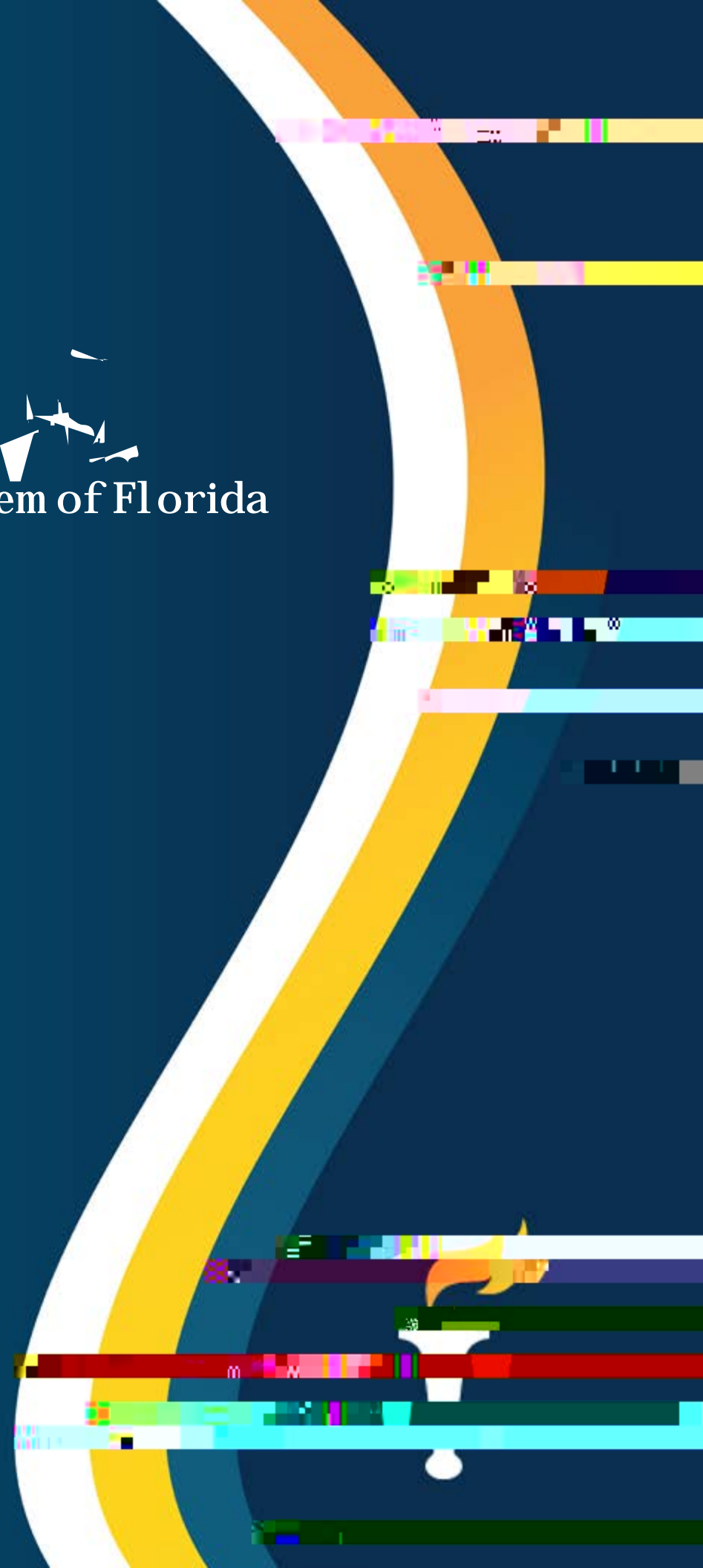# State University System of Florida
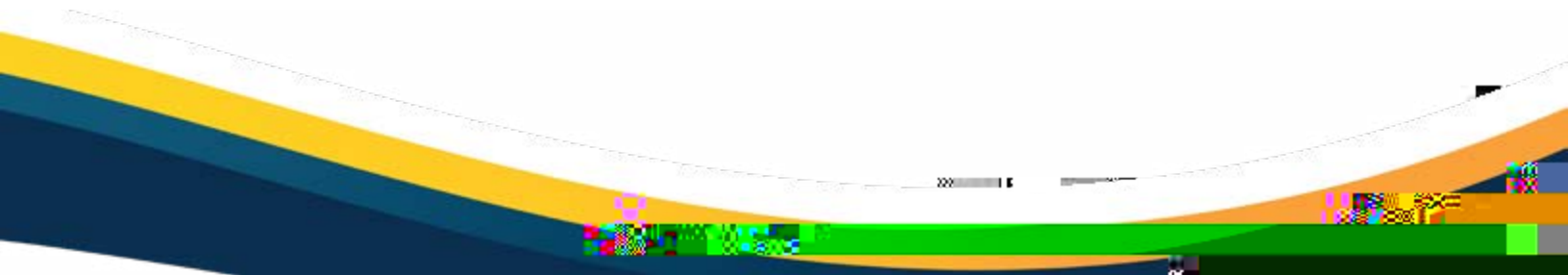
Annual Report 2019

STATE UNIVERSITY SYSTEM OF FLORIDA

Approved July 21, 2020

Board of Governors
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The State University System **2019 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**. While the Annual Report focuses primarily on 2018-19 data and accomplishments during that year, it also reflects how the infrastructure, resources, and professional networks established in the past few years had a great impact on the System's ability to react quickly to convert on-campus, hybrid, and primarily online courses to courses provided 100% at a distance in response to the novel coronavirus during the Spring 2020 term. Highlights of the Annual Report include:

- SUS institutions converted almost 50,000 courses from primarily classroom, hybrid, and primarily distance learning to ones that could be completed fully at a distance during the Spring 2020 term.

- In 2018-19, the State of Florida ranked second in the nation in both the number and the percentage of public university students enrolled in distance learning courses.

- During 2018-19, 75% of undergraduates – and 53% of graduate students - took at least one distance learning course.

- Eleven percent (11%) of undergraduate students took only distance learning courses, while 26% of graduate students did so.

- During Fall 2019, there were 504 online programs/majors in the SUS, with 305 of those being in

The **State University System 2019 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 quality 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 family or work obligations to complete their education and on-campus students to accelerate the completion of their degrees and/or 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 primary 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 began working 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 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 tactics in the Plan. In some instances, sub-groups of experts are formed to address specific issues assigned to workgroups. Institutions in the Florida College System are represented on the workgroups.

Effect of COVID-19 on Distance Learning in 2020 Spring Term

While focusing on 2018-19 data and activities, this report reflects how the SUS has reacted to and planned for the demand for distance learning courses and programs since the **2025 Strategic Plan for Online Education** was adopted by the Board of Governors in November 2015. The infrastructure, resources, and professional networks established in the past few years had a great impact on the System's ability to react quickly to convert on-campus, hybrid, and primarily online courses to courses provided 100% remotely in response to the novel coronavirus (COVID-19) during the Spring 2020 term.

While many courses had begun the term in fully distance learning modality, almost 50,000 courses had begun the term as primarily classroom, hybrid, or primarily online courses. Faculty, many with the help

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*Online Education is one type of distance learning and is the focus of this report. Distance Learning encompasses other modes of delivery 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 different approaches. Therefore, the term "distance learning", rather than "online education," is used in this report when appropriate.

of instructional designers, undertook a herculean e ort to convert those courses to ones that could be completed 100% at a distance.

The foresight of the Board of Governors when it approved the **2025 Strategic Plan for Online Education** in

TECHNOLOGY: FACULTY

To successfully provide courses remotely, both faculty and students needed access to appropriate technology. Institutions that were already heavily engaged in distance learning had existing technology that was easily scalable; all had to quickly purchase hardware and software to fill needed gaps. Ways in which universities addressed technology issues varied by university and included such activities as:

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- Publisher and third-party video and simulation content

- Giving assignments that could be completed remotely, such as written reports and scientific literature readings and presentations

- For clinical courses, participation in telemedicine, applying clinical simulation programs, and conducting case studies

- Development and use of "lab kits" containing materials, tools, and safety equipment, that allow

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 in public universities, behind Texas, and second in the nation, behind Arizona, in the percentage of students enrolled in distance learning courses.

Student Enrollments (Headcounts)

UNDERGRADUATE STUDENTS

2018-2019 UNDERGRADUATE STUDENT ENROLLMENTS

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	116	1%	3,766	44%	4,697	55%
FAU	2,075	7%	16,240	57%	10,148	36%
FGCU	686	5%	9,169	60%	5,365	35%
FIU	9,220	18%	29,396	58%	12,313	24%
FPOLY	0	0%	0	0%	1,475	100%
FSU	1,234	3%	22,670	63%	12,050	34%
NCF	0	0%	0	0%	837	100%
UCF	10,952	16%	42,897	63%	13,762	20%
UF	4,295	10%	31,701	77%	5,063	12%
UNF	984	6%	10,751	65%	4,854	29%
USF	4,605	11%	29,779	69%	8,689	20%
UWF	2,481	22%	6,526	58%	2,271	20%
SUS	36,648	11%	202,895	63%	2.6130	

PERCENTAGE OF GRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE
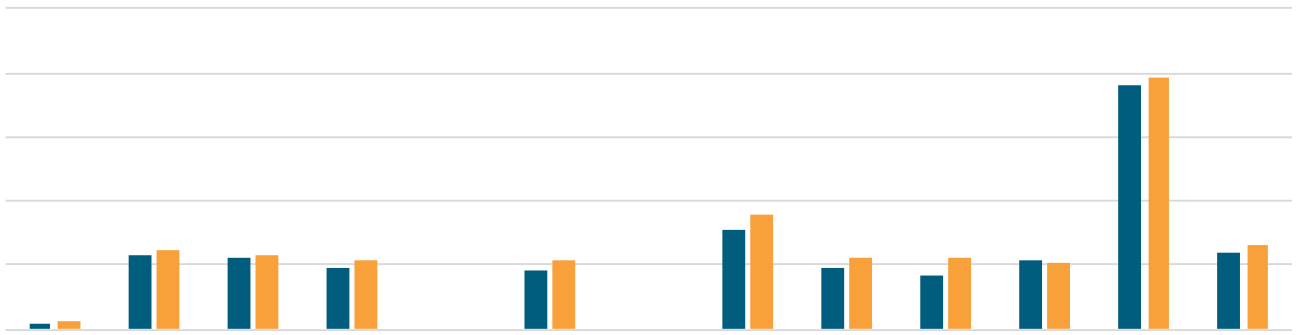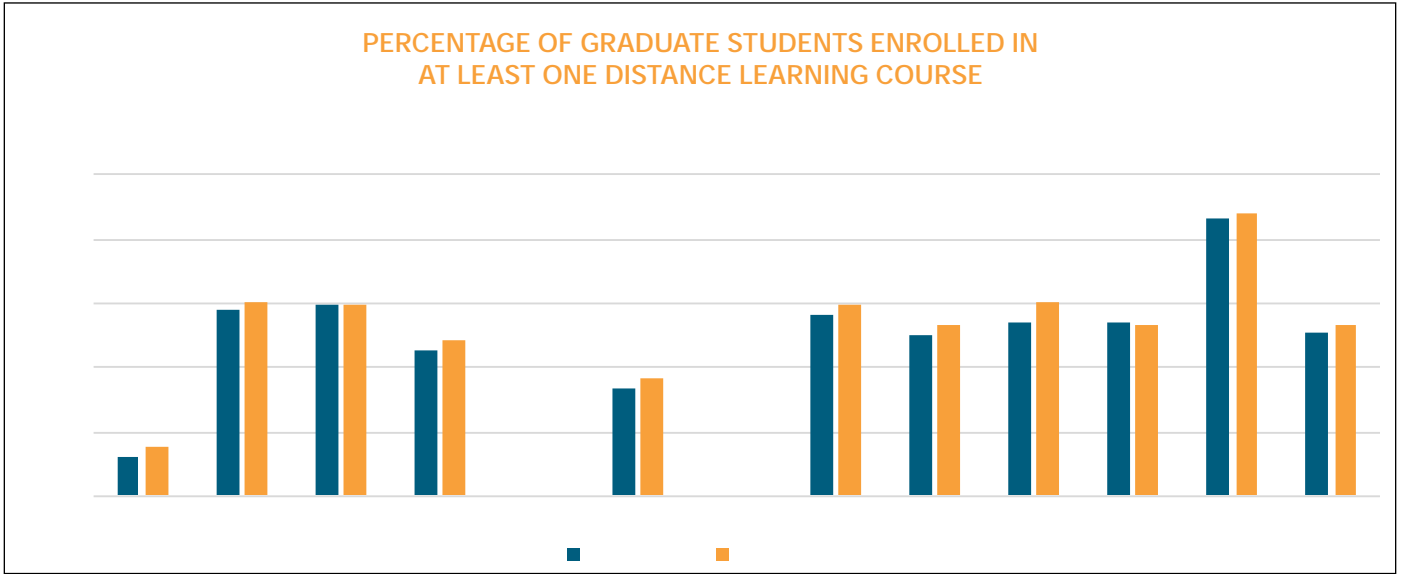
SOURCE: BOG Oﬃce of Data & Analytics, extracted from datamarts on 3/23/2020. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses. Distance learning courses are deﬁned as a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
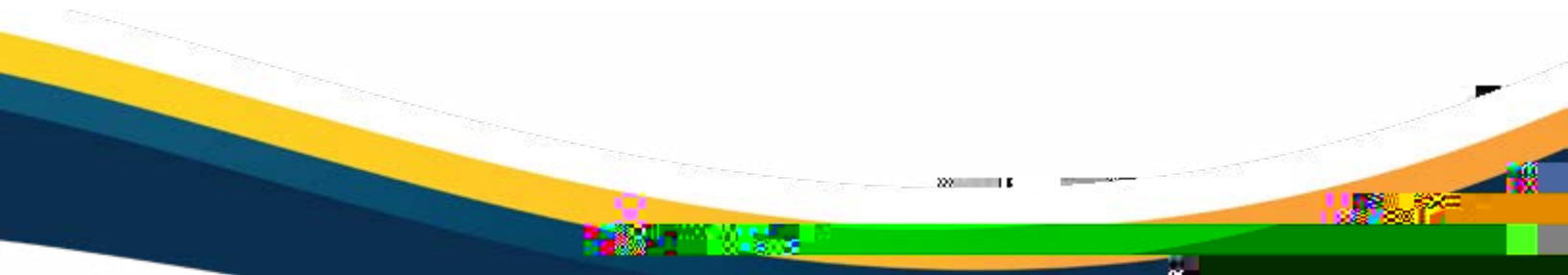
GRADUATE CREDIT HOURS

For graduate courses, 31% of student credit hours were taken in distance learning courses in 2018-19, an increase from 29% in 2017-18 and an increase from 25% in 2015-16. UWF's percentage, the highest in the System, was 82%. Five institutions were in the 30% - 40% range (FAU, UCF, UF, UNF, and USF).

DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS
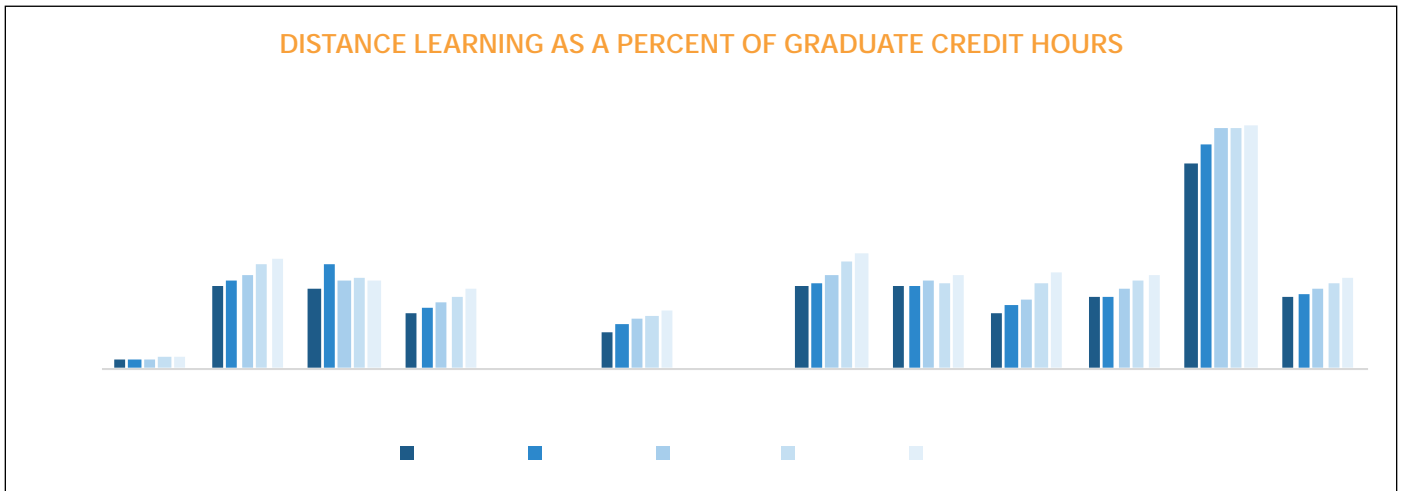
While the above percentages reflect the instructional e ort within each university, the pie chart on the right portrays each university's undergraduate distance learning credit hours as a percentage of total undergraduate credit hours in the SUS. UF's students took the most undergraduate distance learning credit hours in the System, 26%, followed by USF (16%), UCF (14%), and FIU (13%).

DISTANCE LEARNING % OF THE SUS TOTAL
- GRADUATE -

FAMU, 0%
FPOLY, 0%
NCF, 0%
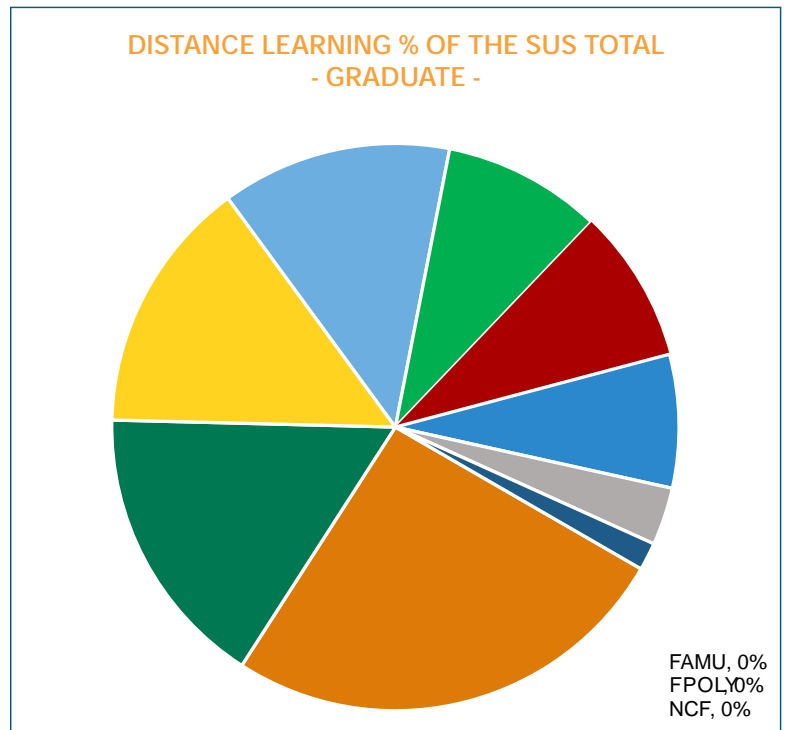
SOURCE: BOG O ce of Data & Analytics, extracted from datamarts on 3/19/2020. Undergraduate students include lower- and upper-division students only and excludes unclassi ed students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

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

Gender

Females comprise a greater proportion of undergraduates who took only distance learning courses than in those who took no distance learning courses. Sixty-four percent (64%) of undergraduates who took only distance learning courses in 2018-19 were female, compared to 51% who took no distance learning courses. Females comprised 56% of the undergraduate student body as a whole. A common reason cited for the high number of females in the distance learning space is family caregiving responsibilities, which leave them place-bound.
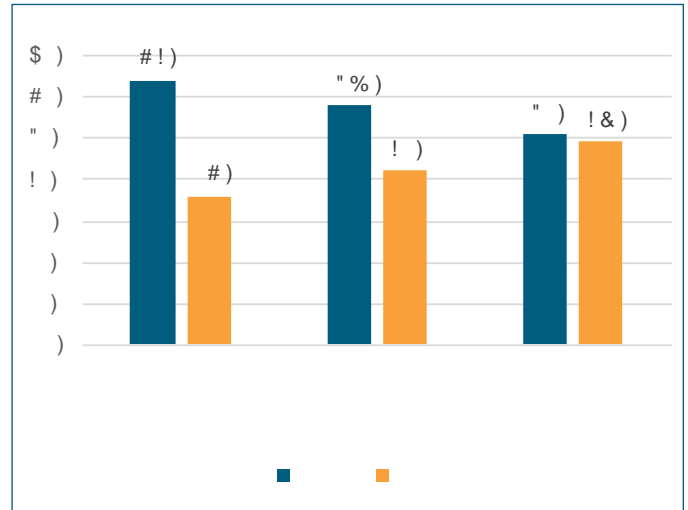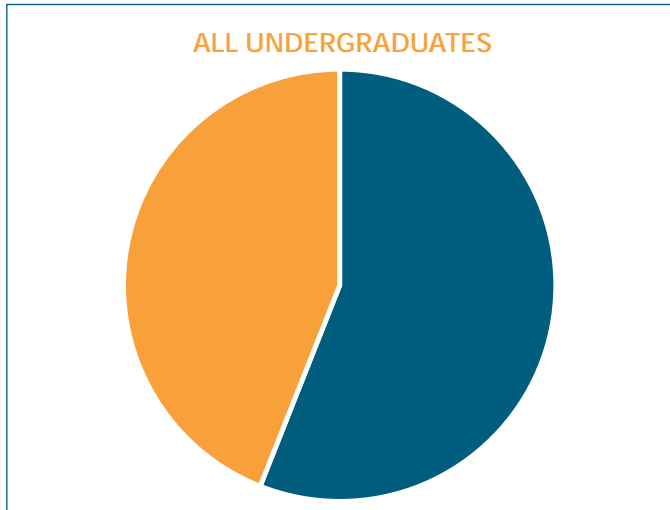
ALL UNDERGRADUATES

SOURCE: BOG O ce of Data & Analytics, extracted from datamarts on 3/23/2020. Undergraduate students include lower- and upper-division students only and excludes unclassi ed students. Students with missing or unreported gender data are also excluded. Headcounts are unduplicated. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more 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. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. "Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.

Business programs in the SUS ranked in the top 20
BEST ONLINE MASTER'S BUSINESS PROGRAMS
in their respective specialty categories by U.S. News & World Report

# 4 UF	# 4 UF	#12 FSU
Master's in Business Administration	General Management MBA	Master's in Business (non-MBA)

Race/Ethnicity

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

RACE/ETHNICITY	ONLY DL COURSES		BOTH DL AND			

Residency

Ninety-four percent (94%) of undergraduate students who took only distance learning courses were Florida residents, while 91% of all undergraduates were Florida residents.

RESIDENCY	UNDERGRADUATES WHO ONLY TOOK DL COURSES		UNDERGRADUATES WHO TOOK BOTH DL COURSES AND HYBRID AND/OR CLASSROOM COURSES		UNDERGRADUATES WHO TOOK NO DL COURSES		ALL UNDERGRADUATES	
2017								
	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%
Florida	27,697	95%	110,446	92%	115,089	92%	253,232	92%
Non-Florida	1,497	5%	9,991	8%	10,350	8%	21,838	8%
2018								
	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%	HEADCOUNT	%
Florida	29,274	94%	116,589	91%	107,858	91%	253,721	91%
Non-Florida	1,730	6%	11,685	9%	10,482	9%	23,897	9%

SOURCE: BOG O ce of Data & Analytics, extracted from datamarts on 3/23/2020. Undergraduate students include lower- and upper-division students only and excludes unclassi ed students. Headcounts are unduplicated. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more 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. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. "Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.

Florida Virtual Campus

The Florida Virtual Campus (FLVC) provides state-funded services to fulfill its statutory responsibilities delineated in sections 1006.75 and 1006.735, Florida Statutes. These services, which are provided to institutions in both the State University System and Florida College System, include:

1. Developing and managing a state-wide internet-based catalog of distance learning courses and programs;

2. Providing statewide online student advising services and support;

3. Providing a K-20 statewide computer-

Open Educational Resources and e-Textbooks

One of the goals in the **2025 Strategic Plan for Online Education** is to reduce the costs of educational materials for students. To that end, several initiatives are underway in the SUS to increase the use of Open Educational Resources (OER) and reduce the costs of textbooks and other materials.

Upon approval of the Innovation and Online Committee and Board of Governors in 2019, the Chancellor and his staff pursued an action plan to obtain letters of commitment from publishers and university bookstore vendors to ensure that students in the State University System will be paying less for textbooks and other instructional materials than they currently pay, beginning with the 2020 Fall term, and that students throughout the System will be paying consistent prices for the same materials. The Chancellor recognized participating entities as Torchbearers and invited them to use the SUS torch symbol to identify materials that met all of the components of the Action Plan. Faculty are not required to use materials with the torch symbol, but the torch

will help them, as well as students, easily identify materials that meet the affordability initiative.

The SUS Open Educational Resources/eText Workgroup, created in response to the **2025 Strategic Plan for Online Education**'s goal of reducing costs to students for educational materials, recommended that SUS institutions have the ability to opt into FIU's Affordability Counts initiative. FIU developed the Affordability Counts website with a searchable database of courses using Open Education Resources and low-cost materials. By basing the repository on common course codes, faculty in the SUS are able to easily identify the courses using free and low-cost materials already adopted by their peers. Six SUS institutions (FAMU, FAU, FIU, UCF, UNF, and USF) are currently participating in the initiative, and UF has established a similar initiative for its faculty, Affordable UF, which is described below.
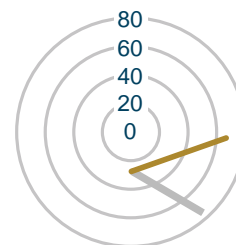
Other system-wide initiatives include:

- FLVC's purchase of a system membership in the Open Textbook Network, whose library contains over 400 open textbooks, as well as faculty reviews of materials;

IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS
The high cost of textbooks is negatively impacting students' academic progress.

How are they coping?*

80
60
40
20
0

- FLVC's second statewide open educational resources (OER) summit, held in February 2019, focused on collaborations between instructional designers, student services professionals, and librarians, with over 200 attendees from these areas. Additional information about TOPkit is included in the Academic Affairs section of this report."

- The Teaching Online Preparation Toolkit's (TOPkit) continued provision of tools, techniques, and strategies to encourage faculty development of affordable content. TOPkit was developed in response to tactics in the 2025 Strategic Plan for Online Education and hosted by UCF on behalf of the System.

> FAU's Center for Online and Continuing Education has been chosen for the
> **UNITED STATES DISTANCE LEARNING ASSOCIATION (USDLA) INNOVATION AWARD**
> for the development of an open education resource (OER), zero-cost Methods of Calculus eText.

In addition to the system-wide initiatives above, individual universities continued to explore and/or implement approaches to reduce textbook costs. Examples include, but are not limited to, the following initiatives at UF, FSU, and UNF.

- The Affordable UF initiative brings together partners from across campus to help address the issue of high cost materials: UF Libraries curate a list of OER repositories for faculty use; UF faculty may use the Mason OER Metafinder to simultaneously search well-known OER repositories; and

UF's Center for Instructional Technology and Training helps faculty develop OER materials.

- In March 2018, FSU libraries hosted an OER Symposium to raise awareness among faculty regarding OER materials, and FSU is continuing to award grants to faculty to support them in replacing commercial textbooks with materials that are available to students at no cost, either open educational resources or library-licensed ebooks.

- UNF is another example of a state university that awards grants to faculty members as encouragement for adopting open educational resources for their courses. In their redesigned courses, all required textbooks are free to students and the cost of any supplementary materials does not exceed $25. The class syllabus is made available to other department faculty teaching the same course.

Tutoring

Many state universities offer tutoring for online students through their own academic units, distance learning offices, and/or third-party providers. Two of many examples in the System are the services provided by FAU and UWF:

- FAU's Center for Learning and Student Success (CLASS) uses high-performing student tutors to provide free eTutoring for online students via the university's learning management system. In addition, CLASS provides online course orientations so students can better understand the online learning environment; one-on-one eSuccess online consultations for students to discuss such issues as removing barriers to success in online courses; and online concierge services to help students better navigate FAU resources;

- At UWF, one-on-one tutoring is available to eligible military families through a program funded by the Department of Defense. In addition to accessing tutoring services in many academic fields, eligible military families may receive assistance with career preparation, such as resume writing and job searches, and preparation for tests such as the ACT and SAT.

Online Programs

Access Goal 1 in the **2025 Strategic Plan for Online Education** is to increase access to and participation in online education, with one of the tactics being to establish and maintain an inventory of SUS fully online and primarily online programs. The Board of Governors O ce developed a database that captures online programs, defined as "online majors."

During the Fall 2019 term, the following online programs were provided in the SUS:

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. Since 2014, the program has graduated 1,754 students. During the 2018-19 academic year, over 2,500 students were enrolled in the program, which has a partnership with 20 Florida state colleges, state universities, and private universities; over 200 certificate, associate, and bachelor degree programs are o ered in most high-demand fields, including information technology, business, healthcare, and education.

Complete Florida's annual survey of 601 currently enrolled, not enrolled, and graduated adult learners in 2018-19 found that:

- 75% of respondents are employed;

- 48% of respondents typically take one or two classes a semester;

- 50% of respondents have children younger than 18;

- 59% of respondents are first generation in college; and

- 35% of respondents have undergraduate debt of more than $10,000.

Critical initiatives of Complete Florida involve reducing time and costs required for adult learners to earn academic credentials. Notable this year is a focus on:

- Growing business partnerships to align workplace needs with higher education programs.

- Working with partners to identify and re-enroll existing students who had stopped-out for more than three consecutive semesters.

- Launching the Complete Florida Network

for education professionals to discuss challenges and share best practices for working with returning adult learners.[8]

U.S. News & World Report
ranked several graduate programs in the SUS in the top 20 of the
BEST ONLINE GRADUATE PROGRAMS FOR VETERANS
in their respective specialty areas

#4	FSU	Education Programs
#6	FSU	Information Technology Programs
#6	FSU	Criminal Justice Programs
#11	UCF	Criminal Justice Programs
#19	FAU	Business Programs

Complete Florida Military

Complete Florida Military was created in 2015 to help current military, veterans, and their families go to college. Managed by the Innovation Institute at UWF, coaches assist applicants with navigating the admissions and financial aid processes, finding the shortest path to a degree, and guiding students from application to graduation and a career. Complete Florida success coaches work directly with active-military and veterans to evaluate relevant military experiences and benefits and select the most appropriate Florida college or university that will match the individual's interests, experiences, and abilities. Degree programs consist of fully online classes that will lead to the completion of a postsecondary degree.

UF (#2) and UCF (#12) were ranked in the top 20 of
BEST ONLINE BACHELOR'S PROGRAMS FOR VETERANS
by U.S. News & World Report

Meeting Workforce Needs

In addition to providing traditional academic degree programs, SUS institutions provide noncredit programs and credit certificate programs, many online, to help address workforce needs. Of the 908 credit certificate programs provided system-wide in 2018-19, 60% were in Programs of Strategic Emphasis and 39% were o ered online. Over 5,000 credit certificates were awarded.

Credit certificate programs o ered online varied by institution and included such programs as:

- USF's Applied Biostatistics; Business Analytics; and Epidemiology of Infectious Diseases programs;

- UCF's Instructional Design for Simulation; Autism Spectrum Disorders; and Transportation Engineering programs; and

- UF's Global Strategic Communication; Engineering Innovation; Sustainable Construction; and Forensic Drug Chemistry programs.
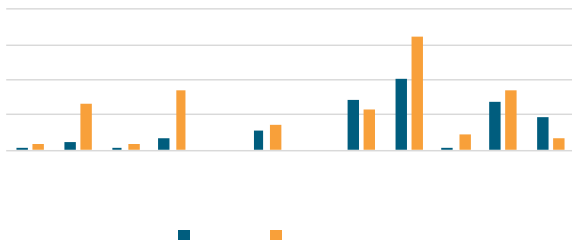
hosted the first two annual Innovation Summits, with enrollment – and opportunities to present – open to faculty and sta from institutions in the SUS, as well as those in the Florida College System and private institutions.

Sessions for the March 2019 Innovation Summit included, but were not limited to, the following presentations from faculty and sta in the SUS:

- Low-Cost and High-Impact Immersive Assignments for Your Online Course (FIU)

- Adaptive Learning: Lessons Learned from 3 Years of Research (UCF)

- Virtual Mentoring (UNF)

- Driving Student Success with Predictive Analytics (FIU)

- Using Digital Badges to Connect Career Readiness Across Campus (USF)

- Overcoming the Challenges of Online Language Learning (UF)

The March 2020 Innovation Summit included the following sessions from SUS faculty and sta ,

- Ada2nguage Lesearch (UCF)

-

FGCU piloted Realizeit with several modules of a College Algebra course. The pilot was successful and development of the full course is in progress.

MASTER COURSES

Affordability Goal 1 in the 2025 Strategic Plan for Online Education focused on enhancing shared services to support online program development and delivery costs, with an associated tactic being to "Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas."

UF is the lead institution for this tactic and is piloting the Florida CourseShare initiative for sharing course materials created and donated by faculty throughout the SUS. The types of materials that may be contributed include full courses, syllabi, assignments, quizzes, content modules, and videos. These materials may be used in full or in part. Contributed courses must have earned a High Quality designation through the Florida Quality Online Courses Review Process. Materials are placed in Canvas Commons, which is accessible by faculty throughout the System.

SHARED PROGRAMS

One of the tactics in the 2025 Strategic Plan for Online Education is to "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.

With support of Title VI grants, UF has shared parts of several language programs with other institutions. Working with the UF Center for African studies, courses in Swahili, Yoruba, and Akan have been shared with FAMU, Bethune-Cookman, and Tuskegee University (Alabama). Working with UF's Center for European studies, courses/programs in Polish, Hungarian and Turkish have been offered to SUS institutions.

In an effort to enrich each SUS institution's language portfolio by yielding degree programming, certificates, and individual courses, a system-wide Task Force for Shared Language Instruction was created and began initial work in 2018-19.

STEM LABS

After approval of the system-wide STEM Labs Task Force report and recommendations by the Innovation and Online Committee and full Board of Governors in January 2018, UF Online moved forward in October 2018 with convening a symposium and showcase for SUS faculty who teach Science, Technology, Engineering, and Math (STEM) courses and labs online. In addition to having a keynote speaker from Johns Hopkins University, faculty from throughout the SUS (UF, FGCU, UCF, FSU, FAU, FIU) presented lessons learned in the development and delivery of various STEM courses provided online, including courses in Computer Science, Math, Engineering, Physics, and Chemistry. The final plenary session focused on "Ensuring High Quality STEM Undergraduate Courses and Labs Considerations for Medical School & Veterinary School Admission."

In June 2019, UF o ered its first Chemistry Lab Bootcamp, which was developed by faculty from UF's Chemistry Department in conjunction with UF's Center for Online Innovation and Production. UF collaborated with faculty and instructional designers from across the SUS in the development of the lab. Upon its successful completion, SUS institutions were able to take the curriculum plan and adapt it to their own campuses, students, and faculty. Students took the first part of the lab completely online, then were required to come to campus for a two-week lab bootcamp. After the two-week bootcamp, students were able to complete remaining course requirements online.

In 2018, a UF Online faculty-led team won the Online Learning Consortium's **DIGITAL LEARNING INNOVATION AWARD** ($10,000) for providing access to at-home data acquisition labs for the introductory physics sequence.

SOURCE: BOG O ce of Data & Analytics, extracted from datamarts on 3/23/2020. Notes: Undergraduate courses include lower- and upper-division

Retention

Seventy-three percent (73%) of students enrolled only in distance learning courses in Fall 2017 were enrolled in Fall 2018. Additional research is needed to determine if those students who were not enrolled in Fall 2018 enrolled in a subsequent semester, transferred to another institution, or had been transient students with a diﬀerent home institution in Fall 2017.

PERCENT OF UNDERGRADUATES ENROLLED AFTER ONE YEAR BY INSTRUCTIONAL DELIVERY METHOD
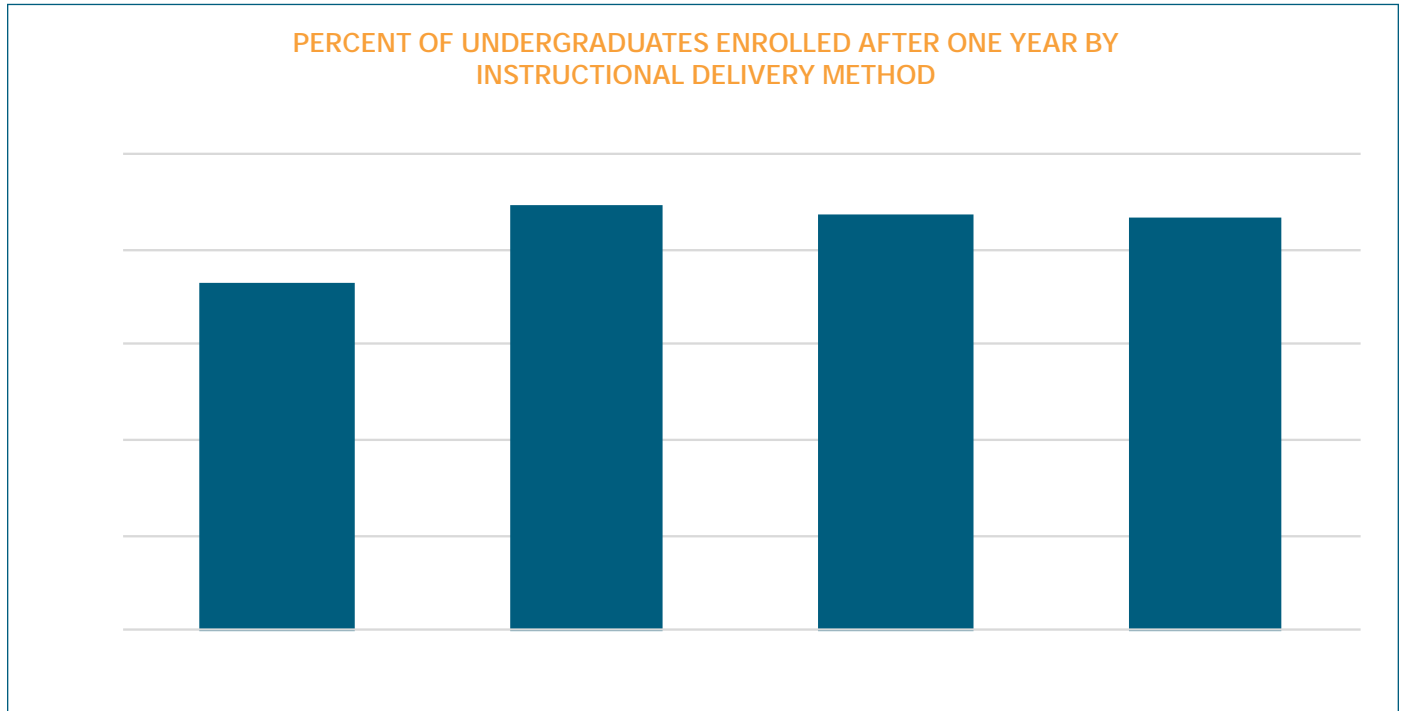
SOURCE: BOG Oﬃce of Data & Analytics, extracted from datamarts on 3/23/2020. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2016 term. The percentages report the proportion of the Fall 2016 undergraduates who were enrolled during Fall 2017. Students who graduated between Fall 2016 and Summer 2017 were removed from both the numerator and the denominator.

Best Colleges ranked SUS institutions as the top three
BEST ONLINE COLLEGES AND UNIVERSITIES
UF Online (#1), UCF (#2), and FIU (#3)

UF's Engineering online program ranked
#15 IN BEST ONLINE MASTER'S IN ENGINEERING PROGRAMS
by U.S. News & World Report

USF's "Gamification in Online Course Design: Instructional Technology Superhero" won

Time to Degree

The average time-to-degree in 2018-19 was 3.92 years for full-time students earning Bachelor's degrees in 120-credit-hour programs, the same as it was in 2017-18. Students who took no distance learning classes and those who took 61% - 80% of their credit hours via distance learning graduated in an average of 3.75 years, while all other students took an average of 3.92 - 4.0 years. The number of graduates who took 81% - 100% of their credit hours online was too small to generalize their time to degree.

AVERAGE YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2017-2018			2018-2019		
	N	%	MEDIAN	N	%	MEDIAN
0%	1,341	5%	3.75	1,011	4%	3.75
1-20%	11,776	48%	4.00	11,533	44%	4.00
21-40%	8,379	34%	3.92			

Professional Development

Continuing its focus on Quality in online education, the **2025 Strategic Plan for Online Education** stresses the importance of professional development of faculty and sta , specifically mentioning professional development opportunities for instructional designers, institutional leaders in online education, and those sta responsible for professional development activities for faculty who teach online courses:

INSTRUCTIONAL DESIGNERS

The FLVC, in partnership with UCF and Seminole State College, hosts the Instructional Designer Network for instructional/learning designers, instructional/learning technologists, and educators who are interested in pedagogies, instructional design, course development, and technology.

In addition to providing monthly webinars, FLVC provides links to best practices, "real world tips," related organizations, training and support, and development.

INSTITUTIONAL LEADERS

FLVC hosted the 2019 Florida Open Educational Resources (OER) Summit on February 27-28, 2019, in Maitland, FL, with more than 200 faculty, academic librarians, instructional design and

Sample Courses, Community Forums, and Ask ADDIE (an "advice column" for online faculty development practitioners)

- 132 new registered users of the TOPkit website, bringing the total to 426 as of June 2019 (Note: Registered users can participate in the Community of Practice and submit an event to the Calendar of Events.)

- 40 new subscriptions to the TOPkit Digest

7. **Learner Support:** The course facilitates learner access to institutional support services essential to learner success.

8. **Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners.

QUALITY AWARDS PROGRAM

The 2025 Strategic Plan for Online Education provides for the creation of a statewide awards system for faculty who teach exceptional online courses. The Quality Workgroup developed, and the Steering Committee approved, three levels of awards: President's Award, State University System Distinguished Online Teaching Award (working title), and Chancellor's Award. Quality course design designations will be a prerequisite for the awards, which will be based on evidence of exemplary online teaching. Broad-based evaluation and eligibility criteria, such as a High Quality course designation, number of years teaching online, evidence of learning gains, and student evaluation data, will be developed by the faculty awards committee, but each institution could have slightly different criteria for its own President's Award

Cost of Online Education

In response to Affordability Goal 4 in the **2025 Strategic Plan for Online Education**, "The State University System will determine the costs of online education campus-by-campus," the universities' distance learning leaders and Board staff collaborated in the creation of the Cost of Online Education report in 2016. The report has not been updated, because not enough time has elapsed for major shifts to be reflected in the cost categories. The cost report was described in previous annual reports as follows:

- Presented to the Board's Innovation and Online Committee in October 2016, the Cost of Online Education report produced by the Affordability Workgroup found that the average incremental cost of online learning was $41.48 per credit hour, with 42% of incremental costs for the development of the online course and 58% for the delivery of the online course.

- The analysis of the 2015-16 data showed that institutions increased costs for developing and delivering online education were from the investment in staffing, the cost of creating online courses with high interaction levels and media rich content, and the technology infrastructure. The report found that the development and delivery of online education requires additional human resources and technology resources that are not necessary for face-to-face education, increasing the cost of online education.

Common LMS

A master agreement that could be used by institutions in both the SUS and the Florida College System for a common, opt-in learning management system was signed after a system-wide competitive selection process was undertaken in 2015. All twelve universities are using the common LMS, as are several institutions in the Florida College System.

Facilities

As a result of a joint meeting of the Board's Facilities and Innovation and Online Committees in 2017, Board staff developed a facilities planning model that removed 80% of the distance learning FTE from classroom, teaching labs, gymnasium, and auditorium space types, thereby decreasing the amount of funds needed to meet minimum required space standards. This model is being applied to all state universities during each institution's space needs survey over the next five-year cycle of surveys for the SUS. It is projected that the updated model calculations will result in lower space needs related to online education.

Infrastructure

Affordability tactics in the **2025 Strategic Plan for Online Education** include expanding and enhancing shared support services for online students. The Infrastructure Workgroup collaborated with FLVC to develop a structure to facilitate collaboration across the SUS and Florida College System to share available statewide agreements, services, and contracts. The site for sharing agreements is live and FLVC is continuing to populate it for use by SUS and FCS institutions. The proctoring master agreements have recently been added to the site, and agreements for closed captioning should soon be added. FLVC is compiling a list of additional institutional agreements related to online education that other universities may use because of "piggyback" provisions.

> Affordable Colleges Online
> ranked three SUS institutions
> in the top 20 of the
> **BEST ONLINE COLLEGES OF 2020**
> UF (#1), FIU (#10), and FAU (#16)
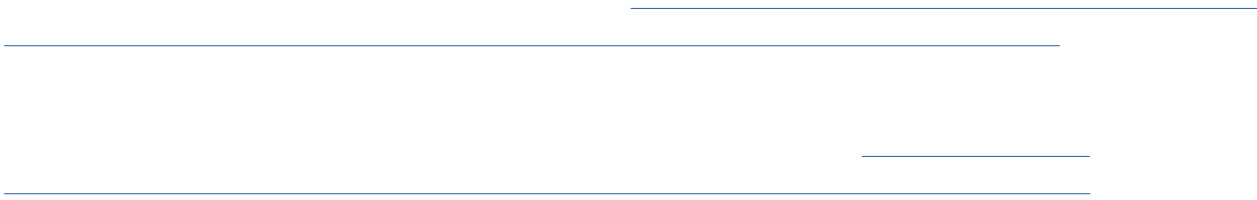
15.   "QS World University Rankings: QS Online MBA Rankings 2020." QS TopMBA. Accessed June 7, 2020. https://www.topmba.com/mba-rankings/online-mba-rankings/2020

16.   "20 Best Master's in Nutritional Science Online 2020." College Rank. Accessed June 7, 2020. https://www.collegerank.net/best-online-masters-nutritional-science

17.   "Top Online MBA Super Ranking."

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Provost and Executive Vice President
Florida International University

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for Academic Affairs
University of West Florida

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Florida Atlantic University

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Innovation and Online ECurto /T11e

Assistant Professor
Florida Agricultural
and Mechanical University

Director of Educational
Technology Services
New College of Florida

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Instruction and Research Technology
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Academic and Curriculum Support
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Director, Complete Florida,
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Associate Vice President for Planning
and Institutional Performance
Florida Gulf Coast University

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