Enrollment in e-learning (distance and technology-mediated instruction) has seen strong growth in Florida’s public universities over the past ten years. For the purpose of this brief overview, *distance education courses* are defined as those that do not require scheduled classroom instruction, and *technology-mediated courses* are those that include a mix of classroom and instructional technology. The technologies used for delivery of instruction have also evolved considerably over the same period of time, moving from predominantly videotaped lectures to predominantly online instruction, and more recently to use of a combination of technologies to deliver courses. Information about e-learning in the State University System is captured using two data elements in the Instruction and Research Data File, with information provided by the universities for each individual course section offered.

Observations derived from the 2008-09 data and university sources include the following:

- *57\% of the SUS total headcount for fall 2008 or a non-duplicated headcount of 168,673* was reported for students taking at least one distance education course in 2008-2009, compared to 56,198 in 2000-2001.
- *8\% of the SUS total headcount for fall 2008 or 24,048 students* appeared to be pursuing their studies only through distance education, a *13\% increase* over 2007-08.
- *71,708 students* enrolled in technology-mediated courses, an *increase of 45\%* from 2007-2008.
- *92 \% also enrolled in on-campus courses* for 2008-09. This percentage level has remained fairly constant over the past nine years, hovering around 90 percent.
- *Web-based* instruction (including Internet, Intranet, and e-mail) is the most common method of instructional technology used for course delivery (Table 2).
- *Instructional Materials* (combination of such items as video tape, CD-ROM, DVD, print) is the second most common method of instructional technology used for distance education. (Table 2).
### Table 1: Growth of Distance Education Headcount in the State University System of Florida

<table>
<thead>
<tr>
<th>Year</th>
<th>DIST ED ONLY HEADCOUNT</th>
<th>DIST ED ALL HEADCOUNT</th>
<th>SUS TOTAL HEADCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>1,511</td>
<td>34,563</td>
<td>218,290</td>
</tr>
<tr>
<td>1998-99</td>
<td>3,375</td>
<td>40,449</td>
<td>223,922</td>
</tr>
<tr>
<td>1999-00</td>
<td>5,305</td>
<td>49,398</td>
<td>232,794</td>
</tr>
<tr>
<td>2000-01</td>
<td>4,687</td>
<td>56,198</td>
<td>240,753</td>
</tr>
<tr>
<td>2001-02</td>
<td>7,101</td>
<td>76,098</td>
<td>251,984</td>
</tr>
<tr>
<td>2002-03</td>
<td>8,849</td>
<td>111,327</td>
<td>262,354</td>
</tr>
<tr>
<td>2003-04</td>
<td>9,061</td>
<td>109,172</td>
<td>271,337</td>
</tr>
<tr>
<td>2004-05</td>
<td>10,691</td>
<td>119,441</td>
<td>277,582</td>
</tr>
<tr>
<td>2005-06</td>
<td>13,595</td>
<td>131,386</td>
<td>292,403</td>
</tr>
<tr>
<td>2006-07</td>
<td>17,514</td>
<td>152,137</td>
<td>294,016</td>
</tr>
<tr>
<td>2007-08</td>
<td>21,257</td>
<td>152,709</td>
<td>301,136</td>
</tr>
<tr>
<td>2008-09</td>
<td>24,048</td>
<td>168,673</td>
<td>302,513</td>
</tr>
</tbody>
</table>

### Chart 1: Growth of Distance Learning in the State University System of Florida

![Chart showing the growth of distance learning headcount from 1997-98 to 2008-09.](chart.png)
Table 2: E-Learning Course Sections by Primary Data Indicator in SUS – 2008-09

<table>
<thead>
<tr>
<th>Primary Technology Indicator</th>
<th>Lower-Division Undergraduate</th>
<th>Upper-Division Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Tape</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>28 (.1%)</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>762</td>
<td>951</td>
<td>869</td>
<td>2,582 (12%)</td>
</tr>
<tr>
<td>Video-Based</td>
<td>98</td>
<td>1,086</td>
<td>815</td>
<td>1,999 (9%)</td>
</tr>
<tr>
<td>Web-Based</td>
<td>1,282</td>
<td>4,335</td>
<td>3,343</td>
<td>8,960 (41%)</td>
</tr>
<tr>
<td>None</td>
<td>2,900</td>
<td>4,033</td>
<td>1,423</td>
<td>8,356 (38%)</td>
</tr>
<tr>
<td>Total Course Sections</td>
<td>5,047</td>
<td>10,415</td>
<td>6,463</td>
<td>21,925 (100%)</td>
</tr>
</tbody>
</table>

Chart 2: Percentage of Total Student Headcount Enrolled Only in Distance Learning Courses
Academic Year 2008-2009 State Fundable Credit Hours via E-Learning

Table 3: E-Learning Courses (Instructional technology is the primary method of instruction.)

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOWER-DIVISION UNDERGRADUATE</th>
<th>UPPER-DIVISION UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>Grand Total Fundable SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAU</td>
<td>2,786</td>
<td>17,291</td>
<td>10,430</td>
<td>30,507</td>
</tr>
<tr>
<td>FGCU</td>
<td>63,017</td>
<td>62,786</td>
<td>12,019</td>
<td>137,822</td>
</tr>
<tr>
<td>FIU</td>
<td>32,548</td>
<td>75,257</td>
<td>8,096</td>
<td>115,901</td>
</tr>
<tr>
<td>FSU</td>
<td>4,446</td>
<td>9,341</td>
<td>13,724</td>
<td>27,511</td>
</tr>
<tr>
<td>UCF</td>
<td>33,595</td>
<td>151,960</td>
<td>24,397</td>
<td>209,952</td>
</tr>
<tr>
<td>UF</td>
<td>66,398</td>
<td>90,873</td>
<td>34,795</td>
<td>192,066</td>
</tr>
<tr>
<td>UNF</td>
<td>79,064</td>
<td>105,844</td>
<td>12,171</td>
<td>197,079</td>
</tr>
<tr>
<td>USF</td>
<td>47,865</td>
<td>104,295</td>
<td>27,709</td>
<td>179,869</td>
</tr>
<tr>
<td>UWF</td>
<td>47,491</td>
<td>74,003</td>
<td>12,694</td>
<td>134,188</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td>1,224,895</td>
</tr>
</tbody>
</table>

Technology Mediated (Mix of classroom and instructional technology)

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOWER-DIVISION UNDERGRADUATE</th>
<th>UPPER-DIVISION UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>Grand Total Fundable SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGCU</td>
<td>105,492</td>
<td>87,480</td>
<td>12,060</td>
<td>205,032</td>
</tr>
<tr>
<td>UCF</td>
<td>16,204</td>
<td>18,188</td>
<td>4,473</td>
<td>38,865</td>
</tr>
<tr>
<td>UF</td>
<td>42,387</td>
<td>52,309</td>
<td>16,707</td>
<td>111,403</td>
</tr>
<tr>
<td>UNF</td>
<td>85,393</td>
<td>121,126</td>
<td>14,595</td>
<td>221,114</td>
</tr>
<tr>
<td>USF</td>
<td>0</td>
<td>90</td>
<td>102</td>
<td>192</td>
</tr>
<tr>
<td>UWF</td>
<td>32,758</td>
<td>39,218</td>
<td>3,076.5</td>
<td>75,052.5</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td>651,658.5</td>
</tr>
</tbody>
</table>

Distance Education Degree Programs
Growth in the number of full degree programs offered through distance education has been strong, but has been dominated by graduate-level degrees and post-baccalaureate certificate programs. In the fall of 2008, there were 46 distinct programs offering 62 degrees through distance education (up from 5 in 2000), primarily targeting workforce areas such as business, information technology, healthcare, paralegal, and emergency management. There are impediments to offering certain critical-need baccalaureate programs through distance education. These challenges include professional accreditation standards, requirements
for extensive supervised clinical training or practica, and sufficient student demand to warrant the individual course
development costs. Disciplines most affected by these impediments are those leading to licensure such as Engineering, Teacher
Education, and Nursing (initial nurse licensure programs). Conversely, it is these same program areas that are targeted most
heavily with graduate programs and certificates, because each has some requirement for continuing professional development.
Adult students often are more successful in distance education, and their time restraints demand the flexibility offered by distance
education.

Distance Learning Degree and Certificate Programs (February 2010 data; complete list is provided)

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Fully DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>60</td>
<td>- 26</td>
</tr>
<tr>
<td>Graduate</td>
<td>136</td>
<td>-61</td>
</tr>
<tr>
<td>Certificates</td>
<td>154</td>
<td>- 90</td>
</tr>
</tbody>
</table>

Florida Distance Learning Consortium
The Florida Distance Learning Consortium (FDLC), authorized in statute (section 1004.091, F.S.), is a member service organization
that provides opportunities for collaboration, resource sharing, and achieving economies of scale in procurement of instructional
technology resources. A primary FDLC goal is to coordinate and encourage the use of technology-enhanced educational
resources that support the mission of Florida educational institutions and ensure maximum access to education for all Florida
residents by eliminating the barriers of distance, time, and place. The FDLC also serves as an advisory committee to the State
Board of Education and the Florida Board of Governors and is supported by state appropriations in each of these entity’s budgets.
Membership includes public universities and colleges, as well as independent colleges and universities accredited by the Southern
Association of Colleges and Schools. The FDLC maintains on its Web site (www.distancelearn.org) the Florida Higher Education
Distance Learning Catalog, a searchable database of distance education courses and programs available from member institutions,
along with links to other important educational technology initiatives and resources. The FDLC has been charged with enhancing
this catalog to enable transient registration among Florida’s postsecondary institutions for students already admitted to any of
these institutions.