tactics	*1.1.2*	Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory. Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online.
	1.1.3	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction.
	1.1.4	Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes.
	1.1.5	Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System.
	1.1.6	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	1.1.7	Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models.
	1.1.8	Provide a robust set of student support services to support the delivery of multiple, accelerated models.

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

Strategy 2.1	*Secure the funding necessary to continue expansion of online education.*	
Tactics	*2.1.1*	Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.
	2.1.2	Obtain funding for statewide marketing and recruiting to expand online enrollments.
	2.1.3	Seek incentive funding to encourage institutions to implement innovations in online education.
	2.1.4	Secure student support resources to ensure students have access to technology required for online education.
Strategy 2.2	*Pursue changes to the regulatory environment to enable continued growth in online education.*	
Tactics	*2.2.1*	Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.
	2.2.2	Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.

2.2.3	Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.	
2.2.4	Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.	

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

Strategy 3.1		In collaboration with the Florida College System, meet the educational needs of employers in the state.
Tactics	3.1.1	Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.
	3.1.2	Ensure universities are using need and demand data when considering programs for online delivery.

AFFORDABILITY

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

Strategy 1.1		Enhance shared support services for online students.
Tactics	1.1.1	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINEs as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.
	1.1.2	Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.
Strategy 1.2		Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.
Tactics	1.2.1	Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system. Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of a statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics.

	1.2.2	Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas. The Florida Orange Grove could be refined for master course availability throughout the state. With additional standards around the best-case use of a master course, the Florida Orange Grove could be a shared resource for all Florida institutions to exchange content.
	1.2.3	Review and recommend data analytic tools and methods to predict student success in online education.
	1.2.4	Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.
	1.2.5	Encourage institutions to opt into the selected common Learning Management System.

Goal 2. The State University System will reduce the costs of educational materials for students.

Strategy 2.1		Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.
Tactics	2.1.1	Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.
	2.1.2	Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials. Contracts negotiated with vendors should ensure that such materials are accessible to students with disabilities.

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

Strategy 3.1		Implement innovative instructional models.
Tactics	3.1.1	Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.
	3.1.2	Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.
	3.1.3	Implement a model to assess prior learning for the award of academic credit.
	3.1.4	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.

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

Strategy 4.1		*Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs.*
Tactics	*4.1.1*	Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.
Strategy 4.2		*Develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.*
Tactics	*4.2.1*	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.
	4.2.2	Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.

PERFORMANCE INDICATORS

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

Quality

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

Access

Performance Indicators	2025 Goals
Number of undergraduate student credit hours in online education	3.48 million
Number of undergraduate FTE enrolled in online courses	86,900
Number of graduate student credit hours in online education	616,000
Number of graduate FTE enrolled in online courses	19,250
Percentage of SUS undergraduate students enrolling in one or more online course each year	75%

Percentage of SUS graduate students enrolling in one or more online course each year	50%
Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.	60%

Affordability

Performance Indicators	2025 Goals
Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)	Annual increase in the percentage of online courses using electronic textbooks or open educational resources
SUS and FCS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources
SUS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources
Competency-based and adaptive learning approaches reduce time-to-degree and associated cost	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree

APPENDIX A - DEFINITIONS

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

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

APPENDIX B - TASK FORCE MEMBERSHIP

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

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

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APPENDIX C – DISTANCE LEARNING ENROLLMENT TARGETS

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

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

APPENDIX D - STUDENT CHARACTERISTICS

2013-2014 DISTANCE LEARNING
UNDERGRADUATE HEADCOUNT ENROLLMENT

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

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

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