



# Online Education

## *2025 Strategic Plan*

November 5, 2015

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***DRAFT Update 3/29/2022***



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## INTRODUCTION

Online education<sup>1</sup> allows the State University System (SUS) of Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and convenient access to higher education, regardless of where students may live or their family or work obligations, helps to create a strong workforce and to attract businesses that provide high-skill, high-wage jobs that drive today's economy.

The state of Florida is ~~already~~ a national leader in terms of its breadth of online offerings. In ~~2013-2014~~ 2019-2020, ~~12% of all the course sections taught in the State University System were offered via distance learning,<sup>2</sup> and 78% of undergraduate students took at least one distance learning course, and 12% of undergraduate students were enrolled only in distance learning courses. 54% of all students took at least one distance learning course. Nine percent of students were enrolled only in distance learning courses.~~ In terms of overall instructional effort as measured by student credit hours, ~~2033%~~ of all undergraduate instructional activity occurred via distance learning. In comparison with other states, Florida ranked second among public primarily baccalaureate-granting institutions (behind Texas Arizona) in the total-number-percentage of students who took at least one distance-learning course and third in the number of students enrolled in distance learning courses (behind Texas and California).

Due in part to this ~~increased~~ interest in online education, the Board of Governors established the Innovation and Online Committee in January 2014, charging the Committee to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The Committee was further charged to explore initiatives that will result in system-wide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education. To help guide the future development of online education in the SUS, the Committee directed the creation of a system-wide task force to propose a Strategic Plan for Online Education.

## CONTEXT

The Innovation and Online Committee assembled the Task Force for Strategic Planning for Online Education in December 2014 and charged the Task Force to draft, for the Committee's consideration, the SUS 2025 Strategic Plan for Online Education. The objective of the Strategic Plan for Online Education is to identify additional goals for the State University System and strategies for reaching those goals. While recognizing that technology will continue to change, the Strategic Plan for Online Education will guide the development and implementation of system policies and legislative budget requests related to online education with a focus on three primary elements:

- Quality
- Access
- Affordability

<sup>1</sup> Online education is one type of distance learning and is the focus of this strategic plan. 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 is found in this plan when appropriate.





The Task Force established workgroups in alignment with these elements and tasked them to develop strategies for advancing online education in Florida along these dimensions. The reports compiled by the three workgroups served as the foundation for the 2025 Strategic Plan for Online Education proposed by the Task Force. While the Strategic Plan includes goals, strategies, tactics, and performance indicators for each element, there are themes that are woven throughout the plan. These themes include: the need for quality in all aspects of online education; cost-efficient and effective support services for students, faculty, and staff; a sound technical infrastructure; a policy environment that encourages innovation and thoughtful growth; and an overall program of online education that is affordable to both students and institutions.

Each university's contribution to the system's plan will be determined by the university's vision and mission and is expected to be reflected in the university's annual **work accountability** plan.

## QUALITY

One of the barriers to the adoption and growth of online education is concerns about quality. In this area, strategic goals focus on quality practices, encouraging universities to adopt these practices, and the rigorous assessment of online student success and persistence.

Issues have surrounded quality in distance learning since its inception in the 1800s with the delivery of paper-based instruction through the pony express. These first attempts at distance learning were isolating experiences. The paper-based delivery provided delayed interactions with long timespans between the delivery of coursework and feedback. Later, with radio and television, the delivery created passive rather than active learning, with the student listening to or watching the instructor—again with delayed or no feedback.

The advancement of the internet has been key to increasing the availability, popularity, and capabilities of online education. In the online environment, interactions between students and instructors are faster and more effective. Mobile devices facilitate this communication by increasing the ability to connect teachers and students at any time from any place. With improved technology, instructors are better able to incorporate the social dynamics of learning into online courses.

However, the “quality” of online education can be complex and difficult to define. In fact, different organizations define quality in a variety of ways, including the number of students that are successfully completing courses, comparison to face-to-face instruction, the number of support services, or students’ assessments. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practices based upon their organization’s viewpoint of quality. Each organization differs slightly in its definition of “quality.”

Based on a thorough review of the various definitions of quality, a quality online education framework should focus on the instructor, individual courses, support services, and the program. The framework should be viewed as best practices focused on the three aspects of online education in promoting student success. These are briefly described below:

- Instructor – Best practices emphasize quality in the design, development, and delivery of the courses and the professional development of the instructor
- Program – Best practices foster high student success rates, low withdrawal rates, and high student and faculty satisfaction levels
- Institution – Best practices address the technology infrastructure, resources for course design and delivery, student support services, and ongoing assessment



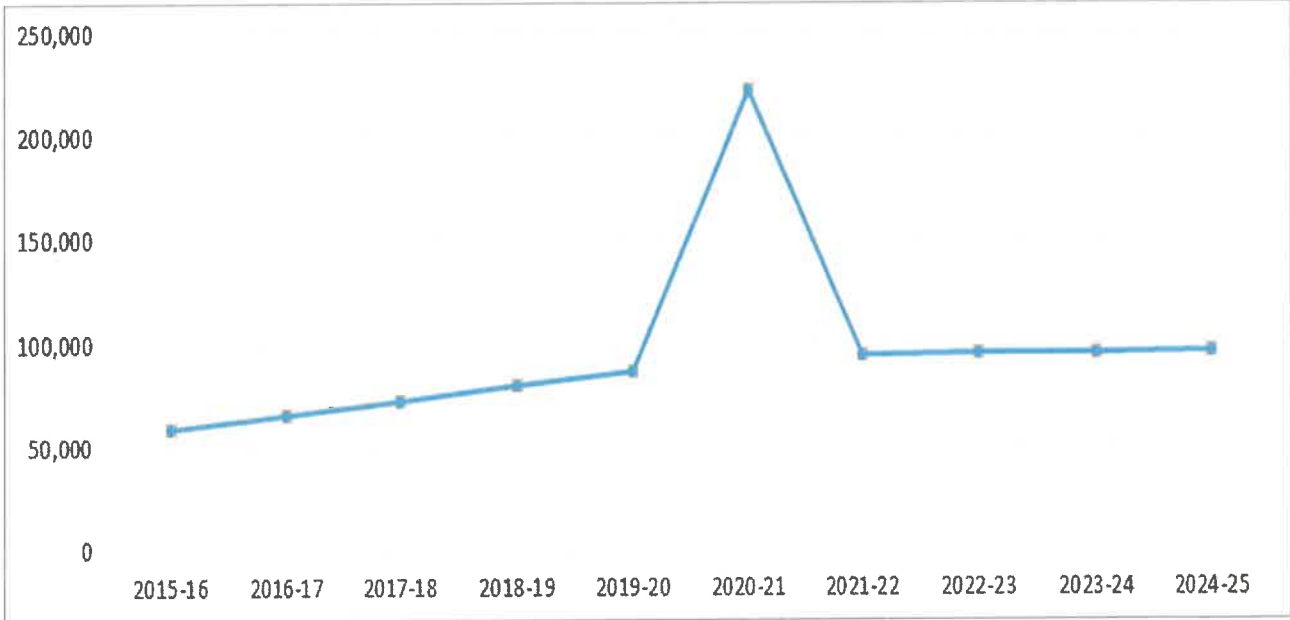
Together, the three levels lead to a learning environment in which faculty members, leadership, support staff, and academic departments are working together to create high-quality programs. The State’s responsibility is to ensure each institution has the necessary tools to create, sustain, and evaluate high-quality online courses and programs.

ACCESS

Through this plan, the Board of Governors has assumed that the system will continue its rapid growth in online education and has established aggressive enrollment targets-projections for 2025, along with strategies for reaching those targets-projections. Separate enrollment targets-projections for the number of student credit hours in distance learning, their corresponding full-time equivalents (FTE), and the percentage of total student credit hours delivered via distance learning have been established at the graduate and undergraduate levels.

The student credit hours and their corresponding FTE targets-projections appear in the graphs below:

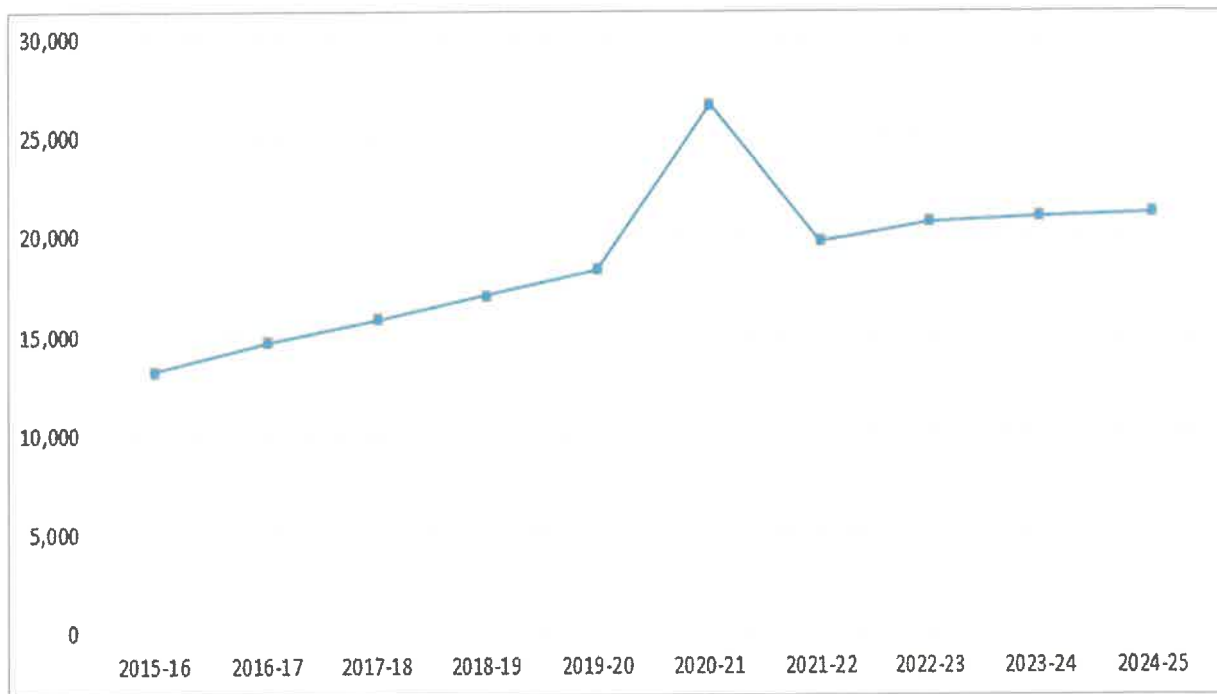
Undergraduate FTE Enrollment: Historical and Projected\_ (NOTE for Innovation and Online Committee: replaces line graph from 2015)



Actual						Projected (Approved goals from 2021 Accountability Plan)				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
DL as % of Total FTE	24%	26%	28%	30%	33%	83%	35%	35%	35%	35%



## Graduate FTE Enrollment: Historical and Projected *(NOTE for Innovation and Online Committee: replaces line graph from 2015)*



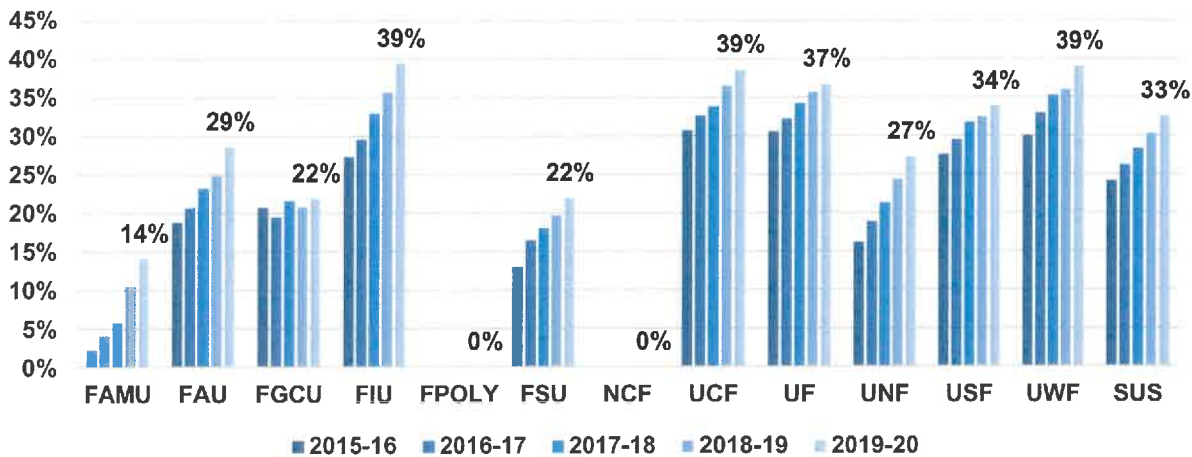
Actual						Projected (Approved goals from 2021 Accountability Plan)				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
DL as % of Total FTE	25%	27%	29%	31%	32%	45%	33%	34%	34%	34%

In order to meet these enrollment **targetsprojections**, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework, as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.

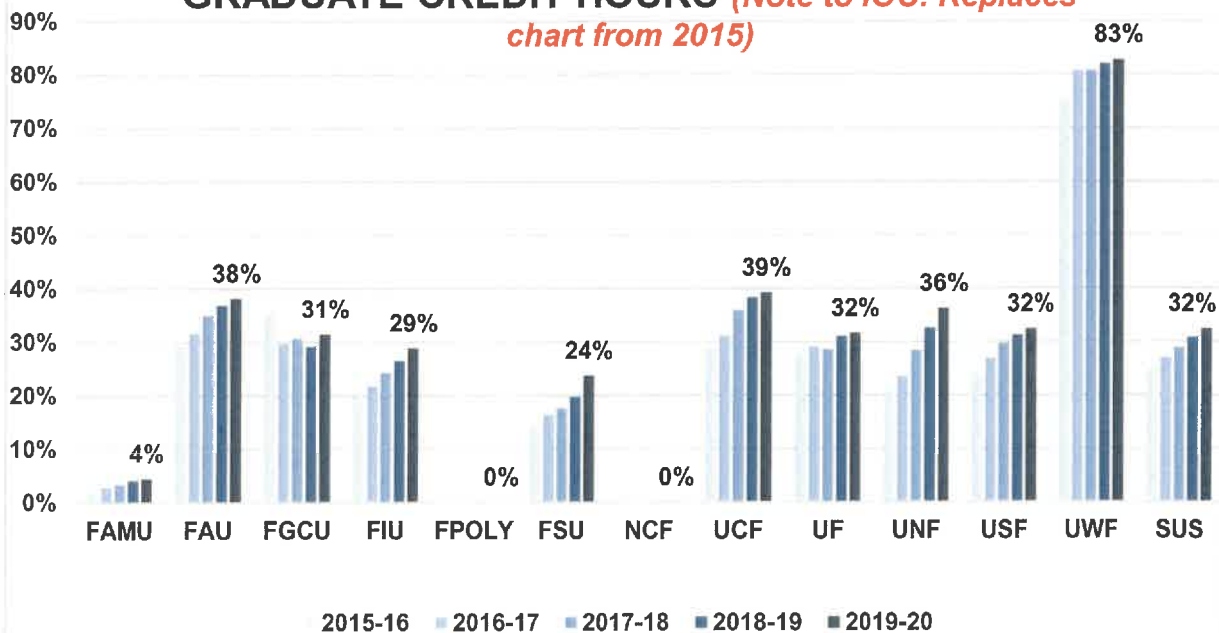
The Board of Governors recognizes individual institutions' contributions toward meeting these enrollment **targetsprojections** will vary. Each university's level of engagement in online education is reflected below for student FTE funded from state appropriations:



## DISTANCE LEARNING AS A PERCENT OF UNDERGRADUATE CREDIT HOURS *(Note to IOC: Replaces chart from 2015)*



## DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS *(Note to IOC: Replaces chart from 2015)*



### AFFORDABILITY

Strategies are outlined for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies include collaborative ventures among institutions, such as resource sharing and joint development of online programs.





Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or attempting alternative models such as competency-based education or adaptive learning. However, the underlying goal of achieving positive learning outcomes for students while reducing up-front program development and delivery costs has not been achieved. Technological interventions coupled with business process redesign at the system level will be needed to support meaningful impact on overall cost to institutions and price to students. Current empirical research in the area of affordability in online education is limited, but examples are in progress in higher education systems in Florida and around the country.

The Board of Governors has identified four key areas of focus to help reduce the costs of online education. These are briefly described below:

- Shared Services – Through sharing digital technologies, digital content, and measures of quality, individual institutions can leverage existing services while maintaining their own curricula and programs. Academic libraries in Florida have already benefitted from this model through sharing academic electronic resources across the system, having a common integrated library system, and sharing other common tools for search and storage of digital archives. The Georgia Board of Regents led the development effort for “eCore” and “eMajor,” which provide a central point of master course development and operations that individual universities can choose to use. While some sharing of infrastructure, programs, and services exists in Florida through efforts such as the Florida Virtual Campus (FLVC) and Complete Florida, there are more opportunities to provide consistent and affordable services to students taking online courses.
- Educational Content – As a system, Florida needs to develop, purchase, and reuse high quality and affordable content available for students across platforms. Some progress has been made in this area, such as the ~~Florida Orange Grove, a federated repository that pulls educational learning content objects from federated repositories all over the world. The University of Florida has tested open educational textbooks. Other large institutions outside of Florida, such as Indiana University and the University of Minnesota, have saved significantly through joint agreements with textbook publishers.~~ development of the Action Plan for the Pricing of Textbooks and Other Instructional Materials, an agreement brokered by the Board of Governors with publishers to provide students with access to quality and affordable textbooks and other instructional materials. The University of Florida is hosting a repository for course materials created and donated by instructors from across the SUS; these materials may be used in part or in full by faculty throughout the system for course development. In addition, a consortium of participating SUS and Florida College System libraries is creating an OER community and infrastructure for OER development throughout the state. In addition to providing written content, Florida should take additional steps to take advantage of these digital environments ~~to expand their usage, ensure their quality, and expand the type materials provided. to offer students full motion video, documentaries, and interactive simulations.~~
- Instructional Innovations and Efficiencies - In education, radically new ways of thinking about teaching and learning have emerged, ~~but typically outside of the confines of academic institutions. For example, the Khan Academy has changed the tutoring model, Coursera and other~~ such as Massive Open Online Courses (MOOCs) ~~providers have changed how we think about open courses,~~ adaptive learning ~~has the potential to personalize instruction that creates guided learning outcomes for the student,~~ and competency-based education ~~is making great strides in areas around the country.~~ It is imperative in Florida that we recognize the need to explore and adopt ~~these~~ innovative instructional models in order to create instructional efficiencies.





- Understanding the True Costs of Online Education - As the number of students participating in online education in Florida continues to grow, a better understanding of the actual cost of online education is needed. Most institutions in the state have implemented a distance learning course fee to support the additional costs of developing and delivering quality online courses and programs, leading to a realization that providing quality online education has a cost structure that differs from the face-to-face environment.

## VISION FOR ONLINE EDUCATION

~~In 1990, the United States was ranked first in the world in attainment of four-year degrees among the 25 to 34-year-old segment of the population. Today, the U.S. ranks 12<sup>th</sup>. Florida, the third most productive state in baccalaureate degree production, ranks 38<sup>th</sup> among states in the percentage of population with at least a bachelor's degree. The Obama administration's College Completion Goal has charged the nation to attain a 60% college completion rate—the highest in the world—by 2020. Reaching this goal will require 10 million more Americans to obtain an associate or baccalaureate degree. The Lumina Foundation, the Bill and Melinda Gates Foundation, and others are pursuing similar attainment goals.~~

~~The state of Florida is doing its part. The State University System 2025 System Strategic Plan has established a system goal to produce 90,000-78,000 baccalaureate degrees per year by 2025, half of which with 45,000 of those being will be in areas of strategic emphasis, —goals that are nearly a third higher than current annual degree production. Although the SUS is nearly on pace to meet these goals, obstacles to future success include uneven regional distribution of student growth patterns, shortages of classroom and other instructional spaces at some institutions, and reductions in the availability of Public Education Capital Outlay (PECO) funds to expand instructional plant capacity.~~

Online education, taken to scale across the SUS, affords the system a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for students. From a social perspective, attainment of an academic credential translates into increased lifetime earnings potential, lower unemployment rates, healthier lifestyles and reduced health care costs, increased tax revenues to support governmental programs, and increased civic participation.

To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage co-curricular activities or accelerate the completion of their degree.

A blend of talented, well-prepared faculty members, modern learning technologies, and well-designed online courses and programs creates opportunities to improve pedagogies, engage faculty in the scholarship of teaching and learning, increase student academic success, and accelerate time-to-degree. At scale, online education provides colleges and universities the means to significantly expand access to education far beyond the capacity and geographic limits of their brick-and-mortar infrastructure. These all combine to reduce barriers of opportunity and capacity, lowering the overall cost of delivering a quality education to all who may wish to receive it.



This **2025 SUS Strategic Plan for Online Education** outlines goals and strategies that, when successfully pursued, will result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses while expanding access far beyond their borders. Increased online education will also help make our institutions more sustainable by limiting energy consumption, and the time and fuel students would expend driving to and from class.

This Plan provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida's economy.



# 2025 STRATEGIC GOALS FOR ONLINE EDUCATION

Included below are the formal elements of the strategic plan, presented as a series of goals, strategies, tactics, and performance indicators organized around the primary elements of Quality, Access, and Affordability. The Board of Governors will work with universities and other stakeholders to ensure they are implemented.

## QUALITY

### Goal 1. The State University System will create a culture of quality for online education.

Strategy 1.1 Recognize the development of high quality online education statewide.		
Tactics	1.1.1	<del>In conjunction with the Florida College System (FCS),</del> Create a statewide award system for exceptional online <del>courses</del> <u>teaching</u> . <del>System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President's Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor's Quality Award that represents the best of breed throughout the state.</del>
	1.1.2	Create a coding system in the Florida Virtual Campus course catalog that allows the identification of <del>QM or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award</del> <u>courses</u> . <del>courses that have been reviewed for quality course design using the Florida Online Course Design Quality Standards and Process.</del> <u>courses that have been reviewed for quality course design using the Florida Online Course Design Quality Standards and Process.</u>
	1.1.3	Ensure implementation of <del>the Florida Online Course Design Quality Standards and Process</del> <u>Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes</u> for all universities offering online education.
	1.1.4	Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.
Strategy 1.2 Expand support for professional development.		
Tactics	1.2.1	Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.
	1.2.2	Enhance professional development opportunities offered by FLVC for institutional leaders in online education.
	1.2.3	Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act.
	1.2.4	Integrate the <del>Florida Online Course Design Quality Standards and Process</del> <u>Quality Matters Course Rubric, the online Learning Consortium Quality Scorecard, and/or similar rubrics</u> into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.



	<b>1.2.5</b>	Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.
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## Goal 2. The State University System will provide a foundation for quality online education.

<b>Strategy 2.1</b> <i>Conduct and share research about online education to improve quality.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.
	<b>2.1.2</b>	Develop a process to share research-based best practices that are occurring across the different institutions.
<b>Strategy 2.2</b> <i>Provide the infrastructure needed to support the development and delivery of online education.</i>		
<b>Tactics</b>	<b>2.2.1</b>	Using <del>Quality-the Technology</del> Scorecard or a similar process, <del>ensure that</del> each institution <u>will ensure that it</u> has the technology needed to provide quality online education.
	<b>2.2.2</b>	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
	<b>2.2.3</b>	Using <del>Quality-the Technology</del> Scorecard or a similar process, <del>ensure</del> universities <u>will</u> review their infrastructure to confirm that students, including students with disabilities, can <del>easily</del> <u>appropriately</u> access their online instruction.
<b>Strategy 2.3</b> <i>Ensure support services that promote student success are available for online students.</i>		
<b>Tactics</b>	<b>2.3.1</b>	<del>Ensure that universities use Quality-</del> <u>Using the Student Services</u> Scorecard or a similar process <del>to confirm, universities will ensure</del> that online students, including online students with disabilities, have access to <u>appropriate</u> services equivalent to those used by campus-based students.

## ACCESS

## Goal 1. The State University System will increase access to and participation in online education.

<b>Strategy 1.1</b> <i>Increase enrollments in online education.</i>		
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	<b>1.1.1</b>	Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses. Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs.
<b>Tactics</b>	<b>1.1.2</b>	Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory. Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online.
	<b>1.1.3</b>	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction.
	<b>1.1.4</b>	Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes.
	<b>1.1.5</b>	Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System.
	<b>1.1.6</b>	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	<b>1.1.7</b>	Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models.
	<b>1.1.8</b>	Provide a robust set of student support services to support the delivery of multiple, accelerated models.

## Goal 2. The State University System will create an environment favorable to the growth of online education.

<b>Strategy 2.1</b> <i>Secure the funding necessary to continue expansion of online education.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.
	<b>2.1.2</b>	<del>Obtain funding for statewide</del> Universities will continue marketing online programs and courses to meet student, workforce, and community needs; and recruiting to expand online enrollments.
	<b>2.1.3</b>	<del>Seek incentive funding to encourage</del> Institutions will continue to share and to implement innovations in online education.
	<b>2.1.4</b>	Secure student support resources to ensure students have access to technology required for online education.
<b>Strategy 2.2</b> <i>Pursue changes to the regulatory environment to enable continued growth in online education.</i>		
	<b>2.2.1</b>	<del>Clarify that the requirement in the Board of Governors Regulation 6-016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.</del>



	<b>2.2.2</b>	<del>Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.</del>
	<b>2.2.3</b>	<del>Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.</del>
	<b>2.2.4</b>	Review and modify as necessary regulations <del>related to instructional materials fees</del> that <del>unnecessarily</del> limit the ability to adopt new approaches to providing digital educational materials <del>or online education</del> to students.

### Goal 3. The State University System will harness the power of online education to help meet the economic development needs of the state.

<b>Strategy 3.1</b> <i>In collaboration with the Florida College System, meet the educational needs of employers in the state.</i>		
<b>Tactics</b>	<b>3.1.1</b>	Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.
	<b>3.1.2</b>	<del>Ensure</del> Universities <del>will continue to use</del> <del>are using</del> need and demand data when considering programs for online delivery.

## AFFORDABILITY

### Goal 1. The State University System will enhance shared services to support online program development and delivery costs.

<b>Strategy 1.1</b> <i>Enhance shared support services for online students.</i>		
<b>Tactics</b>	<b>1.1.1</b>	Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.  Develop Florida SHINEs as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.
	<b>1.1.2</b>	Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.
<b>Strategy 1.2</b> <i>Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.</i>		
<b>Tactics</b>	<b>1.2.1</b>	Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system.  Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of a statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics.



	<b>1.2.2</b>	Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas. The Florida Orange Grove could be refined for master course availability throughout the state. With additional standards around the best-case use of a master course, the Florida Orange Grove could be a shared resource for all Florida institutions to exchange content.
	<b>1.2.3</b>	Review and recommend data analytic tools and methods to predict student success in online education.
	<b>1.2.4</b>	Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.
	<b>1.2.5</b>	Encourage institutions to opt into the selected common Learning Management System.

## Goal 2. The State University System will reduce the costs of educational materials for students.

<b>Strategy 2.1</b> <i>Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.</i>		
<b>Tactics</b>	<b>2.1.1</b>	Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.
	<b>2.1.2</b>	Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials. Contracts negotiated with vendors should ensure that such materials are accessible to students with disabilities.

## Goal 3. The State University System will adopt innovative instructional models to create instructional efficiencies.

<b>Strategy 3.1</b> <i>Implement innovative instructional models.</i>		
<b>Tactics</b>	<b>3.1.1</b>	Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.
	<b>3.1.2</b>	Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.
	<b>3.1.3</b>	Implement a model to assess prior learning for the award of academic credit.
	<b>3.1.4</b>	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.

## Goal 4. The State University System will determine the costs of online education campus-by-campus.





<b>Strategy 4.1</b> <i>Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs.</i>		
<b>Tactics</b>	<b>4.1.1</b>	Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.
	<b>Strategy 4.2</b> <i>Develop a model that captures each institution's online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.</i>	
<b>Tactics</b>	<b>4.2.1</b>	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.
	<b>4.2.2</b>	Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.





## 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>
Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality review or an approved institutional process.	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.
<del>Number of annual SUS Chancellor Awards for high-quality courses.</del> <u>Each university that offers online education establishes a process to annually recognize exceptional online teaching.</u>	<del>One Chancellor's Award presented annually at the state level. President Awards presented annually by institutions offering online instruction.</del>
Percentage of faculty teaching online courses participating in professional development	90% of faculty teaching online courses complete professional development related to online education
Number of institutions sharing research in online education	100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.
Online student success (receiving a course grade of A, B, or C)	Online student success rate is comparable to the rate for classroom courses.
Online student withdrawal rate	Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses.
Student satisfaction with online education	Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.

### Access

<i>Performance Indicators</i>	<i>2025 Goals</i>
Percent of undergraduate FTE in online courses	<del>40%</del> <u>35% (projection)</u>
Percent of graduate FTE in online courses	34% <u>(projection)</u>
Percentage of SUS undergraduate students enrolling in one or more online courses each year	80% <u>(projection)</u>



Percentage of SUS Master's students enrolling in one or more online courses in the Fall term	60% <u>(projection)</u>
Online Programs/ Majors - TBD	TBD

## Affordability

<i>Performance Indicators</i>	<i>2025 Goals</i>
<del>Textbook Affordability</del> TBD The percentage of course sections with textbooks and instructional materials that are free or cost \$20 or less per credit hour.	<u>63%</u>
SUS institutions collaborate on course design and development	All universities offering online education work collaboratively to share online course development tasks and resources.
Innovative strategies, which may include but are not limited to competency credit and adaptive learning, will reduce time-to-degree and enhance student success.	SUS institutions will utilize online education or innovative strategies to enhance student success.



## APPENDIX A - DEFINITIONS

For the purposes of this strategic plan, the following definitions are used.

Metric	Courses - definition	Metric	Programs - definition
<b>Fully Distance Learning Course</b>	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.	<b>Fully Online Program</b>	100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus.
<b>Primarily Distance Learning Course</b>	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.	<b>Primarily Online Program</b>	80-99% of the direct instruction of the program is available 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 program.
<b>Hybrid Course</b>	50-79% 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.	<b>Hybrid Program</b>	50-79% of the direct instruction of the program is available 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 program.
<b>Primarily Classroom Course</b>	Less than 50% 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. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, labs, etc.). These course sections are required to have records on the COURSE MEETINGS table.	<b>Primarily Classroom Program</b>	Less than 50% of the direct instruction of the program is available 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 program.
<b><u>Flex Course</u></b>	<u>Any course section that is delivered using both face-to-face and remote modalities that allows students to switch between modalities during the term. These course sections are required to have records on the COURSE MEETINGS table.</u>		



## APPENDIX B - TASK FORCE MEMBERSHIP

Following is a list of the members of the 2015 Task Force for Strategic Planning for Online Education.

Name	Title
Dr. John Hitt, Chair	President, University of Central Florida
Dr. Judith Bense	President, University of West Florida
Marcella David, J.D.	Provost, Florida A & M University
Harrison DuBosar	Student, Florida State University
Dr. Shawn Felton	Assistant Professor, Florida Gulf Coast University President, FGCU Faculty Senate Trustee, FGCU Board of Trustees
Dr. Kent Fuchs	President, University of Florida
Dr. Judy Genshaft	President, University of South Florida
Dr. Jim Henningsen	President, College of Central Florida
Dr. Sally McRorie	Interim Provost, Florida State University
Dr. Pam Northrup	Associate Provost, Academic Innovation Exec. Dir, Florida Virtual Campus and Complete Florida University of West Florida
Dr. Gary Perry	Provost, Florida Atlantic University
Dr. Mark Rosenberg	President, Florida International University
Dr. Earle Traynham	Interim Provost, University of North Florida

The Task Force wishes to thank all institutional staff who provided assistance during the drafting of the Strategic Plan, giving special acknowledgement to Dr. Victoria Brown, Florida Atlantic University; Dr. Joyce Elam, Florida International University; Dr. Susan Clemmons, Florida International University; Dr. Joel Hartman, University of Central Florida; and Dr. Cynthia DeLuca, University of South Florida.





## APPENDIX C - DISTANCE LEARNING ENROLLMENT TARGETS PROJECTIONS *(NOTE TO IOC: REPLACES TABLES USED IN 2015)*

### Undergraduate Enrollments

	ACTUALS					PROJECTIONS (APPROVED GOALS in 2021 Accountability Plan)				
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
DL Student Credit Hours	1.78	1.97	2.18	2.39	2.61	6.68	2.83	2.84	2.86	2.89
TOTAL SCH	7.39	7.53	7.71	7.90	8.00	8.05	8.08	8.13	8.18	8.24
DL FTE	59,371	65,655	72,674	79,722	86,964	222,623	94,315	94,815	95,393	96,180
TOTAL FTE	246,470	251,035	257,093	263,363	266,737	268,220	269,470	270,900	272,550	274,800
DISTANCE LEARNING % of TOTAL FTE ENROLLMENT	24%	26%	28%	30%	33%	83%	35%	35%	35%	35%



## APPENDIX C - DISTANCE LEARNING ENROLLMENT ~~TARGETS~~ PROJECTIONS, CONTINUED

### Graduate Enrollments

	ACTUALS					PROJECTIONS (APPROVED GOALS)				
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
DL Student Credit Hours	0.32	0.35	0.38	0.41	0.44	0.64	0.47	0.50	0.50	0.51
TOTAL SCH	1.27	1.31	1.32	1.33	1.36	1.42	1.44	1.46	1.48	1.50
DL FTE	13,224	14,688	15,833	17,037	18,353	26,649	19,780	20,750	21,019	21,206
TOTAL FTE	53,014	54,520	54,876	55,312	56,650	59,220	59,940	61,030	61,820	62,370
DISTANCE LEARNING % of TOTAL FTE ENROLLMENT	25%	27%	29%	31%	32%	45%	33%	34%	34%	34%



## APPENDIX D - STUDENT CHARACTERISTICS *(NOTE TO IOC: REPLACES DATA FROM 2013-14)*

RACE/ETHNICITY	Only DL Courses		Both DL and Classroom and/or Hybrid Courses		No DL Courses	
	FALL 2018	FALL 2019	FALL 2018	FALL 2019	FALL 2018	FALL 2019
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	4%	4%	5%	5%	5%	5%
Black or African American	13%	14%	12%	12%	14%	13%
Hispanic/Latino	31%	33%	28%	29%	29%	29%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
Nonresident alien	1%	1%	3%	4%	4%	4%
Race and ethnicity unknown	2%	2%	2%	1%	1%	1%
Two or more races	3%	4%	4%	4%	4%	4%
White	45%	43%	46%	45%	44%	43%

RESIDENCY	Only DL Courses		Both DL and Classroom and/or Hybrid Courses		No DL Courses	
	HEADCOUNT	PERCENT	HEADCOUNT	PERCENT	HEADCOUNT	PERCENT
FALL 2019						
Florida	31,233	94%	121,624	90%	100,755	91%
Non-Florida	2,036	6%	12,829	10%	10,271	9%
FALL 2018						
Florida	29,337	94%	116,234	91%	108,207	91%
Non-Florida	1,734	6%	11,666	9%	10,521	9%

MEAN AGE	Only DL Courses	Both DL and Classroom and/or Hybrid Courses	No DL Courses
Undergraduate	27	21	22
Graduate	33	28	30

SOURCE: BOG Office of Data & Analytics, extracted from datamarts on 3/28/2021. Undergraduate students include lower- and upper-division students only and excludes unclassified students. Students with missing or unreported gender data are also excluded. Headcounts are unduplicated. "Students who took only distance learning courses" include students enrolled in any combination of courses where 80 percent or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. "Students who took no distance learning courses" include students enrolled in any combination of courses where less than 80 percent of the course is delivered using some form of technology when the student and instructor are separated by time, space or both.



"Students who took both distance learning and classroom and/or hybrid" includes students taking any combination of distance learning courses with classroom and/or hybrid courses.