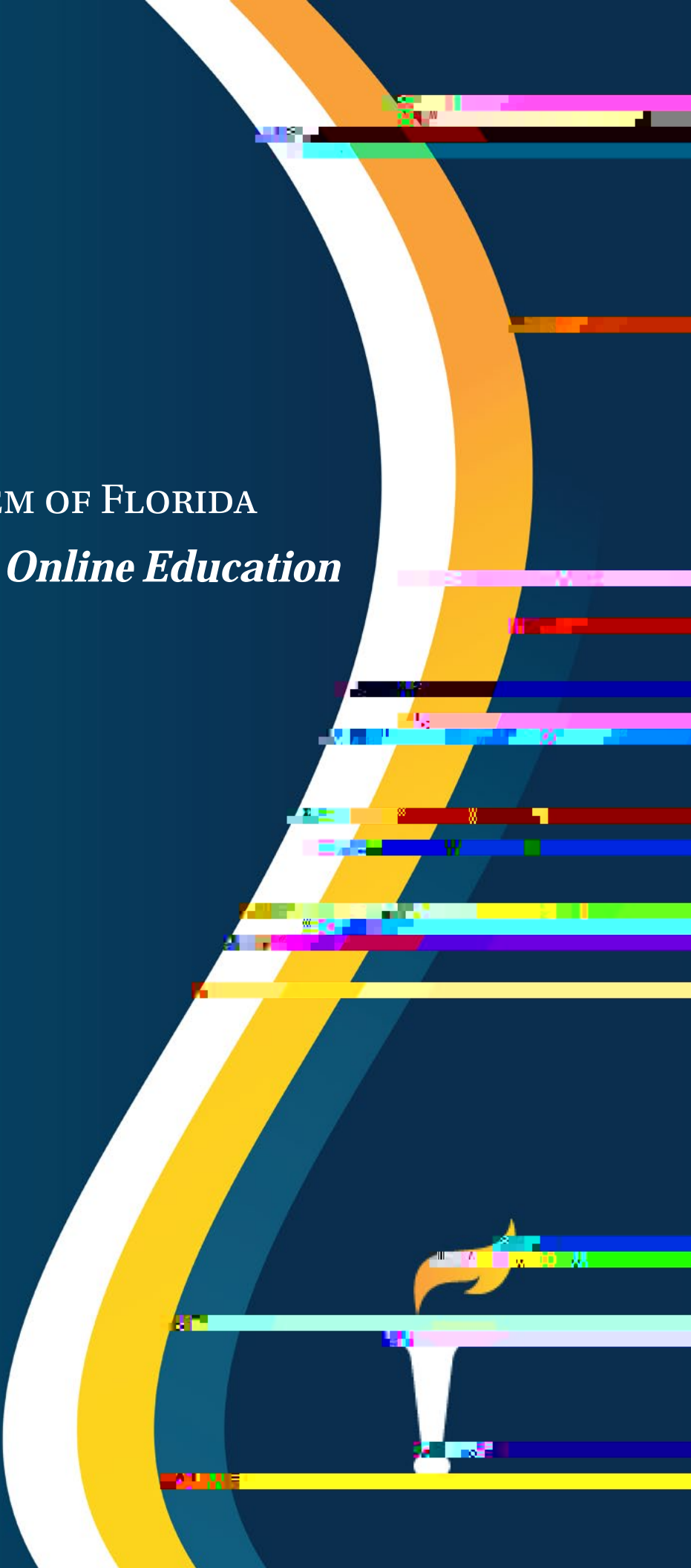
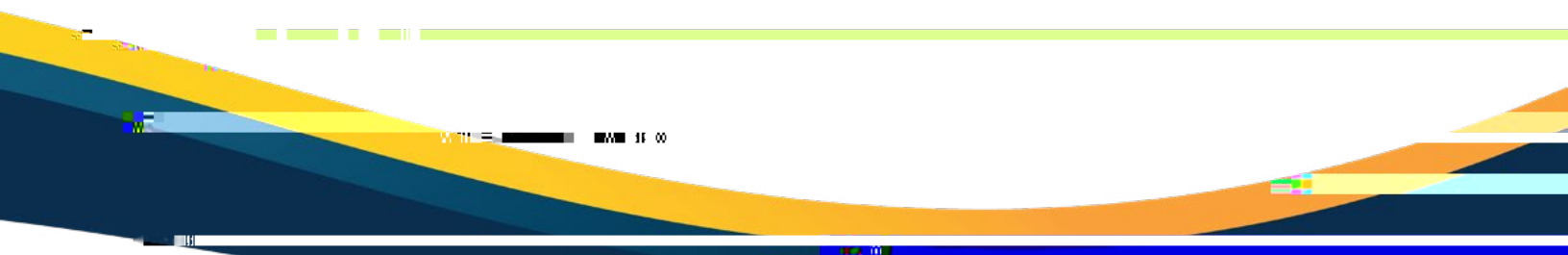


STATE UNIVERSITY SYSTEM OF FLORIDA
2022 Annual Report for Online Education
June 2023





**STATE UNIVERSITY
SYSTEM OF FLORIDA**





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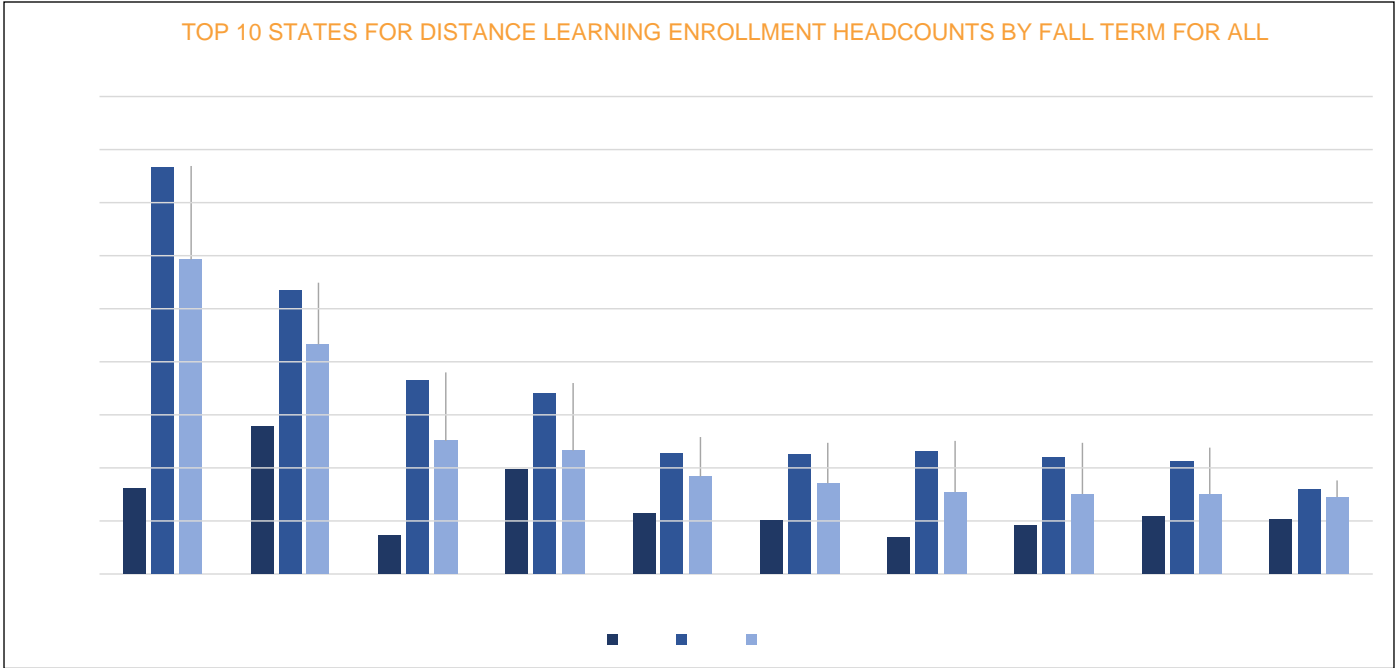
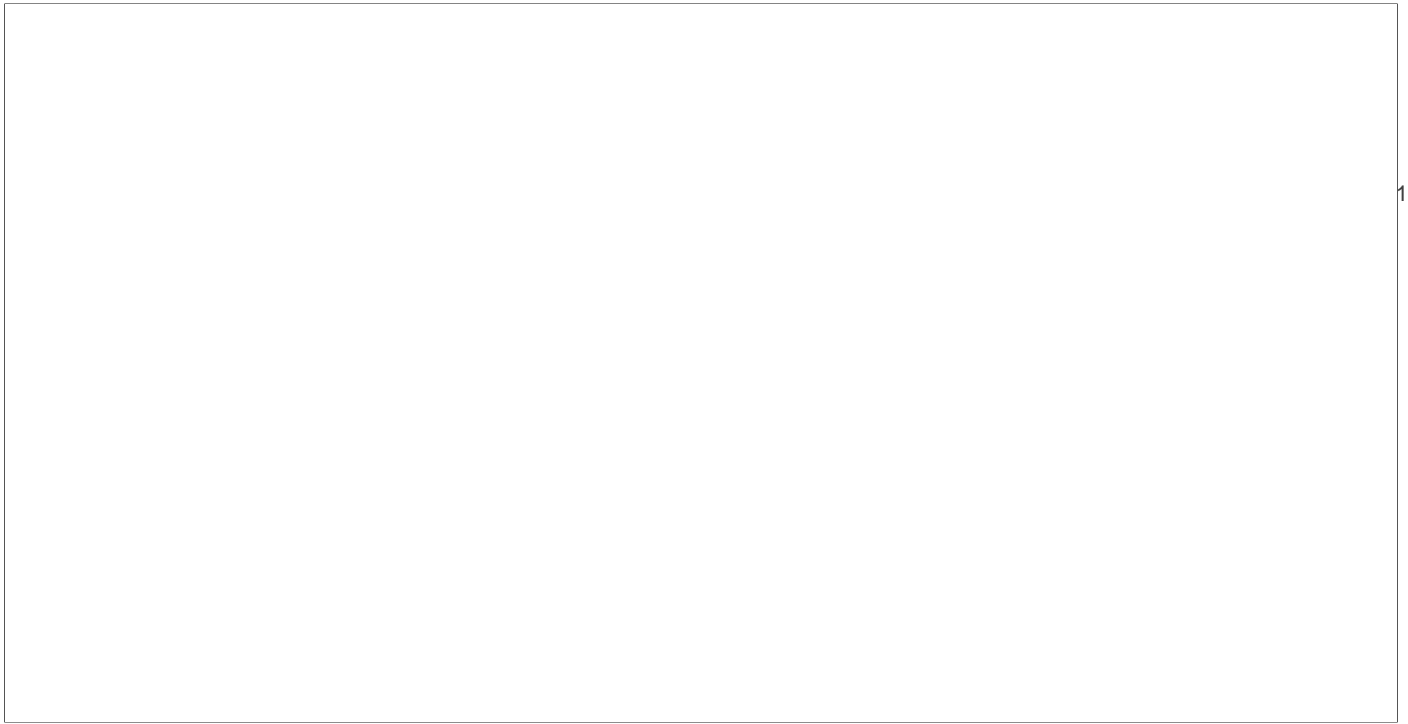


FIGURE 3



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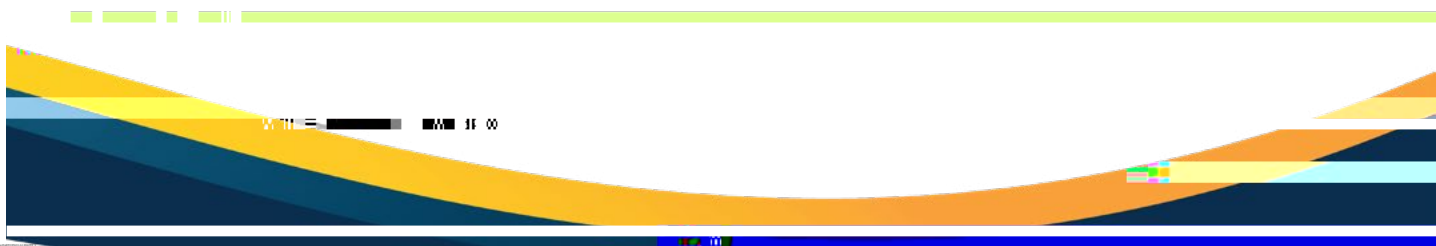
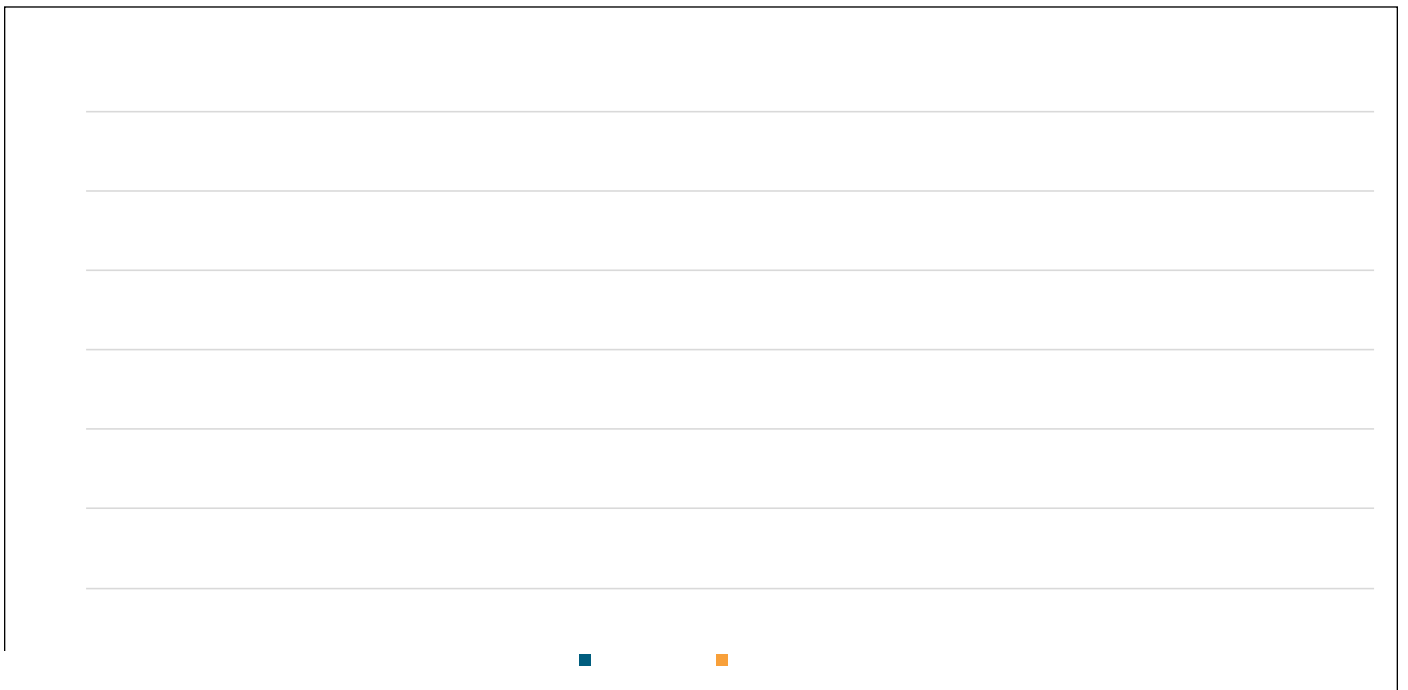
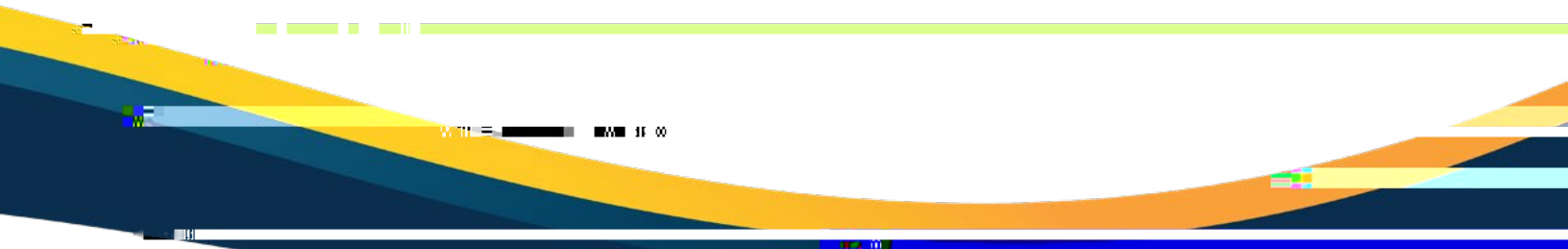
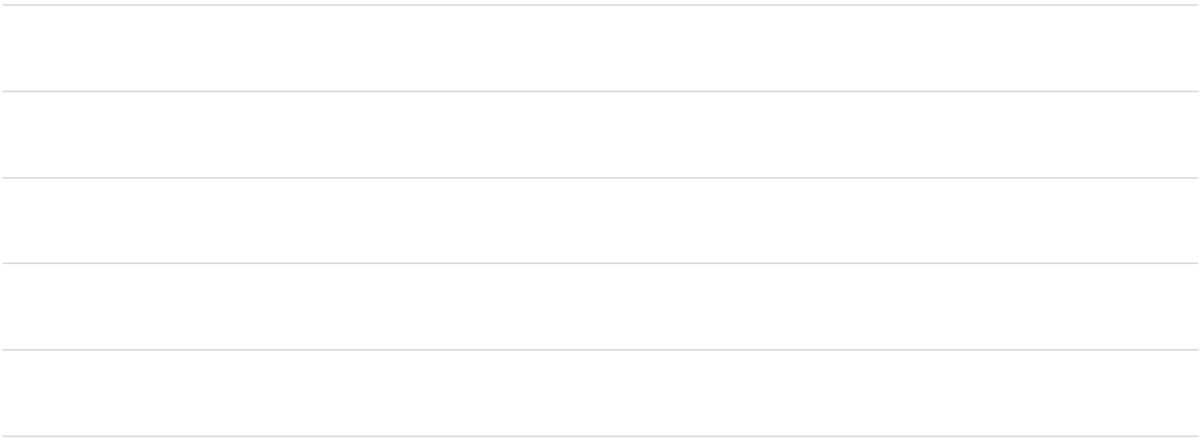


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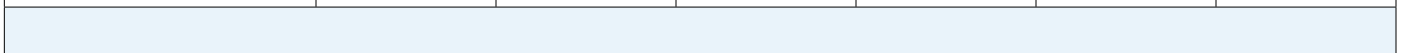




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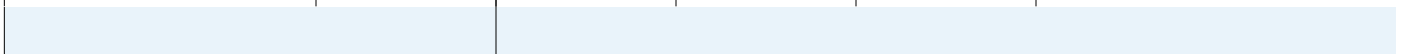
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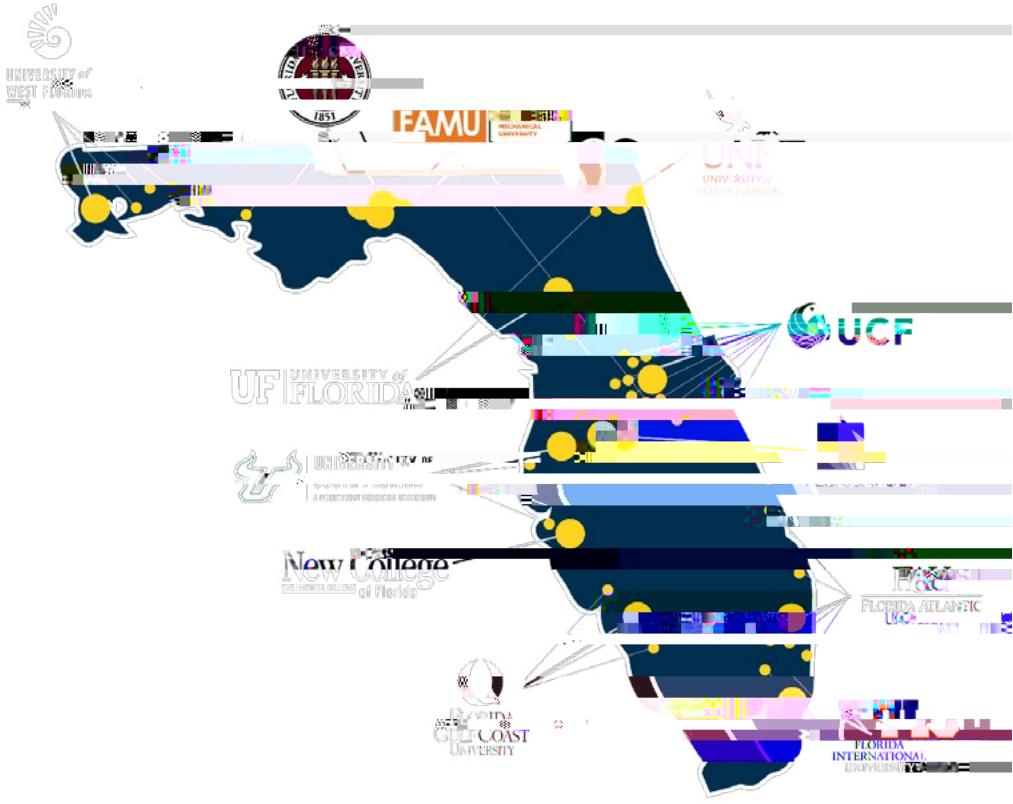
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State universities remain committed to student success and utilize a cadre of distance learning leaders who focus on the academic, personal, and aspirational needs of online students. An Online Implementation Committee was established by the Board of Governors following its 2015 approval of the 2025 Strategic Plan for Online Education. This Committee developed a process to define and monitor the goals and performance indicators in the Strategic Plan by focusing on rigorous standards of quality for online courses, professional development expectations for faculty teaching online classes, program delivery innovation, and measurable outcomes for students.

Well-designed online courses, taught by highly skilled, well-trained faculty using modern learning technologies, have proven to advance teaching and learning, increase student success, and accelerate time-



Indicators of Quality

SUS ONLINE PROGRAMS: AMONG THE BEST

The U.S. News & World Report annually identifies the best online bachelor's degree programs in the U.S. These programs are recognized for their strong academic foundations based on student-instructor access, graduation rates, and faculty credentials. The following SUS programs received national rankings a l o

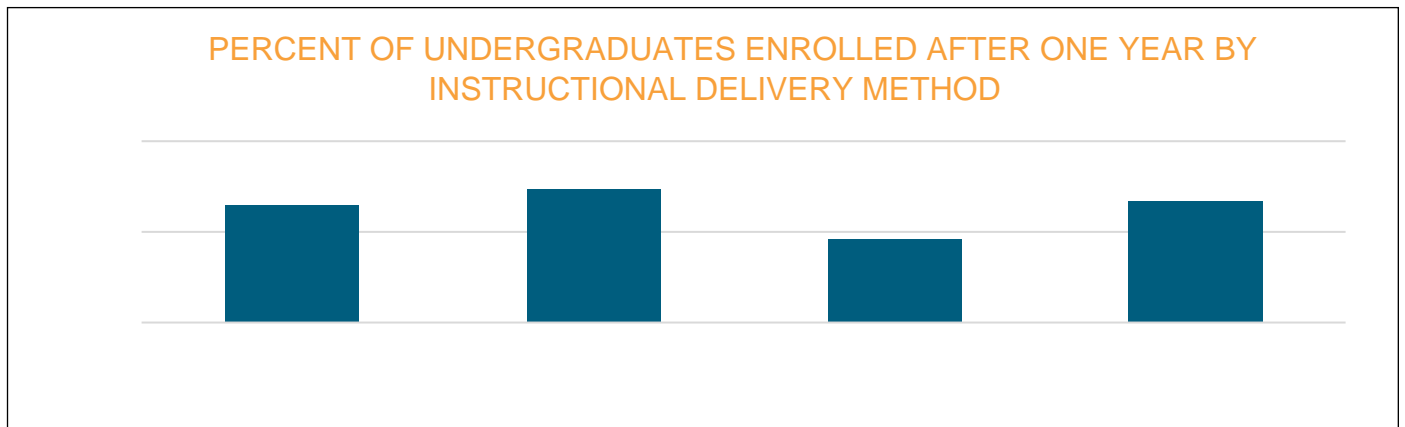
ã ¼

1 UNIVERSITY OF FLORIDA ONLINE

UF Online is a fully-online degree pathway that offers a wide range of experiences, including research, internships, and study abroad. Conducting all teaching and course design, UF faculty members ensure that online students receive academic courses of the same quality and rigor as their residential counterparts.

Students benefit from dedicated advisors who provide support and guidance throughout their online journey. UF Online programs have received national rankings a l o

FIGURE 11: RETENTION



Source and Methodology Notes: See Appendix I.

Outstanding Online Students

During 2022, the Board's Innovation & Online Committee began to intentionally promote the importance of online education in the State University System and to recognize the accomplishments of individual online students. Examples of outstanding online SUS students have been identified by university distance learning leaders and appear below.

MR JUSTIN GREEN

completed an Online MBA at Florida A & M University while advancing his career with the U.S. Food and Drug Administration. Justin is currently serving as Assistant Commissioner for Criminal Investigations for the USFDA. He attributes FAMU's Online MBA program for accommodating his demands as a husband, father, and administrator while allowing him to achieve his educational goals and pursue upward mobility in his professional career.

MR MANNY ZAVALA

graduated summa cum laude from the Florida Atlantic University's Criminology and Criminal Justice online degree program. Manny also participated in FAU's ROTC

FIU

FLORIDA
INTERNATIONAL
UNIVERSITY

The Florida Online Innovation Summit

The Florida Online Innovation Summit is annually planned and hosted by the University of Central Florida and is designed to advance the state-of-the-art in online learning by bringing together thought leaders, researchers, and educators in the SUS and the FCS to share experiences, strategies, research, and innovation. At the recent Summit, trends in artificial intelligence, experiential learning, adaptive courseware, and virtual reality were explored that push the boundaries of technology and practice and address the constraints of access, quality, and cost.

Teaching Online Preparation Toolkit (TOPkit)

The Teaching Online Preparation Toolkit (TOPkit), designed and developed by the University of Central Florida, is a statewide faculty development program that consists of three components: an online toolkit, community of practice, and annual workshop. An annual TOPkit Workshop is a designated professional development event for higher education professionals who prepare faculty to teach online and for those responsible for faculty professional development. Programs and resources are designed to empower faculty development professionals with resources and events to facilitate their success in preparing faculty to teach online.

Throughout 2021-22, FLVC continued to enhance the FloridaShines Catalog to include additional Zero Textbook Cost (ZTC) Course indicators. The ZTC indicator identifies courses which have no associated textbook costs, thereby enabling students to make informed decisions regarding total course costs when registering. As of July 2022, the Zero Textbook Cost indicator has been added to more than 1,000 sections in the FloridaShines Catalog. Inclusion of the ZTC indicator in the Catalog is an ongoing project and is part of FLVC's continued commitment to increase student awareness and use of OER and make higher education more affordable for students.

Affordability Counts

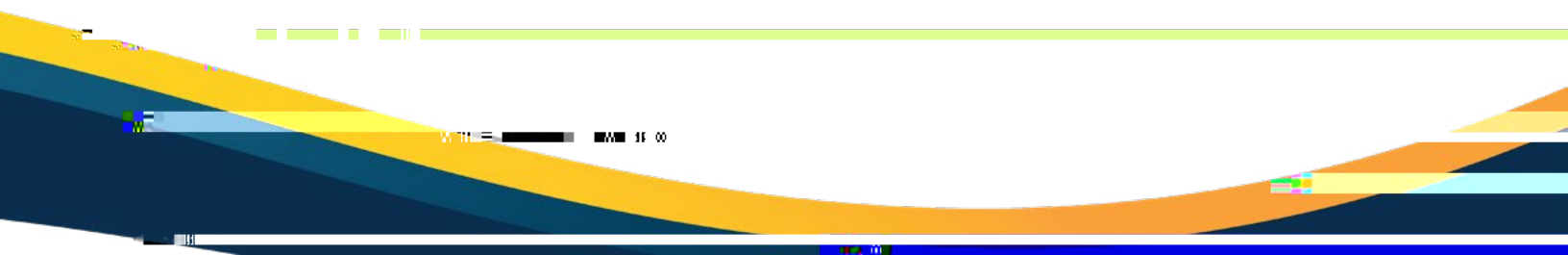
Affordability Counts is a program developed by Florida International University's Online program as a direct response to the increasing costs of textbooks in higher education. The program offers recognition incentives to faculty who adopt Open Education Resources (OER) and low-cost materials in their courses to advance affordability across Florida state universities and colleges. Affordability Counts at FIU Online maintains an online database where its seven institution partners can share and search for low-cost materials being used by their peers, thereby promoting access and affordability for students across the state.

APPENDIX F UNIVERSITY ONLINE MAJORS IN PROGRAMS OF STRATEGIC EMPHASIS

UNIV	BACHELOR'S		MASTER'S		SPECIALIST		PROF DOC		RESEARCH DOC		TOTAL	
	Total	PSE	Total	PSE	Total	PSE	Total	PSE	Total	PSE	Total	PSE
FAMU	0	0	3	2	0	0	0	0	0	0	3	2
FAU	22	5	40	23	0	0	0	0	0	0	62	28
FGCU	3	1	9	4	0	0	1	1	0	0	13	6
FIU	55	29	56	35	0	0	1	1	0	0	112	65
FPOLY	0	0	0	0	0	0	0	0	0	0	0	0
FSU	7	2	27	19	2	1	0	0	3	1	39	23
NCF	0	0	0	0	0	0	0	0	0	0	0	0
UCF	32	11	40	30	0	0	1	1	4	4	77	46
UF	24	10	53	39	1	1	5	5	3	0	86	55
UNF	4	3	8	6	0	0	3	3	0	0	15	12
USF	18	6	58	45	0	0	0	0	3	3	79	54
UWF	14	12	42	26	1	1	0	0	2	2	59	41
Total	179	79	336	229	4	3	11	11	15	10	545	332

APPENDIX G MEDIAN YEARS TO DEGREE FOR FULL TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2020 21			2021 22		
	NUMBER	PERCENT	MEDIAN	NUMBER	PERCENT	MEDIAN
0%	38	0%	4.92	32	0.1%	3.75
1-20%	3,953	14%	4.33	1,151	4%	4.33
21-40%	12,637	46%	3.75	9,838	35%	3.92
41-60%	8,678	31%	3.75	12,940	46%	3.75
61-80%	2,063	7%	3.75	3,953	14%	3.67
81-99%	179	0.6%	3.33	370	1.3%	3.00
100%	50	<0.1%	3.50	67	0.2%	2.75
Total	27,598	100%	3.75	28,351	100%	3.75



Methodologies

1 Top 10 States for Distance Learning Enrollment Headcounts by Fall Term for All Levels Among Public 4YR, Primarily Baccalaureate-Granting Institutions

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 05/04/2023). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term, while section 1009.24(17), F.S., defines a Distance Learning course as one in which at least 80% of direct instructional content is delivered at a distance; full-year data is used in the SUS analyses. The differences in timespan and definitions result in different percentages being reflected on this chart (based on IPEDS timespan and definition) and the chart on the next page of this report (based on the Florida timespan and definition).

2 Percentage of Students Enrolled in Distance Learning (Some or Only) Top 10 States for Distance Learning Enrollment Headcounts by Fall Term

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 05/04/2023). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term, while section 1009.24(17), F.S., defines a Distance Learning course as one in which at least 80% of direct instructional content is delivered at a distance; full-year data is used in the SUS analyses. The differences in timespan and definitions result in different percentages being reflected on this chart (based on IPEDS timespan and definition) and the chart on the next page of this report (based on the Florida timespan and definition).

3 Percentage of Undergraduate Students Enrolled in at Least One Distance Learning Course

Source: Board of Governors Office of Data & Analytics, data extracted 04/03/2023. Notes:

Undergraduate students include lower- and upper-division students only and excludes unclassified students. 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, pursuant to s. 1009.24(17), F.S. Delivery method categories are based on element #2052.

4 Percentage of Graduate Students Enrolled in at Least One Distance Learning Course

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 05/23/2022. Notes: 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, pursuant to s. 1009.24(17), F.S. Delivery method categories are based on element #2052.

5 SUS Undergraduate Student Enrollments by Modality

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/03/2023. See Table 1 Notes above for definitions of undergraduate student and distance learning.

13 Grade Comparison

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/05/2023. Notes: Undergraduate courses include lower-and upper-division only and exclude unclassified students. Delivery Method categories are based on element #2052. Course grades “I”, “NT”, and “NG” have been removed from the analysis (change in methodology from the 2020 report). The share of courses taken by delivery method are as follows: Distance Learning (Total All Distance and Primarily Distance) 86%, Hybrid (4%), Classroom (8%), and Flex (2%).

14 Withdrawals

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/05/2023. Note: “Withdrawals” represents the number of withdrawals divided by all grades awarded in courses by delivery method indicator.

15 Time to Degree

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023. Notes: Analysis based on SIF data. Years-to-degree is measured as number of calendar years (12 months) from the student’s first entry date as a Bachelor’s-seeking undergraduate to the last month of the degree term. FTIC status is based on the student recent admit type and includes early admits. Student headcount represent those who earned a bachelor’s degree during academic years 2020-21 and 2021-22 and includes only those who graduated from programs that require 120 credit hours. In addition, data only includes ‘full-time’ students — those with a least half of all the terms in which they were enrolled were at full-time status (fall and spring = 12 SCHs; Summer = 6 SCHs). These students were then designated into groups of online activity

STEERING COMMITTEE

Dr Joseph Glover (Chair beginning 5/1/2022)
Provost and Senior Vice President for Academic Affairs
University of Florida

Dr Michael Johnson (Vice Chair since 3/2022)
Provost and Executive Vice President for Academic Affairs
University of Central Florida

Dr Elizabeth Bejar (through 2025)
Provost and Executive Vice President
Florida International University

Dr George Ellenberg (through 2022)
Provost and Vice President
for Academic Affairs
University of West Florida

Dr Jim Clark (through 12/2025)
Provost and Executive Vice President
for Academic Affairs
Florida State University

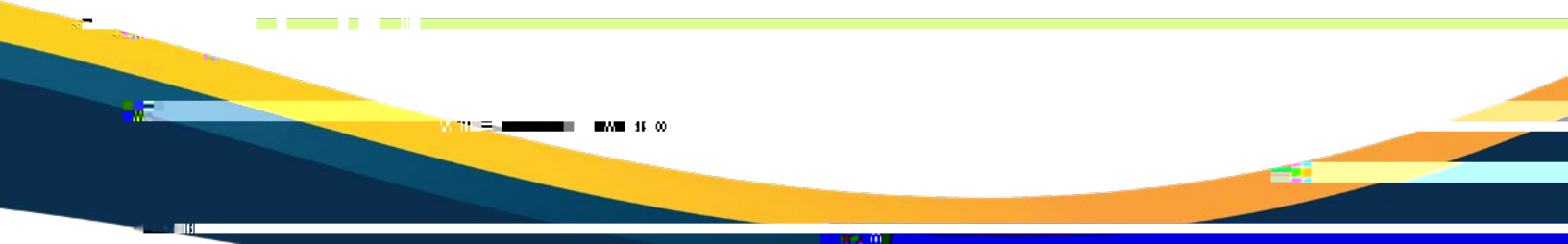
Dr Karen Patterson (since 5/1/2022)
Provost and Vice President
of Academic Affairs
University of North Florida

Dr Deb Miller, Chair
Assistant Vice President
for Digital Learning
University of North Florida

Christine Brown
Associate Vice President,
Innovation Education
University of South Florida

Dr Tom Cavanagh
Vice Provost for Digital Learning
University of Central Florida

Dr Tom Dvorske
Vice Provost, Assessment & Instruction
Florida Polytechnic University



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Christine Brown, USF Innovative Education
Zack Reddick, BOG Data Analytics
Stephanie Skupien, USF Office of the Provost
Members, SUS Online Implementation Committee



200 West College Ave.
Tallahassee, Florida 32301
850-245-0466
www.fbog.edu