Online Education 2021 Annual Report

June 2022

2021 Annual Report for Online Education

Approved June 30, 2022

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Highlights

Access:

- COVID-19 had an impact on student enrollment in distance learning courses in 2020-21:
    - 99% of SUS undergraduate students enrolled in one or more distance learning courses, up from 78% in 2019-20.
    - 96% of SUS graduate students enrolled in one or more distance learning courses, up from 55% in 2019-20.
    - 85% of undergraduate Full-time Equivalents (FTEs)/student credit hours were in distance learning courses, up from 33% in 2019-20.
    - 72% of graduate student FTEs/student credit hours were in distance learning courses, up from 32% in 2019-20.
- Of the 517 majors provided online by universities in the SUS, 321 are majors in Programs of Strategic Emphasis.

Quality:

- Undergraduate students withdrew from 3.9% of the 40,557 courses provided via distance learning in 2020-21, and they withdrew from 3.6% of the 3,214 courses provided via classroom.
- 89.6% of undergraduate students in distance learning courses – and 91% in classroom courses - earned grades of A, B, C, or S.

Affordability:

- 59% of course sections had textbooks and instructional materials that were free or cost $20 or less per student credit hour.
- Undergraduate students who took 21% - 100% of their courses via distance learning graduated, on average, in 3.33 - 3.75 years. Students who took none of their courses via distance learning graduated, on average, in 4.92 years, and those who took up to 20% of their courses via distance learning graduated, on average, in 4.33 years.

Introduction

The State University System *2025 Strategic Plan for Online Education*,* which was adopted by the Board of Governors in November 2015 and amended in March 2022, guides the growth of online education in the System and provides a pathway for ensuring that quality instruction and services are provided in a cost-efficient and effective manner. The System's progress in implementing the Plan is monitored through the annual reports on online education.

Each institution's contribution to the Plan is determined by the institution's vision and mission and is reflected in the annual reports. Within the Plan, also, are performance indicators and performance goals for each of the three major elements woven throughout the Plan – quality, access, and affordability. Some of the performance indicators have data reflected in the annual report; other performance indicators have data that will start being collected in 2022-23.

Implementation of the 2025 Strategic Plan for Online Education

The Chancellor created a Steering Committee for Innovation and Online Education to guide the implementation of the *Plan* throughout the System; the Committee consists of six provosts and a non-voting member of the Board staff. A system-wide Implementation Committee that consists of online education representatives from all institutions was also created and is guided by the Steering Committee. These committees have met regularly since adoption of the *Plan* to implement its strategies and tactics. Their memberships are found in Appendix C.

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* Online Education is one type of distance learning and is the focus of this report. The term "distance learning" encompasses other instructional methods in which instructor and student are separated by time and/or distance, such as courses broadcast over television networks. Because SUS data elements do not distinguish between those methods, the term "distance learning" is used in this report when appropriate. Campus leaders indicate online education is the primary approach for distance learning courses. See Appendix A for definitions.

Access

Performance Indicators

Performance Indicator	Goal 2025	Status 2021
Percentage of SUS undergraduate students enrolling in one or more online courses each year	80%	99%
Percentage of Master's students enrolling in one or more online courses in the Fall term	60%	92%
Percent of undergraduate FTE in online courses	35%	85%
Percent of graduate FTE in online courses	34%	72%
Online Programs/Majors	TBD	---

Effect of COVID-19 on Distance Learning Enrollments in 2020-21

Enrollment data in this report reflects the impact of COVID-19 on SUS institutions in 2020-21. Guidance from the Board of Governors via its *State University System of Florida Blueprint for Reopening Classes* for the Fall 2020 semester included an emphasis on the delivery of courses in a variety of modalities. Among components in the *Blueprint,* universities were encouraged to continue exploring ways to use technology to deliver classes in a variety of delivery modes, as well as to provide enhanced faculty training and support for new online technologies and non-traditional modes of delivery of instruction.

While the percentage of students taking distance learning courses increased greatly in 2020-21 due the offering of emergency remote instruction in response to the pandemic, in addition to planned distance learning courses, 49% of undergraduate students took a combination of on-campus courses and distance learning courses, with 1% taking no distance learning courses. In addition, 42% of graduate students took a combination of on-campus courses and distance learning courses, with 4% taking no distance learning courses during the academic year.

Enrollments
Headcounts

Figure 1
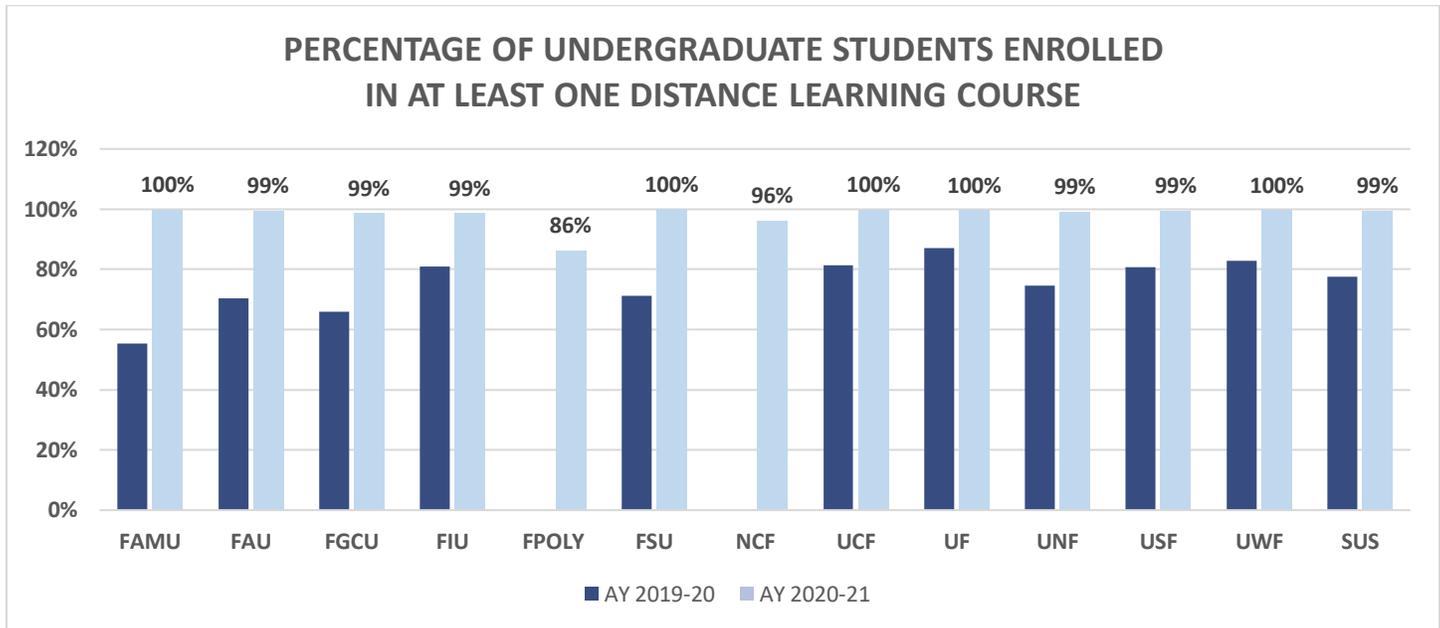
PERCENTAGE OF UNDERGRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE

SOURCE: See Methodologies section.

Table 1

Univ.	2018-19	2019-20	2020-21
FAMU	45%	55%	100%
FAU	64%	70%	99%
FGCU	65%	66%	99%
FIU	76%	81%	99%
FPOLY	0%	0%	86%
FSU	66%	71%	100%
NCF	0%	0%	96%
UCF	80%	81%	100%
UF	88%	87%	100%
UNF	71%	75%	99%
USF	80%	81%	99%
UWF	80%	83%	100%
SUS	75%	78%	99%

Undergraduate Students Enrolled in at Least One Distance Learning Course

SOURCE: See Methodologies section.

Figure 2

PERCENTAGE OF GRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE
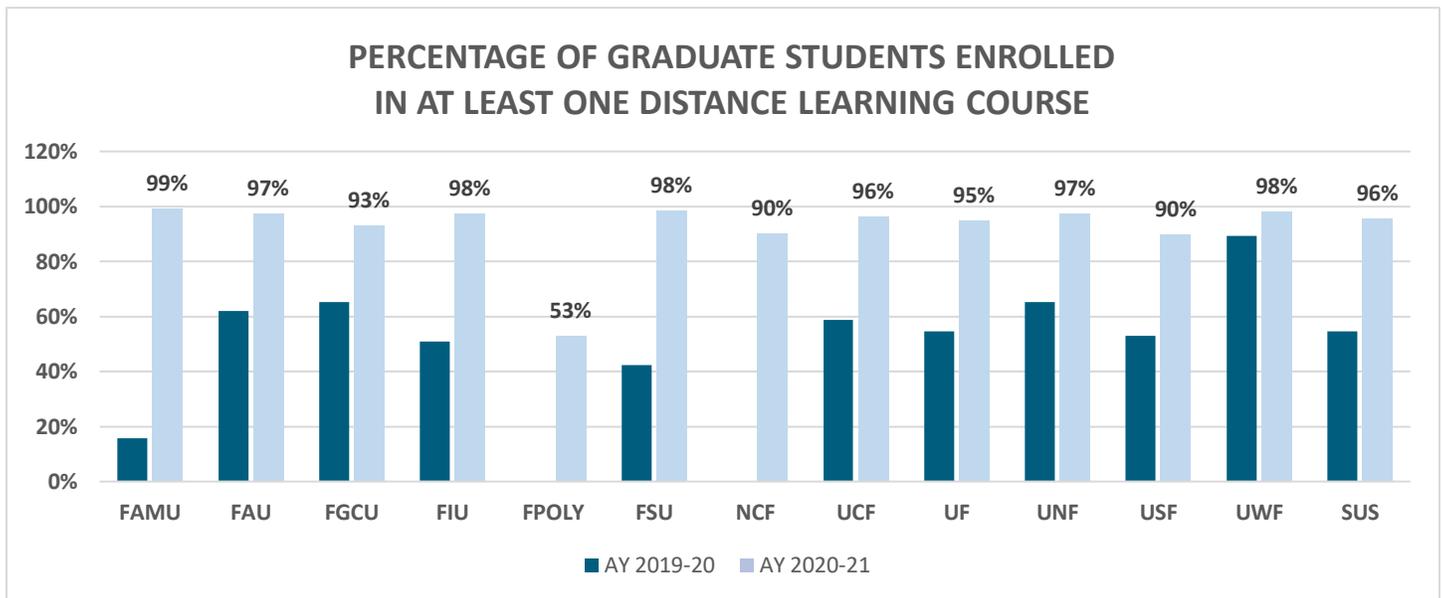
SOURCE: See Methodologies section.

Table 2

Master's Students Enrolled in at Least One Distance Learning Course

TERM	STUDENTS (N)	DL ONLY	MIXED	NO DL	AT LEAST ONE DL COURSE
FALL 2019	42,420	38%	18%	44%	56%
FALL 2020	47,069	74%	18%	8%	92%
FALL 2021	50,716	53%	15%	32%	68%

SOURCE: See Methodologies section.

Headcounts by Modality 2020-21

Table 3

Undergraduate Students Headcount by Modality

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM, FLEX, AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	Percentage	HEADCOUNT	Percentage	HEADCOUNT	Percentage
FAMU	3,953	50%	3,917	50%	23	0%
FAU	15,401	53%	13,418	46%	208	1%
FGCU	3,682	24%	11,304	74%	227	1%
FIU	28,455	56%	22,035	43%	731	1%
FPOLY	113	8%	1,103	78%	194	14%
FSU	20,817	58%	15,262	42%	65	0%
NCF	16	2%	633	94%	27	4%
UCF	38,172	54%	32,349	46%	204	0%
UF	22,480	53%	19,391	46%	205	0%
UNF	7,045	42%	9,390	57%	152	1%
USF	17,127	40%	25,411	59%	254	1%
UWF	5,629	51%	5,389	49%	50	0%
SUS	**162,890**	**50%**	**159,602**	**49%**	**2,340**	**1%**

SOURCE: See Methodologies section.

Table 4

Graduate Students Headcount by Modality

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM, FLEX, AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	Percentage	HEADCOUNT	Percentage	HEADCOUNT	Percentage
FAMU	1,090	56%	845	43%	17	1%
FAU	3,777	62%	2,137	35%	160	3%
FGCU	826	49%	751	44%	118	7%
FIU	6,054	51%	5,589	47%	298	2%
FPOLY	3	3%	44	49%	42	47%
FSU	6,671	57%	4,935	42%	197	2%
NCF	1	3%	27	87%	3	10%
UCF	6,786	57%	4,784	40%	439	4%
UF	10,357	53%	8,246	42%	968	5%
UNF	1,793	60%	1,105	37%	80	3%
USF	4,669	36%	7,006	54%	1,334	10%
UWF	3,861	87%	503	11%	84	2%
SUS	**45,888**	**54%**	**35,972**	**42%**	**3,740**	**4%**

Full-Time Equivalents (FTE)

Figure 3

Undergraduate Student Full-Time Equivalents (FTE)

DISTANCE LEARNING AS A PERCENT OF UNDERGRADUATE CREDIT HOURS/FTE
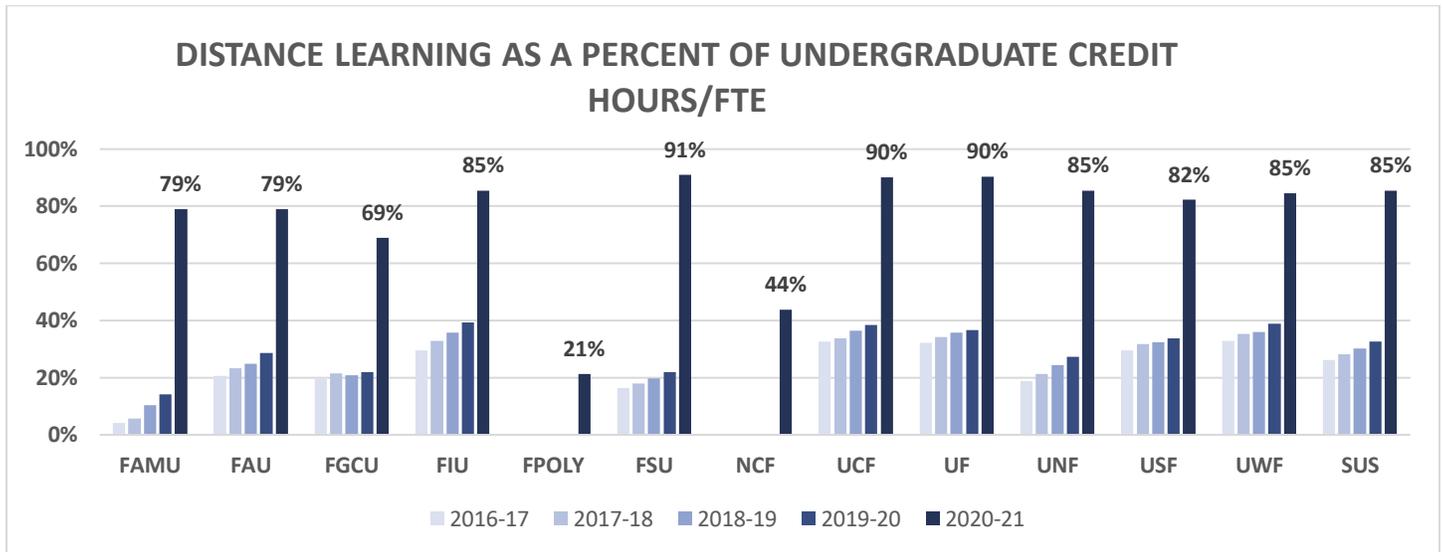
SOURCE: See Methodologies section.

Figure 4

Graduate Student Full-Time Equivalents (FTE)

DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS/FTE
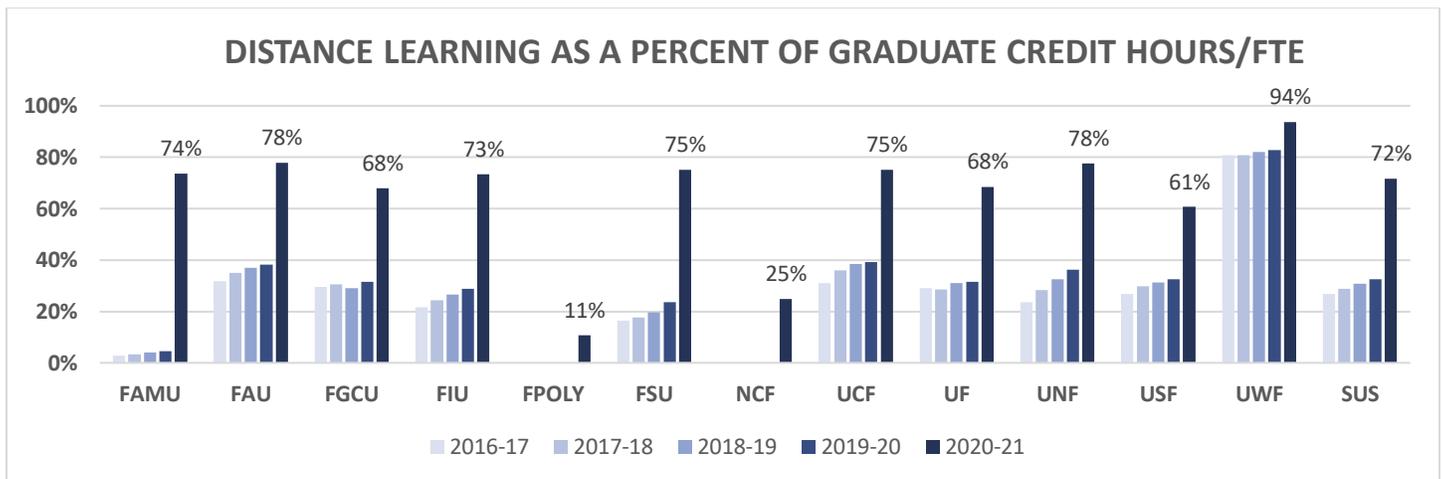
SOURCE: See Methodologies section.

Table 5

Historical Full-Time Equivalents (FTE) in Distance Learning Courses

LEVEL / YEAR	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
UNDERGRAD													
2016-17	297	4,432	2,309	11,007	0	5,286	0	15,857	11,282	2,320	10,070	2,795	65,655
2017-18	434	4,977	2,617	12,673	0	5,825	0	16,944	12,409	2,735	11,061	2,999	72,674
2018-19	808	5,455	2,594	14,243	0	6,348	0	19,139	13,490	3,237	11,368	3,041	79,722
2019-20	1,062	6,388	2,730	16,093	0	7,220	0	20,553	13,996	3,731	11,950	3,241	86,964
2020-21	5,584	18,289	8,749	35,085	254	29,624	310	50,407	34,745	11,449	29,276	7,109	230,881
MASTERS													
2016-17	51	1,012	206	1,759	0	1,071	0	1,608	2,852	201	2,173	1,343	12,277
2017-18	61	1,131	220	1,846	0	1,152	0	2,001	2,747	272	2,404	1,388	13,222
2018-19	77	1,191	217	1,991	0	1,368	0	2,211	2,760	365	2,469	1,376	14,025
2019-20	81	1,260	264	2,235	0	1,725	0	2,303	3,020	461	2,527	1,440	15,316
2020-21	531	2,439	681	5,271	5	4,739	6	4,323	6,777	1,124	4,344	1,905	32,144
DOCTORATE													
2016-17	5	64	39	69	0	139	0	164	1,449	144	173	166	2,411
2017-18	5	86	49	194	0	118	0	210	1,359	166	246	178	2,611
2018-19	5	98	51	234	0	111	0	256	1,610	193	293	161	3,012
2019-20	2	104	46	269	0	182	0	301	1,491	193	306	141	3,036
2020-21	838	400	156	1,494	0	2,117	0	919	3,664	329	1,025	132	11,074
TOTAL													
2016-17	353	5,507	2,554	12,834	0	6,496	0	17,629	15,583	2,665	12,417	4,303	80,343
2017-18	499	6,194	2,886	14,713	0	7,096	0	19,155	16,514	3,174	13,710	4,564	88,507
2018-19	890	6,744	2,861	16,468	0	7,827	0	21,606	17,861	3,795	14,129	4,578	96,758
2019-20	1,145	7,753	3,040	18,597	0	9,127	0	23,158	18,507	4,385	14,783	4,822	105,317
2020-21	6,953	21,128	9,586	41,851	259	36,481	316	55,648	45,186	12,902	34,645	9,146	274,100

SOURCE: See Methodologies section.

# Demographics

Table 6

Undergraduate Students

Demographics	Students Who Took Only DL Courses		Students Who Took Both DL and Classroom, Flex, and/or Hybrid Courses		Students Who Took NO DL Courses	
	Fall 2019	**Fall 2020**	**Fall 2019**	**Fall 2020**	**Fall 2019**	**Fall 2020**
Age						
Mean Age	27	22	21	21	22	24
Gender						
Male	36%	43%	42%	46%	49%	46%
Female	64%	57%	58%	54%	51%	54%
Race/Ethnicity						
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	4%	5%	5%	5%	5%	3%
Black or African American	14%	13%	12%	10%	13%	6%
Hispanic/Latino	33%	32%	29%	25%	29%	25%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
Nonresident alien	1%	3%	4%	4%	4%	16%
Race and ethnicity unknown	2%	1%	1%	2%	1%	2%
Two or more races	4%	4%	4%	4%	4%	3%
White	43%	42%	45%	49%	43%	44%
Residency						
Florida	94%	91%	90%	90%	91%	80%
Non-Florida	6%	9%	10%	10%	9%	20%

SOURCE: See Methodologies section.

Online Programs/Majors

Table 7

University Online Majors in Programs of Strategic Emphasis (PSE)

Univ.	Bachelor's		Master's		Specialist		Professional Doctorate		Research Doctorate		Total	
	Total	PSE	Total	PSE	Total	PSE	Total	PSE	Total	PSE	Total	PSE
FAMU	0	0	3	2	0	0	0	0	0	0	3	2
FAU	22	7	27	20	0	0	0	0	0	0	49	27
FGCU	3	1	9	4	0	0	1	1	0	0	13	6
FIU	51	26	44	28	0	0	1	1	0	0	96	55
FPoly	0	0	0	0	0	0	0	0	0	0	0	0
FSU	7	2	27	19	2	1	0	0	3	1	39	23
NCF	0	0	0	0	0	0	0	0	0	0	0	0
UCF	32	11	40	30	0	0	1	1	4	4	77	46
UF	24	9	53	39	1	1	5	5	3	0	86	54
UNF	3	2	8	6	0	0	3	3	0	0	14	11
USF	18	6	60	47	0	0	0	0	3	3	81	56
UWF	14	12	42	26	1	1	0	0	2	2	59	41
Total	**174**	**76**	**313**	**221**	**4**	**3**	**11**	**11**	**15**	**10**	**517**	**321**

SOURCE: See Methodologies section.

Table 8

Total Online Majors in Programs of Strategic Emphasis

Degree Level	Stem	Education	Gap Analysis	Global	Health	Total
Bachelors	25	8	9	8	26	76
Masters	108	52	8	6	47	221
Professional Doctorate	0	1	0	0	10	11
Research Doctorate	4	3	0	0	3	10
Specialist	1	2	0	0	0	3
Total	**138**	**66**	**17**	**14**	**86**	**321**

SOURCE: See Methodologies section.

Quality

Performance Indicators

Performance Indicator	Goal 2025	Status 2021
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.	The Florida Online Course Design Quality review process has been developed and is being used. Data will be collected in the 2022-23 Academic Year.
Each university that offers online education establishes a process to annually recognize exceptional online teaching.	President Awards presented annually by institutions offering online instruction.	The awards program has been created and awards will be made beginning in the 2022-23 Academic Year.
Percentage of faculty teaching online courses participating in professional development.	90% of faculty teaching online courses complete professional development related to online education	Data will be collected in the 2022-23 Academic Year to measure progress toward this goal.
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.	10 institutions (83%) were represented at the 2021 Innovation Summit and 11 (92%) at the 2022 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.	89.6% of undergraduate distance learning students received a grade of A, B, C, or S, and 91% of classroom students received A, B, C, or S.
Online student withdrawal rate	Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses.	Undergraduate students withdrew from 3.9% of distance learning courses and from 3.6% of classroom courses.
Student satisfaction with online education	Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.	Student Satisfaction data will be collected during the 2022-23 Academic Year.

Grade Comparisons

Table 9

Undergraduates

DELIVERY METHOD	FALL 2020		
	A/B/C/S	D/F/W/U	TOTAL
DISTANCE LEARNING	89.6%	10.4%	100.0%
HYBRID	91.4%	8.6%	100.0%
CLASSROOM	91.0%	9.0%	100.0%
FLEX	84.4%	15.6%	100.0%
TOTAL	89.7%	10.3%	100.0%

SOURCE: See Methodologies section.

Withdrawal from Courses

Table 10

Undergraduates

DELIVERY METHOD	FALL 2020	
	NUMBER	PERCENT
DISTANCE LEARNING	40,557	3.9%
HYBRID	1,594	3.6%
CLASSROOM	3,214	3.6%
FLEX	1,195	5.7%
TOTAL	46,560	3.9%

SOURCE: See Methodologies section.

Affordability

Performance Indicators

| Performance Indicator	Goal 2025	Status 2021
The percentage of course sections with textbooks and instructional materials that are free or cost $20 or less per credit hour.	63%	59%
SUS institutions collaborate on course design and development	All universities offering online education work collaboratively to share online course development tasks and resources	Yes. All universities participate in the Teaching Online Preparation Toolkit (TOPkit) hosted by UCF. The system-wide Quality Workgroup developed the course design review process, which is being used by all institutions. UF is hosting the repository of open educational resources that is accessible to all universities.
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.	All institutions are providing online education to some extent. Various innovative strategies are being used throughout the SUS, such as mini-semesters and the use of learning analytics.

Time-to-Degree

Table 11

Undergraduates

% DL	2019-20			2020-21		
	#	%	MEDIAN	#	%	MEDIAN
0%	819	3%	3.75	38	0.1%	4.92
1-20%	10,984	41%	3.92	3,953	14%	4.33
21-40%	10,229	38%	3.92	12,637	46%	3.75
41-60%	4,139	15%	3.75	8,678	31%	3.75
61-80%	663	2%	3.75	2,063	7%	3.75
81-99%	53	0.2%	3.33	179	0.6%	3.33
100%	20	<0.1%	2.92	50	0.2%	3.50
TOTAL	26,907	100%	3.92	27,598	100%	3.75

SOURCE: See Methodologies section.

Retention

Figure 5

PERCENT OF FALL 2019 UNDERGRADUATES ENROLLED IN FALL 2020 BY INSTRUCTIONAL DELIVERY METHOD
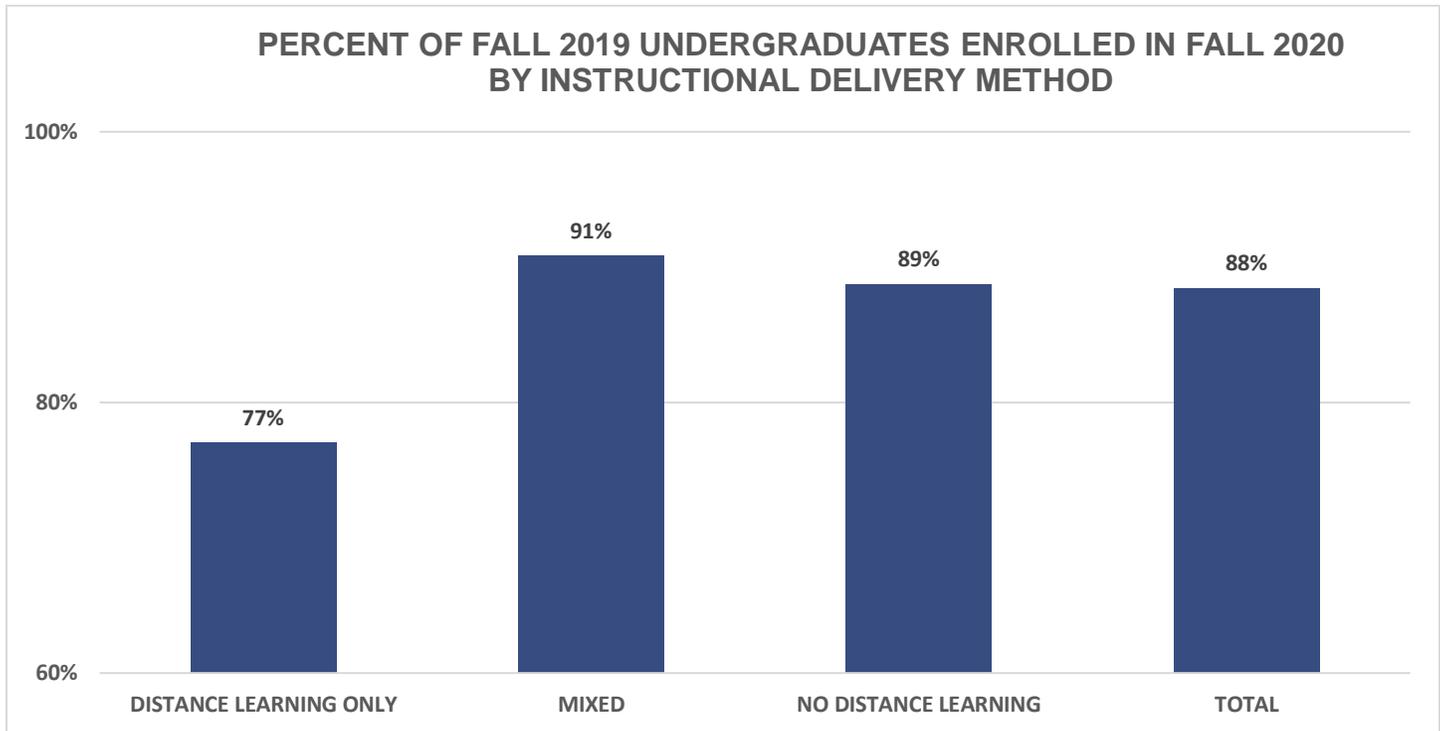
SOURCE: See Methodologies section.

Textbook Affordability

Table 12

Univ.	Total Course Sections	Sections with No-Cost Materials	%	Sections with Low-Cost Materials	%	TOTAL % Sections with No-Cost or Low-Cost Materials
FAMU	2,417	359	15%	232	10%	25%
FAU	5,120	2,568	50%	659	13%	63%
FGCU	2,483	725	29%	348	14%	43%
FIU	7,740	3,697	48%	2,205	29%	77%
FPoly	298	86	29%	105	35%	64%
FSU	12,151	7,943	65%	861	7%	72%
NCF	87	32	37%	22	25%	62%
UCF	10,656	6,247	60%	508	5%	65%
UF	16,982	6,213	37%	1,462	9%	46%
UNF	2,850	996	35%	605	21%	56%
USF	10,484	4,053	39%	1,843	18%	57%
UWF	2,376	960	40%	579	24%	64%
TOTAL	73,644	34,059	46%	9,429	13%	59%

SOURCE: SUS Textbook and Instructional Materials Affordability Report, Fall 2021.

Methodologies for Tables and Figures

Tables

1. **Percentage Of Undergraduate Students Enrolled In At Least One Distance Learning Course**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 03/26/2021 for 2018-19 and 2019-20 data, and 02/04/2022 for 2020-21 data.
   Notes: Undergraduate students include lower-and upper-division students only and exclude unclassified students. Distance learning courses are defined as a course in which at least 80 percent 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, per s. 1009.24(17), F.S. Delivery Method categories are based on element #2052.

2. **Percentage Of Master's Students Enrolled In At Least One Distance Learning Course**
   Source: BOG ODA analysis of enrollment and courses taken data marts, 2022-06-10. 'DL ONLY' defined as students taking only AD (all distance) and/or PD (primarily distance) courses. 'NO DL' defined as students taking only CL (classroom) or HB (hybrid) courses. 'MIXED' includes all other students, including those taking flex courses.

3. **Undergraduate Students Headcount by Modality**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 02/04/2022. See Table 1 *Notes* above for definitions of undergraduate student and distance learning.

4. **Graduate Students Headcount by Modality**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 02/04/2022. See Table 2 *Notes* above for definitions of graduate student and distance learning.

5. **Historical Full-Time Equivalents (FTE)**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 02/07/2022. Data reports credit hours attempted and aggregated by course level. Total undergraduate student credit hours are divided by 30 to obtain the number of undergraduate FTEs. Total graduate student credit hours are divided by 24 to obtain the number of graduate FTEs.

6. **Demographics - Undergraduate Students**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 2/08/2022. 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/hybrid/flex).

7. **University Online Majors in Programs of Strategic Emphasis (PSE)**
   Source: SUS Online Majors Inventory, extracted 4/29/2022.

8. **Total Online Majors in Programs of Strategic Emphasis**
   Source: SUS Online Majors Inventory, extracted 4/29/2022.

9. **Grades**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 2/08/2022. Notes: Undergraduate courses include lower-and upper-division only and exclude unclassified students. Delivery Method categories are based on element #2052. Course grades "I", "NT", and "NG" have been removed from the analysis (change in methodology from the 2020 report). The share of courses taken by delivery method are as follows: Distance Learning (Total All Distance and Primarily Distance) 86%, Hybrid (4%), Classroom (8%), and Flex (2%).

10. **Withdrawals**
    Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 4/28/2022. *Note:* "Withdrawals" represents the number of withdrawals divided by all grades awarded in courses by delivery method indicator.

11. **Time to Degree**
    Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 4/13/2022. *Notes*: Analysis based on SIF data. Years-to-degree is measured as number of calendar years (12 months) from the student's first entry date as a Bachelor's-seeking undergraduate to the last month of the degree term. FTIC status is based on the student recent admit type and includes early admits. Student headcount represent those who earned a bachelor's degree during academic years 2019-20 and 2020-21 and includes only those who graduated from programs that require 120 credit hours. In addition, data only includes 'full-time' students — those with a least half of all the terms in which they were enrolled were at full-time status (fall and spring = 12 SCHs; Summer = 6 SCHs). These students were then designated into groups of online activity based on the delivery method indicator ('DL') for all courses taken throughout their academic career. For courses taken prior to summer 2010, the technology delivery indicator-primary ('W') was used. For courses taken after summer 2010, the delivery method indicator ('DL') was used. The dataset only extends back to students who entered in Summer 2004 or later. An asterisk (*) indicates groups with counts too low to be generalized to other populations. Methodology improved to more accurately represent distance learning courses taken by students.

12. **Textbook Affordability**
    Source: State University System Textbook and Instructional Materials Affordability Report, Fall 2021. Annual Textbook and Instructional Materials Affordability Report provided by each SUS institution September 2021. Total course sections exclude course exceptions

Figures

1. **Number of Undergraduates Enrolled in at Least One Distance Learning Course**
   Source: Board of Governors Office of Data & Analytics, 2018-29 and 2019-20 data extracted from datamarts on 3/26/2021. 2020-21 data extracted 2/04/2022. *Notes:* Undergraduate students include lower- and upper-division students only and excludes unclassified students. Distance learning courses are defined as a course in which at least 80 percent 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, pursuant to s. 1009.24(17), F.S. Delivery method categories are based on element #2052.

2. **Number of Graduate Students Enrolled in at Least One Distance Learning Course**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 5/23/2022. *Notes*: Distance learning courses are defined as a course in which at least 80 percent 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, pursuant to s. 1009.24(17), F.S. Delivery method categories are based on element #2052.

3. **Undergraduate Student Full-Time Equivalents (FTE)**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 2/07/2022. *Notes*: Undergraduate students include lower- and upper-division students only and excludes unclassified students. Distance Learning is a course in which at least 80 percent 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 (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

4. **Graduate Student Full-Time Equivalents (FTE)**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 2/07/2022. Distance Learning is a course in which at least 80 percent 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 (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

5. **Retention**
   Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 2/11/2022. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2019 term. The percentages report the proportion of the Fall 2019 undergraduates who were enrolled during Fall 2020. Students who graduated between Fall 2019 and Summer 2020 were removed from both the numerator and the denominator

Appendix A: Instructional Delivery Methods

Code	Description
AD	**_Full Distance Learning Course_** Full Distance Learning Course - 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.
CL	**_Primarily Classroom Course_** Primarily Classroom Course - Less than 50% of the direct instruction of the course section 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 (ie, labs, internships, practica, clinicals, labs, etc). These course sections are required to have records on the COURSE MEETINGS table.
FL	**_Flex Course_** Flex course - 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.
HB	**_Hybrid Course_** Hybrid Course - 50-79% of the direct instruction of the course section is delivered using some form of technology when the student and instructor are separated by time, space or both. These course sections are required to have records on the COURSE MEETINGS table.
PD	**_Primarily Distance Learning Course_** Primarily Distance Learning Course - 80-99% of the direct instruction of the course section 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. These course sections are required to have records on the COURSE MEETINGS table.

SOURCE: SUDS Data Dictionary. Data element 02052. Last modified 12/09/2020.

Appendix B: Online Programs/Majors Definitions

Metric	Definition
Fully Online Program	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.
Primarily Online Program	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.

Appendix C: Committee Memberships

STEERING COMMITTEE

Dr. Joseph Glover (Chair beginning 5/1/2022)
Provost and Senior Vice President for Academic Affairs
University of Florida

Dr. Bret Danilowicz (Chair 7/1/2021 – 4/30/2022)
Provost and Vice President for Academic Affairs
Florida Atlantic University

Dr. Ken Furton (through 2/2022)
Provost and Executive Vice President
Florida International University

Dr. Sally McRorie (through 12/2021)
Provost and Executive Vice President for
Academic Affairs
Florida State University

Dr. Ralph Wilcox (Chair through 6/30/2021),Provost and Executive Vice President for Academic Affairs
University of South Florida System

Dr. Nancy C. McKee
Associate Vice Chancellor
Innovation and Online Education
Board of Governors
(Nonvoting Member)

Dr. George Ellenberg
Provost and Vice President for Academic
Affairs
University of West Florida

Dr. Mark Rieger (since 1/2022)
Executive Vice President and Provost
Florida Gulf Coast University

Dr. Michael Johnson (since 3/2022)
Provost and Executive Vice President for
Academic Affairs
University of Central Florida

Dr. Karen Patterson (since 5/1/2022)
Provost and Vice President of Academic
Affairs
University of North Florida

IMPLEMENTATION COMMITTEE

Franzetta Fitz
Director of Instructional Technology
Florida Agriculture and Mechanical
University

Dr. Julie Golden-Botti
Executive Director for Online and
Continuing Education
Florida Atlantic University

Dr. Tom Cavanagh
Vice Provost for Digital Learning
University of Central Florida

Dr. Andy McCollough
Associate Provost, Teaching and
Technology
University of Florida

Dr. Cynthia DeLuca, Chair
Associate Vice President, Innovation
Education
University of South Florida

Dr. Deb Miller
Assistant Vice President for Digital
Learning
University of North Florida

Robert Fuselier
Director
Office of Distance Learning
Florida State University

Dr. Tom Dvorske
Vice Provost, Assessment & Instruction
Florida Polytechnic University

Dr. Michelle Horton
Executive Director, Global Online Learning
and Development
University of West Florida

Mariam Manzur-Leiva
Instructor
New College of Florida

Dr. David Jaeger
Director, Digital Learning
Florida Gulf Coast University

Evangelia Prevolis
Interim Assistant Vice President
FIU Online
Florida International University

BOARD OF GOVERNORS OFFICE

Dr. Nancy C. McKee
Associate Vice Chancellor
Innovation and Online Education
Board of Governors

# Appendix D: Florida's Ranking in Distance Learning Enrollments

Figure 6

TOP 10 STATES FOR DISTANCE LEARNING ENROLLMENT HEADCOUNTS BY FALL TERM FOR ALL LEVELS AMONG PUBLIC 4YR, PRIMARILY BACCALAUREATE-GRANTING INSTITUTIONS

Figure 7

TOP 10 STATES FOR DISTANCE LEARNING ENROLLMENT BY PERCENTAGE OF STUDENTS ENROLLED IN DISTANCE LEARNING (SOME OR ONLY) FALL TERM
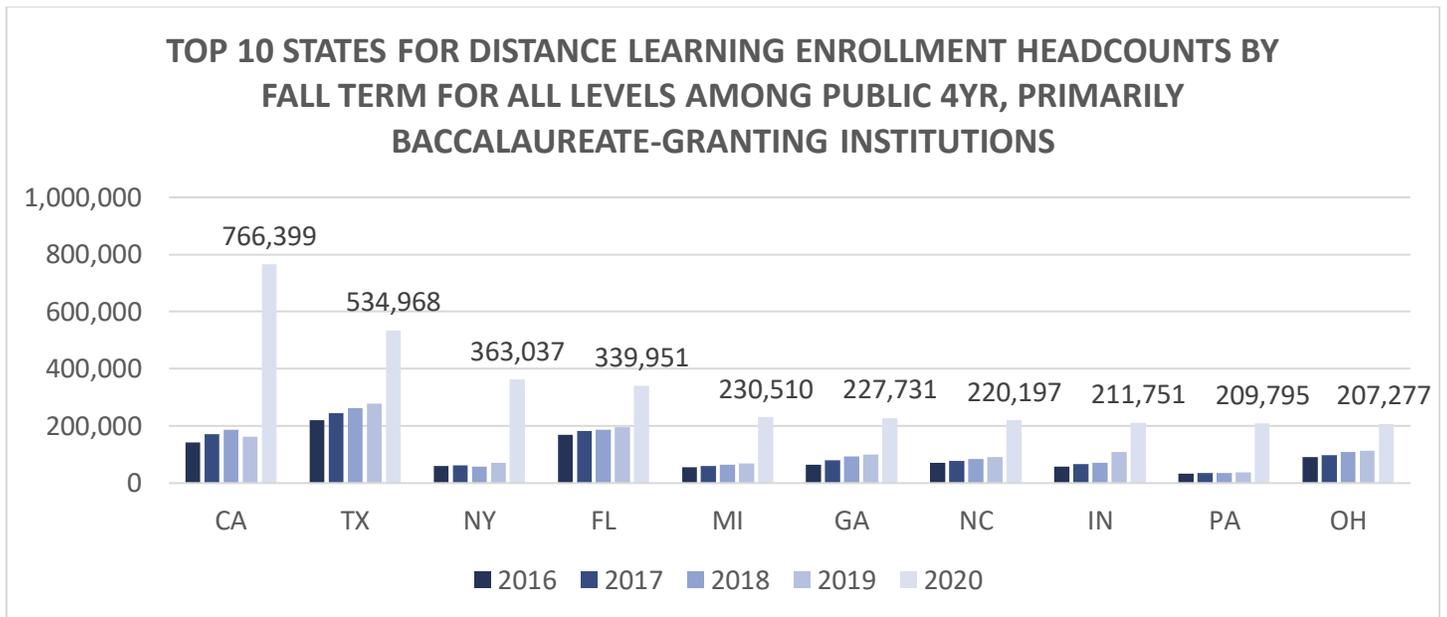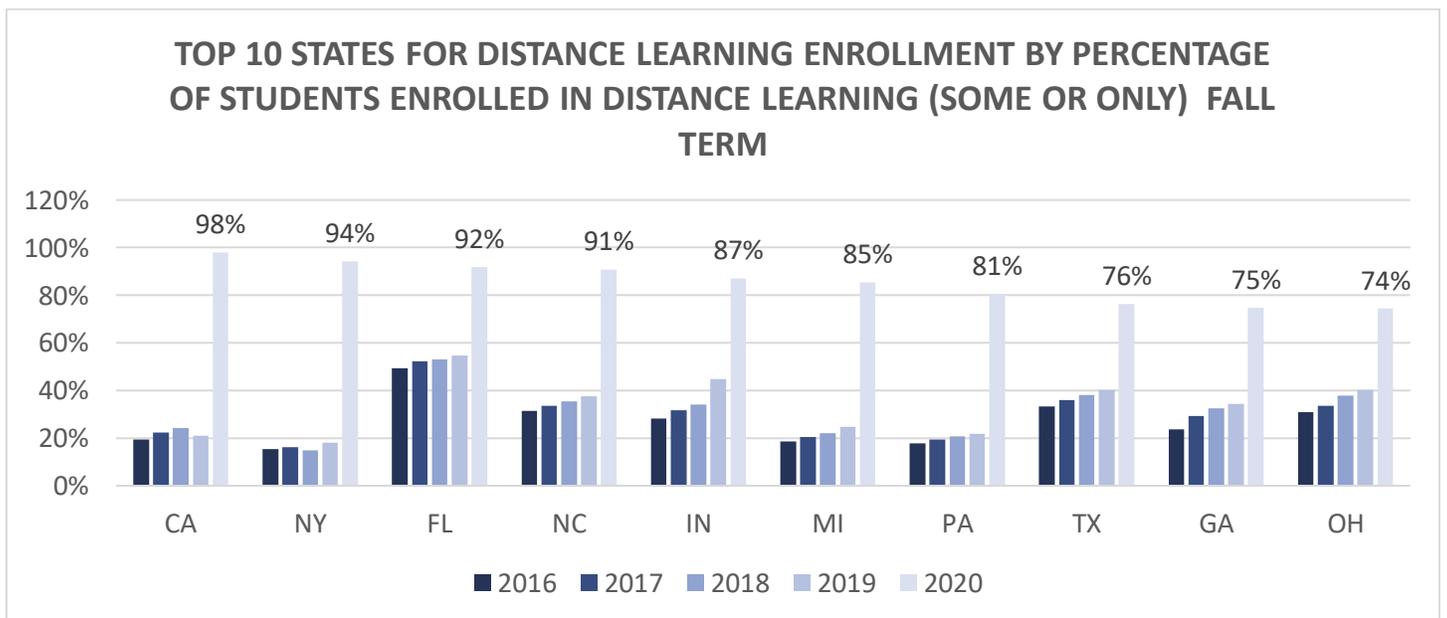
Source: See Methodology section.

STATE UNIVERSITY
SYSTEM OF FLORIDA