PERFORMANCE INDICATORS AND GOALS

From the SUS *2025 Strategic Plan for Online Education*:

> The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Quality

No	Performance Indicators	2025 Goals	
		Original 2015	*Revised 2019*
1	Number of annual SUS Chancellor Awards for high-quality courses	8 Chancellor Awards presented annually at the state level	One Chancellor's Award presented annually at the state level
2	Percentage of faculty teaching online courses participating in professional development	15% of faculty from SUS institutions offering online education participate in yearly professional development activities	90% of faculty teaching online courses complete professional development related to online education
3	Number of institutions sharing research in online education	75% of SUS institutions participate in the online education research consortium	100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.
4	Online student success (receiving a course grade of A, B, or C)	Online student success rate equals or exceeds the rate for comparable face-to-face courses	Online student success rate is comparable to the rate for classroom courses.
5	Online student withdrawal rate	Online student course withdrawal rate is no higher than for comparable face-to-face courses	Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses.
6	Student satisfaction with online education	Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses.	Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.

No	Performance Indicators	2025 Goals	
		Original 2015	Revised 2019
7	Percent of SUS courses bearing a "high-quality" rating in the FLVC online catalog Change to: Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality (https://www.flbog.edu/wp-content/uploads/2019_04_25_FLORIDA-ONLINE-COURSE-DESIGN-QUALITY_forPosting.pdf) review or an approved institutional process.	90% of SUS courses in the FLVC catalog rated high quality	100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.

Affordability

No	Performance Indicators	Original 2015	Revised 2019
8	Availability of reduced cost electronic textbooks or accepted open educational resources (OERs) Change to: TBD	Annual increase in the percentage of online courses using electronic textbooks or open educational resources	TBD
9	SUS and FCS institutions collaborate on course design and development Consolidate with the one below.	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources	Consolidate with the one below.
10	SUS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources	All universities offering online education work collaboratively to share online course development tasks and resources.

No	Performance Indicators	2025 Goals	
		Original 2015	*Revised 2019*
11	Competency-based and adaptive learning approaches reduce time-to-degree and associated cost Change to: Innovative strategies, which may include but are not limited to competency credit and adaptive learning, will reduce time-to-degree and enhance student success.	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree	SUS institutions will utilize online education or innovative strategies to enhance student success.

Access

No	Performance Indicators	2025 Goals	
		Original 2015	*Revised 2019*
12	Number of undergraduate student credit hours in online education Consolidate with the one below.	3.48 million	Consolidate with the one below.
13	Number of undergraduate FTE enrolled in online courses Change to: Percent of Undergraduate FTE in Online Courses	86,900	40%
14	Number of graduate student credit hours in online education Consolidate with the one below.	616,000	Consolidate with the one below.
15	Number of graduate FTE enrolled in online courses Change to: Percent of Graduate FTE in Online Courses	19,250	34%

No	Performance Indicators	2025 Goals	
		Original 2015	Revised 2019
16	Percentage of SUS undergraduate students enrolling in one or more online courses each year	75%	*No change*
17	Percentage of SUS graduate students enrolling in one or more online courses each year	50%	No change
18	Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online Change to: TBD	60%	TBD