An Overview of E-Learning in the State University System of Florida
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Florida Board of Governors, State University System of Florida
Office of Academic and Student Affairs
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Enrollment in E-Learning (distance and technology mediated instruction) has seen strong growth in Florida's public universities over the past nine years, closely following the growth in overall student enrollment. 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 predominately videotaped lectures to predominately online instruction, and more recently to use of a combination of technologies to deliver a course. Information about e-learning in the state university system is captured using two data elements in the Instruction and Research Data File that are completed for each individual course section offered.

Observations derived from the 2006-07 data and university sources are:
- *152, 137 non-duplicated headcount* was reported for students taking at least one distance education course in 2006-2007 (52% of SUS total headcount for fall 2006), as compared to 56,198 in 2000-2001. This is a *16% increase over the 2005-2006* enrollment of 131,386.
- *17,514 students* appear to be pursuing their studies only through distance education, a *29% increase* over 2005-06. Of the 2006-2007 students, at least 3,861 appear to be non-degree seeking, possibly interested in professional development or earning transfer credit. This headcount is roughly equivalent in size to the University of North Florida.
- *50,823 students* enrolled in technology mediated courses, an *increase of 7%* over 2005-2006. The number has fluctuated between 50 and 60 thousand over the past six years.
- *89 % also enrolled in on-campus courses* for 2006-07. This percentage level has remained fairly constant over the past nine years, hovering around 90 percent.

Table 1: Growth of Distance Education Headcount in the State University System of Florida

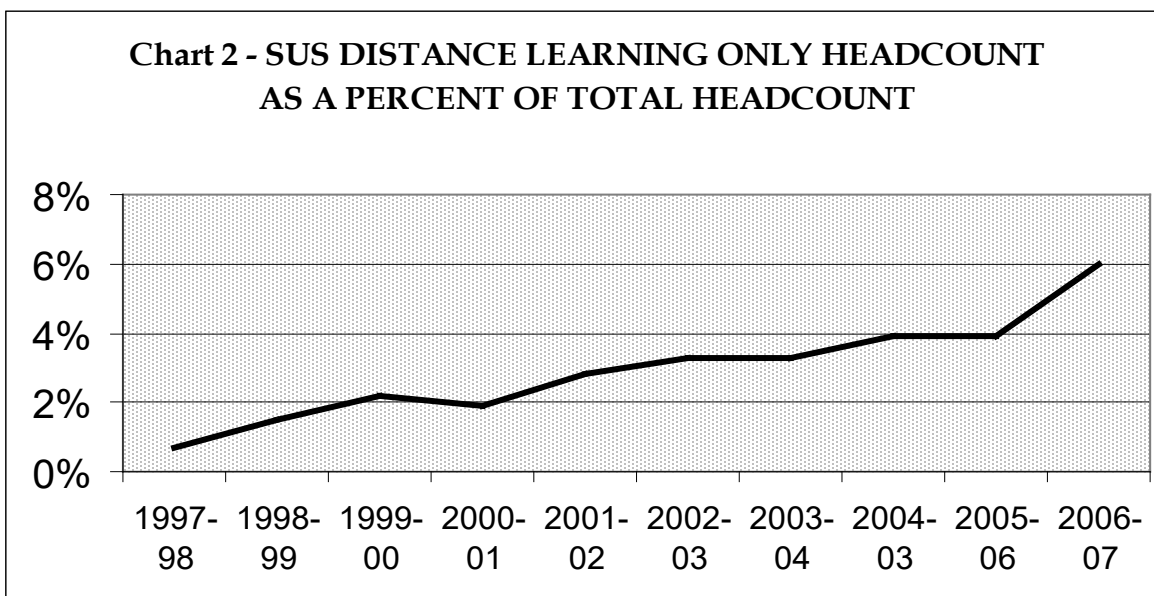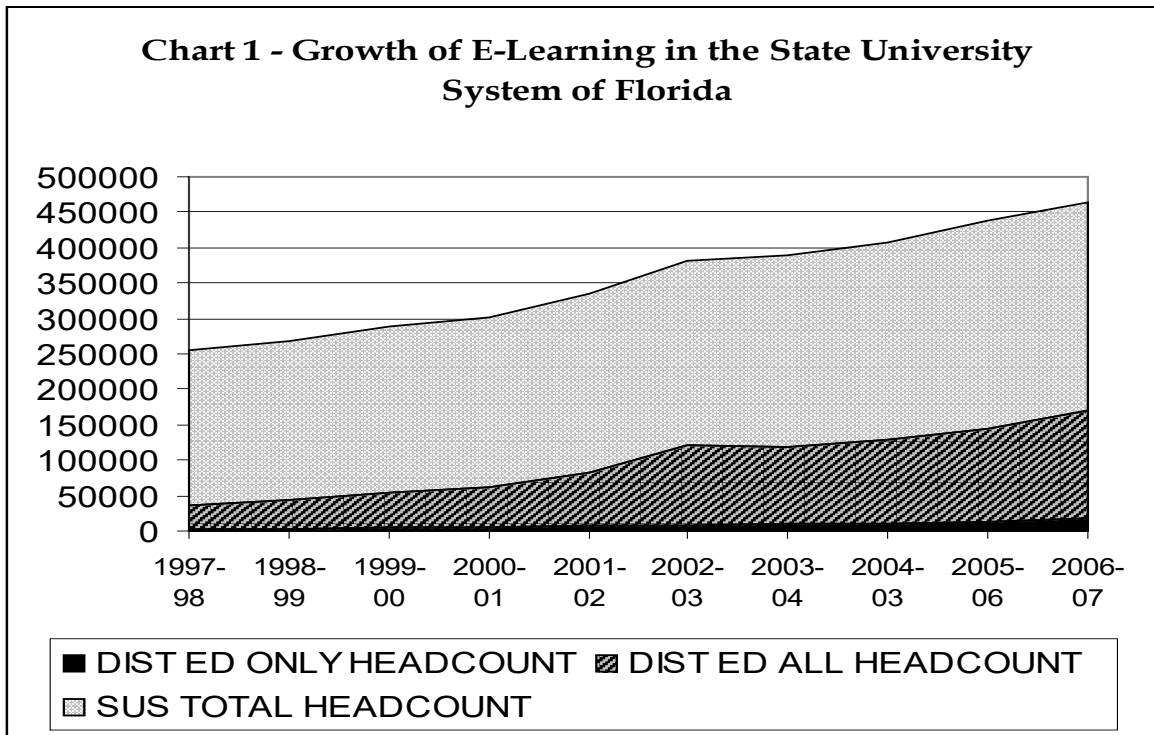|	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-03	2005-06	2006-07
DIST ED ONLY HEADCOUNT	1511	3375	5305	4687	7101	8849	9061	10691	13595	17514
DIST ED ALL HEADCOUNT	34563	40449	49398	56198	76098	111327	109172	119441	131386	152137
SUS TOTAL HEADCOUNT	218290	223922	232794	240753	251984	262354	271337	277582	292403	294016

See Chart 1 and 2 on following page.

- *Web Based* instruction (includes Internet, Intranet and e-mail) is the most common method of instructional technology used for course delivery (Table 2).
- *Instructional Materials* (combination of items such as video tape, CD-ROM, DVD, print) is the second most common method of instructional technology used for distance education (Table 2).

Table 2: E-Learning Course Sections by Primary Data Indicator in SUS – 2006-07

Primary Technology Indicator	Lower UG	Upper UG	Grad	Total	
Audio Tape	56	34	47	137	(0.5%)
Instructional Materials	425	1003	1080	2508	(12%)
Video-Based	333	699	145	1177	(5.5%)
Web-Based	1161	4159	3827	9147	(44%)
None (Technology Mediated)	2976	3738	1189	7903	(38%)
Total Course Sections	4951	9633	6288	20872	

76% of "Technology Mediated" indicate Web-based as the secondary instructional technology

Chart 1 - Growth of E-Learning in the State University System of Florida

Chart 2 - SUS DISTANCE LEARNING ONLY HEADCOUNT AS A PERCENT OF TOTAL HEADCOUNT

State Fundable Credit Hours via E-Learning

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

UNIVERSITY	LOWER UNDERGRAD	UPPER UNDERGRAD	GRADUATE	Grand Total Fundable SCH
FAU	17550	67410	24792	109752
FGCU	12345	16911	5302	34558
FIU	45566	87049	8667	141282
FSU	5511	8158	18862	32531
UCF	40611	131304	26703	198618
UF	96411	163593	39727	299731
UNF	5611	7253	2185	15049
USF	51549	99111	23814	174474
UWF	10827	32604	6627.5	50058.5
Grand Total Fundable SCH	285981	613393	155679.5	1056053.5

Table 4: Technology Mediated (mix of classroom and instructional technology)

UNIVERSITY	LOWER UNDERGRAD	UPPER UNDERGRAD	GRADUATE	Grand Total Fundable SCH
FGCU	82588	69161	10473	162222
UCF	196	350	150	696
UF	35509	30383	5054	70946
UNF	113086	142946	16605	272637
USF		96	93	189
UWF	25471	28013	3382.5	56886.5
Grand Total Fundable SCH	256850	270949	35757.5	563556.5

Distance Education Degree Programs

Growth in the number of full degree programs offered through distance education has been strong over the past seven years, but has been dominated by graduate level degrees and post-baccalaureate certificate programs. In Fall of 2007 there were 36 distinct baccalaureate degrees offered 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 include professional accreditation standards, requirements for extensive supervised clinical training or practicum, 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.

Primarily Distance Learning Programs 2006-07 (complete list is provided)

36 Baccalaureate	120 Graduate	108 Certificates
- 32 fully DE	*- 84 fully DE*	*- 84 fully DE*

Florida Distance Learning Consortium

The Florida Distance Learning Consortium (FDLC) 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 ensures 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 entity's budget. Membership includes public universities and community colleges, and independent colleges and universities accredited by the Southern Association of Colleges and Schools. The FDLC maintains on its website (www.distancelearn.org) an online searchable database of distance education courses and programs available from member institutions, along with links to other important educational technology initiatives and resources.