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# Highlights

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The SUS 2017 Annual Report for Online Education reflects the progress universities have made in online education in addition to their opportunities for further improvement. In 2016-17:

- Florida continued to be a leader in the provision of distance learning courses, ranking second in the nation in the number and percentage of students enrolled in distance learning courses (Texas was first in the number and Arizona first in the percentage).
- Sixty-nine percent (69%) of SUS undergraduate students took at least one distance learning course.
- System-wide, 216,358 undergraduate students took at least one distance learning course and 96,970 undergraduate students took no distance learning courses.
- Of undergraduate credit hours, 26% were taken in distance learning courses, an increase from 24% in 2015-16.
- For graduate courses, 27% of student credit hours system-wide were taken in distance learning courses, an increase from 25% in 2015-16.
- There were 36,549 graduate students who took at least one distance learning course, while 38,333 graduate students took no distance learning courses.
- The average number of years to degree for full-time, first time in college (FTIC) baccalaureate students in distance learning programs was 4.08 for students who took no distance learning courses, and 3.75 for students who took 4 or more of their courses via distance learning.
- Undergraduates who took only distance learning courses were older (average age of 28) than students who took no distance learning courses or a mix of distance learning and non-distance learning (classroom and/or hybrid) courses (average age of 22 for both groups). Older students are more likely to be place-bound, working full-time and/or supporting families, making distance learning an ideal way for them to complete their degrees.
- Of undergraduate students who took only online courses, 96% were Florida residents and 4% non-residents.
- A wide variety of student services for online students were available, such as the FloridaShines site that provides such materials and resources as financial aid information, library catalogs, the distance learning course catalog, My Career Shines education and training tool, and the Transient Student Admissions Application.

<sup>1</sup>Online education is one type of distance learning and is the focus of this report. 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 "distance learning" is used in this report when appropriate.

<sup>2</sup>Distance learning is the use of technology when the student and instructor are separated by time or distance, or both.



# Introduction

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The State University System 2017 Annual Report for Online Education provides a comprehensive review of online education in the System. 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 work obligations to complete their education and on-campus students to accelerate the completion of their degrees and engage in co-curricular activities. The Annual Report serves as a mechanism to review the initiatives, accomplishments, and opportunities for improvement in online education in the System.

## Implementation of the 2025 Strategic Plan for Online Education

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

The Steering Committee was expanded to seven members in February 2017, with six voting members being drawn from the Council of Academic Vice Presidents and appointed by and reporting to the Chancellor, and one non-voting member from the Chancellor's staff. By-laws were developed to codify the responsibilities and operations of the Committee.

Under the general guidance of the Implementation Committee, system-wide workgroups created to address specific goals in the Plan continued to fulfill their charges. The structure of the process was evaluated by the Implementation Committee Chair, workgroup chairs, and Board staff, resulting in two workgroups being disbanded when all their deliverables were completed and approved by the Steering Committee, and one workgroup being expanded to reflect its revised charge. In some instances, sub-groups of experts were formed to address specific issues assigned to workgroups. Over 100 individuals from throughout the SUS – and some from the Florida College System - have served on these committees, workgroups, sub-groups, and – in total – over 120 meetings have been held so far.

“ I frequently hear back from former OMBA students telling me the impact the MBA program, and my course, has had on them and their careers. Engineers, business majors, and non-business majors are all eligible for the program, and the breadth of disciplines that students bring into the classes makes for great learning experiences. Many of our graduates have gone on to start their own companies, amongst others, and the online MBA program helps them succeed and move upward.

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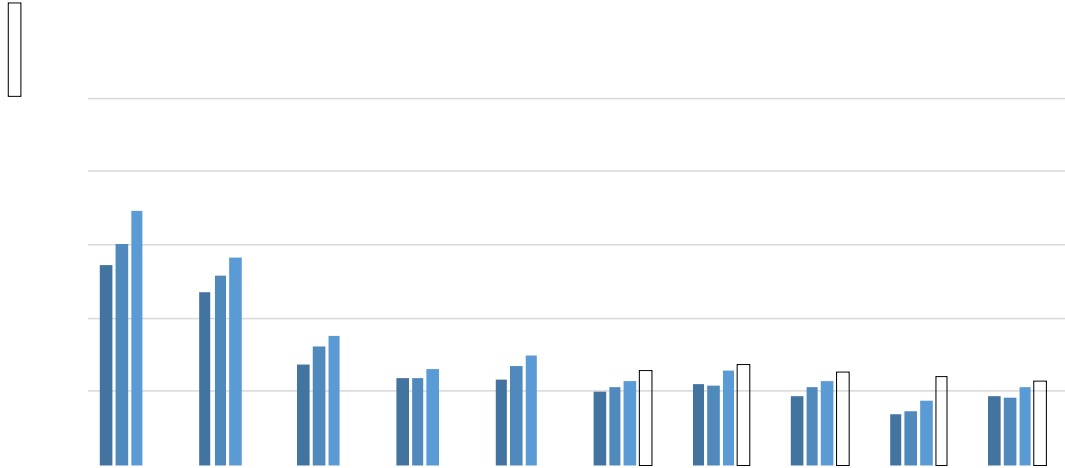
PROFESSOR FIONA BARNES WHO TEACHES UF BUSINESS COMMUNICATION TO ONLINE MBA STUDENTS



# Student Enrollment

## Florida's Ranking in Distance Learning Enrollments

Florida continues to be a leader in distance learning, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses.

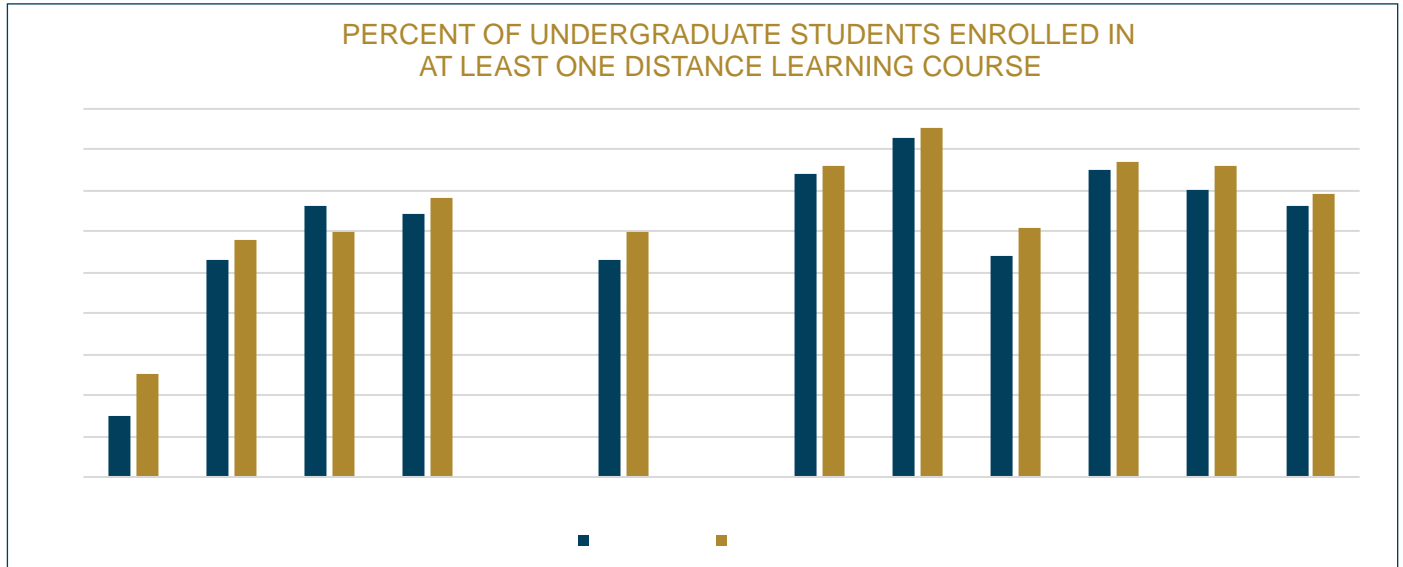


# Student Enrollments (Headcounts)

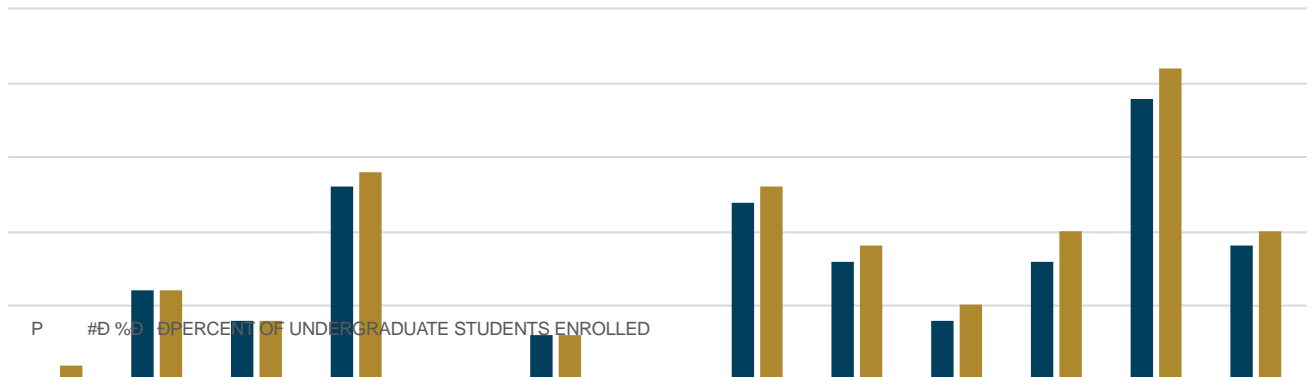
## UNDERGRADUATE STUDENTS

System-wide, 69% of undergraduate students took at least one distance learning course in academic year 2016-17, an increase from 66% in 2015-16. Four institutions were above 75% (UCF, UF, USF, and UWF). The three institutions with the greatest increases from the prior year were FAMU (from 15% to 25%), FSU (from 53% to 60%), and UNF (from 54% to 61%).

Ten percent of SUS undergraduates took only distance learning courses, with one institution having more than 20%.



SOURCE: 2017-18 FLORIDA STATE UNIVERSITY ONLINE EDUCATION REPORT. DATA FROM THE FLORIDA STATE UNIVERSITY ONLINE EDUCATION REPORT, 2015-16 AND 2016-17. PERCENTAGE OF UNDERGRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE.



## 2016-2017 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	51	1%	2,028	24%	6,216	75%
FAU	1,858	6%	15,050	52%	12,125	42%
FGCU	665	4%	8,405	56%	5,953	40%
FIU	7,165	14%	26,245	53%	16,077	32%
FPU	0	0%	0	0%	1,340	100%
FSU	1,162	3%	20,641	57%	14,413	40%
NCF	0	0%	0	0%	886	100%
UCF	8,682	13%	40,354	63%	15,418	24%
UF	3,444	9%	29,498	76%	5,786	15%
UNF	738	5%	8,990	56%	6,211	39%
USF	4,098	10%	28,428	67%	9,761	23%
UWF	2,406	21%	6,450	55%	2,784	24%
SUS	30,269	10%	186,089	59%	96,970	31%

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## 2016-2017 GRADUATE 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	29	1%	194	10%	1,795	89%
FAU	1,209	21%	2,088	36%	2,504	43%
FGCU	281	24%	409	35%	494	42%
FIU	1,896	18%	2,558	24%	6,294	59%
FPU	0	0%	0	0%	34	100%
FSU	1,391	16%	1,496	17%	5,935	67%
NCF	0	0%	0	0%	14	100%
UCF	2,301	24%	2,743	29%	4,459	47%
UF	3,334	18%	6,004	33%	8,777	48%
UNF	351	15%	685	29%	1,308	56%
USF	2,400	19%	4,122	32%	6,253	49%
UWF	2,613	74%	445	13%	466	13%
SUS	15,805	21%	20,744	28%	38,333	51%

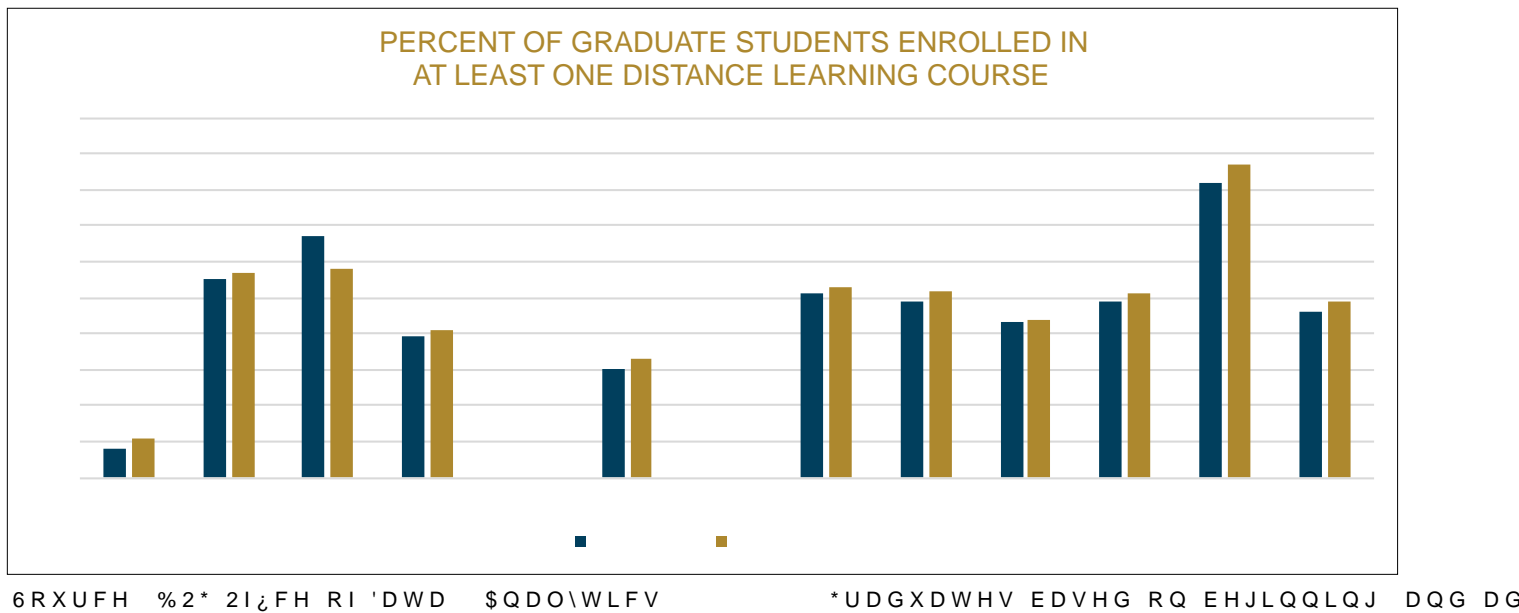
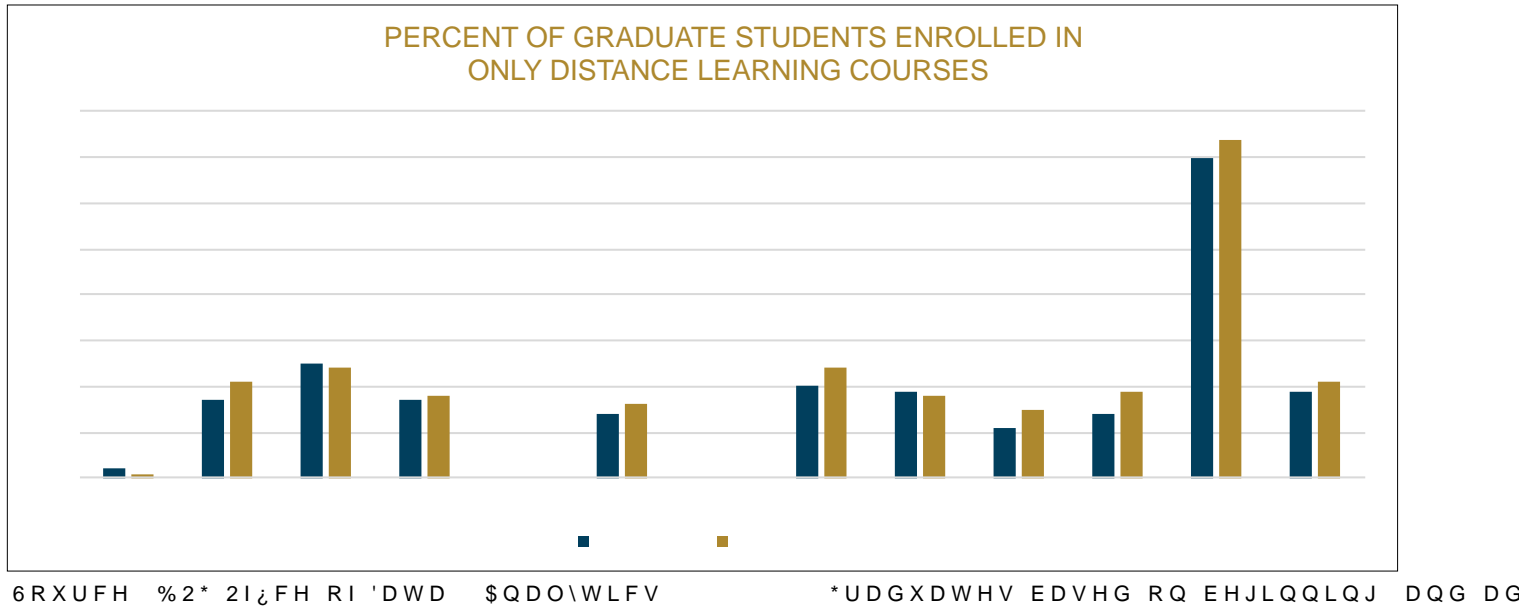
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## GRADUATE STUDENTS

System-wide, the percentage of graduate students taking one or more distance learning courses increased from 2015-16 to 49% in 2016-17. UWF has the largest percentage of graduate students taking distance learning courses.





# Credit Hours by Delivery Method

## UNDERGRADUATE CREDIT HOURS



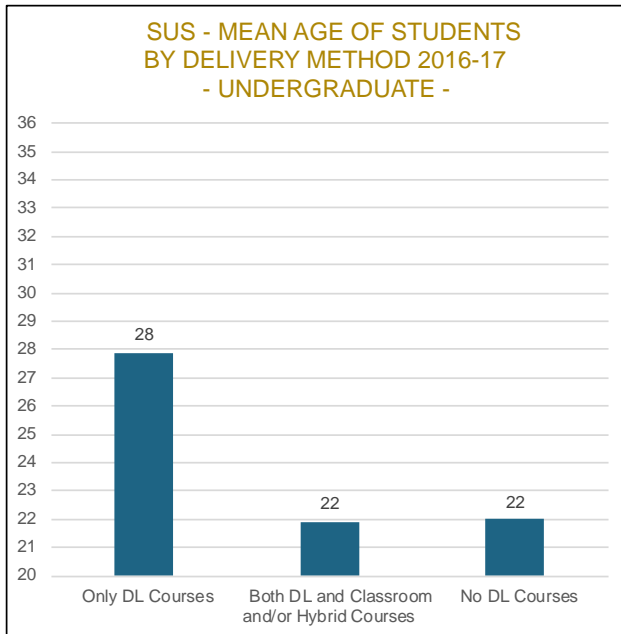




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## Age of Student

Students who took only online courses were older than students who took both distance learning and classroom (or hybrid courses) and those who took no distance learning courses. Older students are more likely to be place-working full-time and/or supporting families, making distance learning an ideal way for them to complete their de



# Race/Ethnicity

The race/ethnicity of undergraduates who took only distance learning courses closely aligned with that of the un- student body as a whole.



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# Florida Virtual Campus



In 2016-17, Florida Shines (<https://www.floridashines.org/>) continued to be a 'student hub for innovative educational services' for students in Florida. It is intended as a one-stop for students K-20 seeking three major areas of support that are legislatively identified as part of the Florida Virtual Campus/Complete Florida Plus Program:

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

Materials and resources include information about Bright



In March 2017, the Board of Governors Innovation and Online Committee and the full Board approved the OER recommendations for increasing faculty and student usage of e-Textbooks and Open Educational Resources (OER).



# Tutoring

Many state universities offer tutoring through their own academic units and third-party providers. Universities will be able to assess the quality of student access to tutoring services by using a tool developed by the Student Services Workgroup – the Student Services Scorecard, which is described in the “Student Services” section of this report. The Scorecard includes a quality indicator for access to tutoring services. Guidance for improving access to tutoring is included in the Scorecard’s companion document, also developed by the Student Services Workgroup.

# Proctoring

The Southern Association of Colleges and Schools, Commission on Colleges’ Policy Statement on Distance and Correspondence Education states that “At the time of review by the Commission, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations,





for 44 quality indicators within 11 different categories, which include admissions, financial aid, pre-enrollment advising, veterans services, career counseling, orientation, postenrollment services, library, students with disability services, and technology support. The Scorecard will be administered in Fall 2017. The Workgroup also developed a companion document that will provide guidance to institutions in improving their student services.

## Student Life

Student engagement is a critical element that leads to student success. While there are numerous examples of engagement efforts, one of the most comprehensive is underway in UF Online.

UF Online students have an array of options for extracurricular involvement, with three major areas improving the student experience in 2016-17: a virtual campus, The Plaza, connecting all UF Online students regardless of their location, new face-to-faceD [(extracurricular invol4nDevts)2and te arOions eIF maPacktraor refrequsts student sucvices. UFLiktherelaza, f the moAroual 2and popar ingaere g alspot0( )TJ 0 -1.545 TD [(exr)2tresint sl aiudents ha doe porThe W a cess. ib theotl UF2,900F Online students student suoup ahaestablishador camneversion,



## Online Programs

As determined by the Online Programs Workgroup in 2016-17, SUS institutions offered 210 distinct online majors in 2015-16, with a grand total of 320 online majors. These totals did not include concentrations, specializations, or certificates. To assist in addressing Access Goal 1 in the 2025 Strategic Plan for Online Education, “The State University System will increase access to and participation in online education,” the Workgroup identified primary and secondary gaps in the provision of online programs in areas of Strategic Emphasis (primary gaps were defined as those CIP codes with no online offerings, and secondary gaps were defined as those CIP codes requiring expansion due to the need for extra capacity or additional majors). Recommendations for addressing those gaps were presented to the Board’s Innovation and Online Committee in March 2017 and were approved by the Committee and by the full Board. “Next Steps” presented to the Committee recognized that there should be careful consideration of which gaps should be filled; all may not be needed or cost-effective, and there should be an effort to avoid unnecessary duplication.

In 2016-17, the Board of Governors Office began the development of a database that will allow institutions to input – and keep current – online programs they offer. The connection of the database to the Board’s Academic Programs Inventory will ensure universities are authorized to offer the programs whose majors are being placed online. The database will go live during the 2017-18 academic year and will assist institutions in their planning activities, including collaborations with other SUS institutions. The “Next Steps” presented to the Innovation and Online Committee included the need to establish a process for a system-wide review of online programs, which should take into account the current process used by the Academic Programs Coordination Committee and would decrease the likelihood of unnecessary duplication of online majors. The process will be addressed during the 2017-18 academic year.

## UF Online

Established by statute in 2013 and launched in Spring 2014, UF Online offers fully online undergraduate degree programs that are delivered by UF faculty and are rich in student engagement and support.

- In 2016-17, UF Online’s headcount grew by 34 percent and student credit hours grew by 38 percent; 2,939 students were enrolled.
- A new Evolutionary Biology lab was introduced in Fall 2016 and two online physics labs were launched with custom physics lab kits shipped to enrolled students. These kits enable students to collect and analyze data in real-time for course assignments as part of the UF-developed lab curriculum that calls for experiments conducted in their homes.
- 322 students graduated from UF Online in 2016-17, bringing the cumulative number of graduates to 965.
- Courses were taught by over 360 instructors in 23 majors and academic pathways.

### PATHWAY TO CAMPUS ENROLLMENT

UF saw increases in the Pathway to Campus Enrollment Program (PaCE), UF’s hybrid undergraduate experience in which students are admitted to UF Online for their lower division coursework, then may complete their degree requirements on campus in any of the 52 programs that have space for them. In Fall 2016, 427 PaCE students enrolled, up from 259 enrolled the prior year. Additionally, 88 PaCE students successfully transitioned to the UF campus in FY 16-17.



# Complete Florida



Complete Florida is Florida's degree completion initiative established by the Florida Legislature to serve Florida's more than 2.8 million citizens who have earned some college credit, but have not earned a degree. During 2016-17, Complete Florida continued its statutory responsibilities to recruit, recover and retain students to completion of a degree through partnerships with colleges, universities and Independent Colleges and Universities to offer an array of accelerated offerings to help adult students obtain degrees preparing them for jobs in Florida's most high-demand fields: business and management, education, information technology and healthcare.

## Complete Florida Military

Complete Florida Military was created in 2015 with funding from Florida's Defense Support Task Force (FDSTF) and in 2016-17 continued to provide targeted, tailored support to the 75,000-plus members of Florida's active-military and veteran community and their dependents.

## Innovative Strategies

### COMPETENCY-BASED EDUCATION (CBE)

Complete Florida has launched competency-based programs through its partnership with public and private postsecondary institutions in Florida. The purpose of competency-based education (CBE) for Complete Florida is to provide a pathway for adult degree completion where students demonstrate what they know through guided CBE and assessments. When successful, adult students can accelerate forward using a self-paced CBE approach to reduce time to graduation.

### ADAPTIVE LEARNING

Adaptive learning is a computer-based instructional strategy that personalizes the educational experience of learning and assessment for each individual student, based upon his/her own unique strengths, weaknesses, and performance. Adaptive learning can be deployed for a variety of reasons, including improving student success and retention, allowing acceleration through a curriculum, and providing targeted remediation when necessary.

Adaptive learning can be extremely useful in helping institutions provide a high-quality, personalized educational experience for each student at scale. Researchers at the University of Central Florida, where the strategic implementation of adaptive learning has been expanding for several years, have not only found that many students succeed at higher rates but that they also evaluate the experience highly on affective measures. To date, UCF's adaptive learning pilot has impacted 23 courses, 48 faculty and more than 11,000 students.

In February 2017, the University of Florida hosted the Engaged and Personalized Learning Conference for both UF faculty and others across Florida to discuss the ssadapcuss



of a repository containing the State Core General Education courses for use by faculty who are creating or enhancing their courses. The Master Course Repository will be hosted by UF on behalf of the SUS and will enable the sharing of full Master Courses, specific learning objects, or course elements such as question banks. A funding request to support the creation, vetting, and sharing of Master Courses was developed for inclusion in the 2018-19 LBR.

## STEM LABS

A system-wide task force, chaired by UF, was created in the Fall of 2016 to examine the current state of labs for online students and offer recommendations to ensure the availability of high-quality Science, Technology, Engineering and Math (STEM) lab courses for the State University System's online students. An inventory of SUS STEM lab courses revealed that 91 labs for online students exist across the System and most are tied to the individual preferences or initiatives of faculty. The task force found that the current STEM lab offerings for online students lack a comprehensive design to ensure online students have a robust academic core of STEM labs in the accessible formats they need. Recommendations will be developed during 2017-18 for presentation to the Board of Governors Innovation and Online Committee.

## Unizin

Having joined the Unizin consortium in July 2015, the State University System institutions are able to participate in programs and receive services that support Florida access and affordability efforts. Currently available Unizin products and services include:

- The Unizin Data Warehouse provides data hosting, access and supports Unizin tools.
- Engage is an eText delivery tool that also provides learner usage analytics.

- The Unizin Data Platform (UDP) is currently under development and will provide member institutions with a foundation for learning and analytics tools.
- Pressbooks is an eText authoring and hosting tool useful for the creation of Open Educational Resources (OER).
- Course Monitor is an early warning analytics tool that uses Learning Management System data to identify students who may be at risk of failing so that appropriate support can be made available.
- The learning analytics/student success tool LoudSight is a Barnes and Noble product provided to member institutions at reduced cost.

Unizin is currently developing the following tools and services:

- The Course Development Suite which includes:
  - Collections will allow institutions to curate, catalog and publish learning objects and content to their University ecosystem.
  - Course Libraries will make it possible for users to work collaboratively to organize content and course delivery through their Learning Management System (LMS).
  - Discover will enable users to locate, download and adopt content.
- The Unizin Order Tool will make it possible for faculty to identify the heavily discounted publisher digital learning materials for course adoption and delivery through Engage.

SUS institutions are currently using or piloting tools and services available through Unizin. In addition, Unizin has negotiated member pricing for vendors such as TopHat and Cengage. Member-driven initiatives such as the collaborative creation of question sets for key general education courses round out the current activities of the consortium.



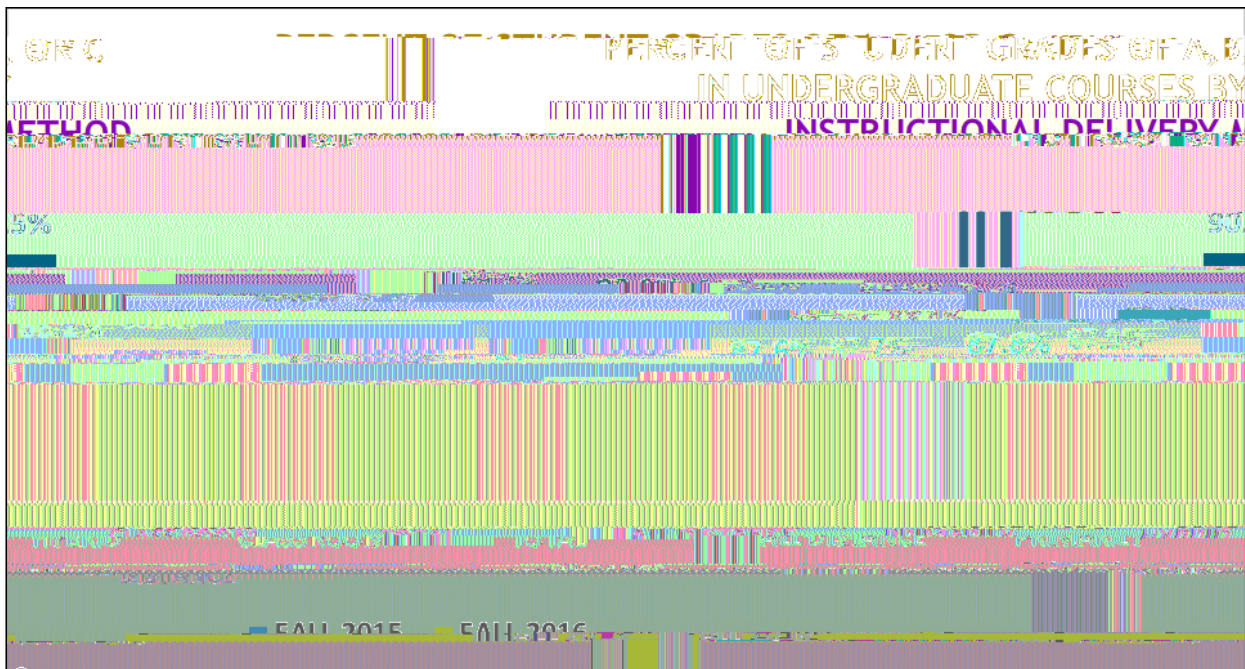
# State Authorization Reciprocity Agreement (SARA)

The 2017 Legislature authorized Florida's participation in a reciprocity agreement with other states for the delivery of postsecondary distance education, stating in Section 1000.35, Florida Statutes, that "Each member state or institution participating in a reciprocity agreement must accept each other's authorization of accredited institutions to operate in their state to offer distance educational services beyond state boundaries." The

State of Florida plans to submit an application to the Southern Regional Education Board in August 2017 to join the State Authorization Reciprocity Agreement (SARA). When approved, the State, through the statutorily created Postsecondary Reciprocal Distance Education Coordinating Council, will begin accepting applications from accredited degree-granting public and private institutions that wish to participate in SARA. Institutions that are approved to participate will be able to offer distance education courses and programs in other states without obtaining additional authorization from - or paying additional fees to - other states that participate in SARA.

## Grade Comparison

The percent of undergraduate students receiving grades of A, B, or C in distance education courses was similar slightly higher than - the percent of students receiving those grades in classroom courses. This was true for both distance education courses, those offered 100% at a distance and those offered primarily at a distance (80%-99%



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# Retention



# Time to Degree

As in last year’s report, students who took both distance learning courses and non-distance learning (classroom hybrid) courses generally graduated faster than students who took no distance learning courses.

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

% DL	2015-16			2016-17		
	N	%	MEDIAN	N	%	MEDIAN
0%	2,214	9%	4.33	1,572	7%	4.08
1-20%	13,515	57%	4.00	12,867	54%	4.00
21-40%	6,314	26%	4.00	7,117	30%	3.92
41-60%	1,703	7%	3.92	2,001	8%	3.75
61-80%	147	1%	*	227	1%	3.75
81-99%	20	0.10%	*	20	0.10%	*
100%	3	<0.1%	*	2	<0.1%	*
<b>Total</b>	<b>23,916</b>	<b>100%</b>	<b>4.00</b>	<b>23,806</b>	<b>100%</b>	<b>4.00</b>



# Professional Development

The 2025 Strategic Plan for Online Education emphasizes





## Quality Courses

During 2016-17, the system-wide Quality Workgroup, tasked with addressing quality issues in the 2025 Strategic Plan for Online Education, continued its work to establish a Florida Quality Course Review as part of an overarching Florida Quality Review Initiative. Both Affordability Tactic 1.2.1 and Quality Tactic 1.1.3 in the Plan focus on two levels of online course design, “quality” and “high quality” and the creation of a coding system to enable the listing of quality and high quality online courses in the FloridaShines online course catalog. The Florida Virtual Campus course catalog is expected to start displaying online course design designations by the end of the 2018 calendar year. The Quality Workgroup continues to work on Quality Tactics 1.1.1 and 1.1.2, which focus on the design of a statewide peer-reviewed awards program for excellence in online teaching.

## Research

The research consortium, which was created in 2016 and is chaired by a research faculty from the University of Florida, has identified ongoing strategies to enable collaboration and dissemination of research in the domain of online teaching and learning. Initial recommendations approved by the Steering Committee to be considered for implementation in 2018 include:

1. Periodic electronic dissemination of research briefs encapsulating research results, research in progress, and calls for research interest.
2. Periodic (annual) meetings in conjunction with meetings sponsored by the Innovation in Florida Online Learning (IFOL) initiative for presentation regarding research in progress, research recently completed, and research challenges/opportunities.

“ I have found that the students who have graduated from our online Criminal Justice program and are now in our graduate programs have a number of skill sets they may not have developed had they not studied online. They have developed particular strengths in demonstrating initiative, study skills, and managing assignment deadlines.

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DR. CATHERINE KAUKINEN, UCF PROFESSOR AND CHAIR OF CRIMINAL JUSTICE

“ John Carter has been a leader in many different areas from Watch Operations to recruit training. As he was completing his degree with the University of Florida, he exhibited a forward thinking attitude that most did not exhibit. That forward thinking and work ethic pushed John to the top of the pack, and he was appointed to Assistant Chief last summer. Even though he went to college online, it has been a challenge for him to balance his work and school. He has been a role model for many of our officers and has been instrumental in the success of our department. He has been a great asset to our department and we are proud to have him as our Assistant Chief.”

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JOEL CARTER, JAILS DIVISION CHIEF, JACKSONVILLE SHERIFF’S OFFICE



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## Cost of Online Education Report

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

Led by FSU on behalf of the SUS, a competitive selection process in 2015 resulted in a master agreement that could be used by institutions in both the SUS and Florida College System for a common, opt-in learning management system. All twelve state universities are either continuing to use or transitioning to the common LMS, as are several institutions in the Florida College System.

## Impact of Online Enrollments on Facilities

In January 2017, Board Chair Tom Kuntz requested that the Innovation and Online Committee and Facilities Committees jointly consider the impact of increased online enrollments on capital funding plans. Towards that end, a joint meeting of the two committees was held on May

12, 2017, with each university, as well as Board staff, presenting information pertinent to this topic. It was found that online enrollments affected the space needs formula for facilities in multiple ways. In response to the results of the joint meeting and subsequent discussions, the 1995 Space Needs Generation Formula. The DCP removed distance learning FTE from teaching labs, gymnasium, and auditorium space types, thereby decreasing the amount of funds needed to meet minimum required space standards.

Distance learning FTE are not – and have not been – included in the space needs formula for classrooms. A



would reduce duplication of effort in technology adoption and selection. In March 2017, the Workgroup recommended to the Board's Innovation and Online Committee that a state education licensing committee be formed to facilitate collaboration system-wide.

The Committee and the full Board approved the recommendation, and the Workgroup has formed the State Education Licensing Committee (SELC) to enable discussions via quarterly meetings regarding the exploration, evaluation, and procurement of technology, software, and/or shared services to help reduce costs and/or promote quality.

During 2017-18, the Workgroup will be collaborating with FLVC to develop a structure to facilitate collaboration in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness across the State of Florida College System. A website will be developed to serve as a focal point for gathering resources on executed contracts and agreements, where institutions can leverage master contracts to quickly adopt a software or service at a reduced cost.



# Resources

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# Appendix A

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**Dr. Joseph Glover (Chair)**

Provost and Senior Vice President for Academic Affairs  
University of Florida

**Dr. Kelley Bailey**  
Assistant Professor  
Florida Agricultural  
and Mechanical University

**Dr. Vicki Brown**  
Assistant Provost,  
eLearning  
Florida Atlantic University

**Dr. Joel Hartman**  
Vice President, Information  
Technologies and Resources  
University of Central Florida

**Robert Fuselier (8/2016)**  
Interim Director,  
21ÀFH RI 'LVWDQFH /H DUQLQJ  
eLearning

**Dr. Deb Miller (6/2017)**  
Senior Director, Center for  
Instruction and Research Technology  
University of North Florida



# Appendix B

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DATA ELEMENTS	COURSES - 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.
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.

