



PERFORMANCE INDICATORS

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

<i>Performance Indicators</i>	<i>2025 Goals</i>
Number of annual SUS Chancellor Awards for high-quality courses	8 Chancellor Awards presented annually at the state level
Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog	90% of SUS courses in the FLVC catalog rated high quality
Percentage of faculty participating in professional development	15% of faculty from SUS institutions offering online education participate in yearly professional development activities
Number of institutions sharing research in online education	75% of SUS institutions participate in the online education research consortium
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 withdrawal rate	Online student course withdrawal rate is no higher than for comparable face-to-face courses
Student satisfaction with online education	Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses

Access

<i>Performance Indicators</i>	<i>2025 Goals</i>
Number of undergraduate student credit hours in online education	3.48 million
Number of undergraduate FTE enrolled in online courses	86,900
Number of graduate student credit hours in online education	616,000
Number of graduate FTE enrolled in online courses	19,250
Percentage of SUS undergraduate students enrolling in one or more online course each year	75%



Percentage of SUS graduate students enrolling in one or more online course each year	50%
Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.	60%

Affordability

<i>Performance Indicators</i>	<i>2025 Goals</i>
Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)	Annual increase in the percentage of online courses using electronic textbooks or open educational resources
SUS and FCS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources
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
Competency-based and adaptive learning approaches reduce time-to-degree and associated cost	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree