Online Education

State University System of Florida

2022 Annual Report for Online Education

June 2023

STATE UNIVERSITY SYSTEM OF FLORIDA

2022 Annual Report for Online Education

Approved _____, 2023

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Overview

The 2022 Annual Report for Online Education in the State University System (SUS) presents updated information on the participation and performance of state university distance education students and on the continued progress in implementing the Board of Governors' 2025 Strategic Plan for Online Education.

State university distance education programs prioritize rigorous standards of quality for online courses, professional development expectations for faculty teaching online classes, program delivery innovation, and measurable outcomes for students.

When the COVID-19 Pandemic hit Florida, the SUS was prepared to quickly respond with remote instruction, enhanced faculty training, and new online technologies. During 2021-22, as the universities returned to full operation, students continued to take advantage of online classes to facilitate the completion of their degree programs.

Well-designed online courses, taught by skilled, well-trained faculty using the latest learning technologies, advance teaching and learning, increase student success, and accelerate time-to-degree. As distance education programs continue to expand and mature, online classes remain an increasingly attractive option for a majority of SUS students.

Notable findings in the three major sections of the 2022 Report, Access, Quality and Innovation, and Affordability, are stated below.

Access

- Florida continued to be a leader in distance learning in 2021-22, ranking fourth in the nation in the percentage of students and fourth in the nation in the number of students enrolled in distance learning courses in state universities.
- The percentage of undergraduate students enrolled in one or more online courses in 2021-22 was 15% higher than the 2019-20 pre-COVID year. The percentage of master's students enrolled in one or more online courses in 2021-22 was 29% higher than the pre-COVID year.
- Of the 545 majors provided online by state universities in the SUS, 332 are majors in Board of Governors' recognized Programs of Strategic Emphasis.

Quality and Innovation

- State universities are prioritizing the delivery of high-quality, technology-enhanced online programs with an emphasis on flexible, integrated classes that align with high demand workforce skills.
- Undergraduate students taking distance education courses and students taking on-campus, classroom courses earned the same percentage of A, B, C, and S grades (89%).
- The average time-to-degree for all full-time baccalaureate students in 120 hour programs was 3.75 years. For students completing 61-80 % distance education courses in their degree program, the average time-to-degree was 3.67 years.
- State university distance education programs, faculty, and students have won numerous national and state awards and recognitions for high quality online courses, innovations, collaborations, and outcomes.

Affordability

- The Florida Virtual Campus (FLVC) is leading statewide initiatives that are advancing academic support services, increasing operational efficiencies and cost savings, and promoting collaborations among all Florida education sectors.
- Sixty percent of course sections had textbooks and instructional materials that were either no cost (31,630 sections) or cost $20. or less (9,844 sections) per student credit hour.
- A 2022 FLVC survey of SUS and FCS students reported that spending on textbooks has gradually decreased during the past decade. The percentage of students spending less is increasing while students spending higher amounts is decreasing.
- The increasing use of open educational resources by faculty teaching online classes is reducing students' educational costs.

Introduction

The 2022 Annual Report for Online Education in the State University System (SUS) provides a review of the continued growth, maturation, and impact of the delivery of online education at the state universities.*

The State University System 2025 Strategic Plan for Online Education, which was adopted by the Board of Governors in 2015 and amended in March 2022, continues to guide the delivery of online education in the SUS and provides a pathway for ensuring that quality instruction and services are provided in an efficient and effective manner. The progress of the state universities in implementing the Plan is monitored through the annual System-level reports. The three major elements of the 2025 Strategic Plan, Access, Quality, Affordability, remain the themes that guide the reporting in this document.

The nationally-recognized achievements of the state universities in the past eight years in meeting and surpassing performance metrics have positioned the State University System to further advance and strengthen. The Board of Governors and University leadership continue to believe that distance learning provides students with options for completing their university education in a timely manner; allows individuals with family or work obligations to complete their education; and enables on-campus students to accelerate the completion of their degree programs.

The Board's Innovation and Online Committee annually considers policies and best practices for innovative approaches for the delivery of university education and continues to highlight effective and resourceful university online programs and services that emphasize collaboration and meeting State workforce needs. A Steering Committee, consisting of university academic provosts, guides the implementation of the goals, strategies, and performance indices in the original 2025 Strategic Plan. A system-wide Implementation Committee, consisting of university distance learning leaders, provides guidance and support to the Steering Committee. These academic professionals remain steadfast and committed to providing academic, career-oriented, and personal support to students who pursue the opportunities provided by online education.

**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. 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.*

NOTE: The Report primarily includes System-level data. When appropriate, institutional data appear in the appendices.

Access

The Post-Pandemic Growth of Online Education

Significant trends in online education emerged during 2021-22, including: the post-pandemic expansion of degree programs from on campus to online, new workforce needs driving the demand for a wider variety of flexible educational offerings, and the increase in residential students taking advantage of the flexibility offered by online courses.

The 2021 Annual Report for Online Education detailed the impact of the COVID-19 Pandemic on the delivery of academic classes and degree programs. In a prompt response to the pandemic, during 2020-21, the Board of Governors provided direction to the universities that emphasized the delivery of classes in a variety of modalities, enhanced faculty training, and support for new online instructional technologies. As universities returned to full operation and on-campus academic program delivery, both non-resident and on-campus students continued to enroll in online classes to facilitate the completion of their degree programs.

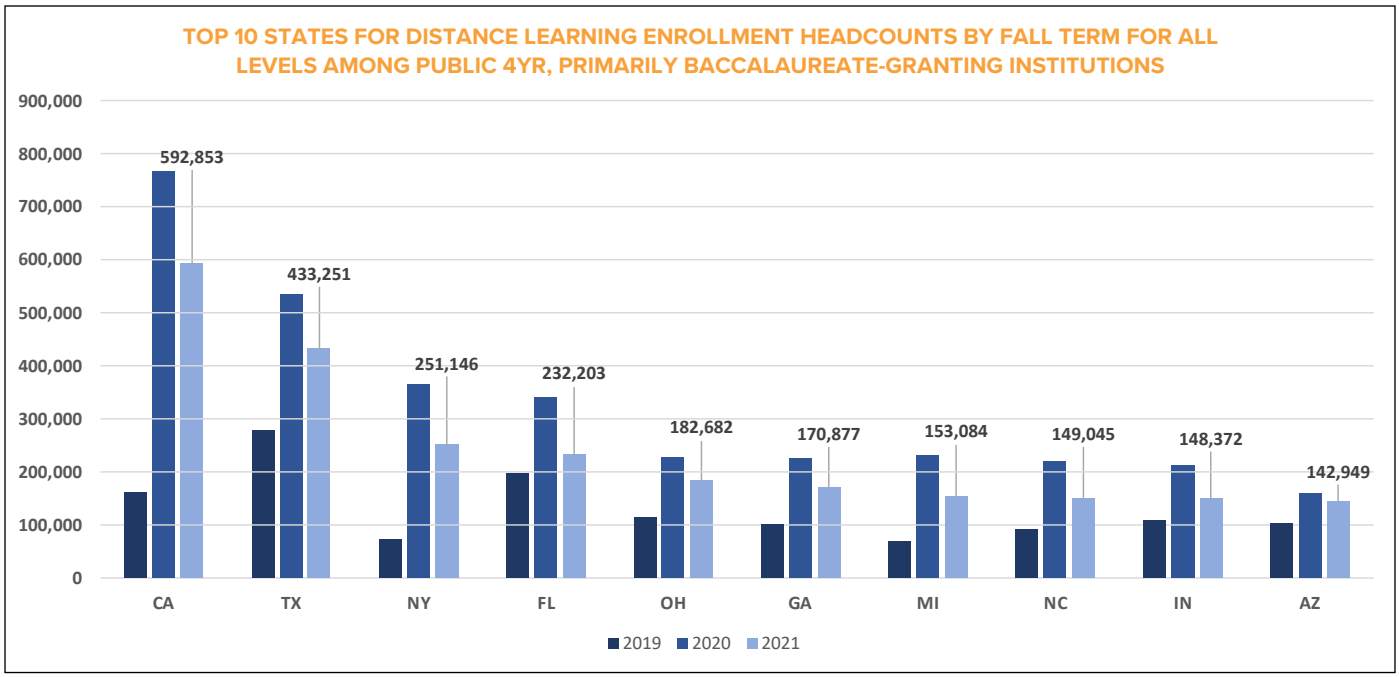
While the percentage of students taking distance learning courses increased greatly in 2020-21 due to the pandemic, student participation in the post-COVID year has slowly declined but at a level significantly above the pre-COVID year. Table 1 shows that the percentage of undergraduate students enrolled in one or more online courses in 2021-22 was 15% higher than the 2019-20 pre-COVID year. Further, the percentage of master's students enrolled in one or more online courses was 29% higher than the pre-COVID year.

Student participation and performance in 2022 confirm that online classes remain an important and attractive option for a majority of SUS students.

TABLE 1: PARTICIPATION IN ONLINE EDUCATION

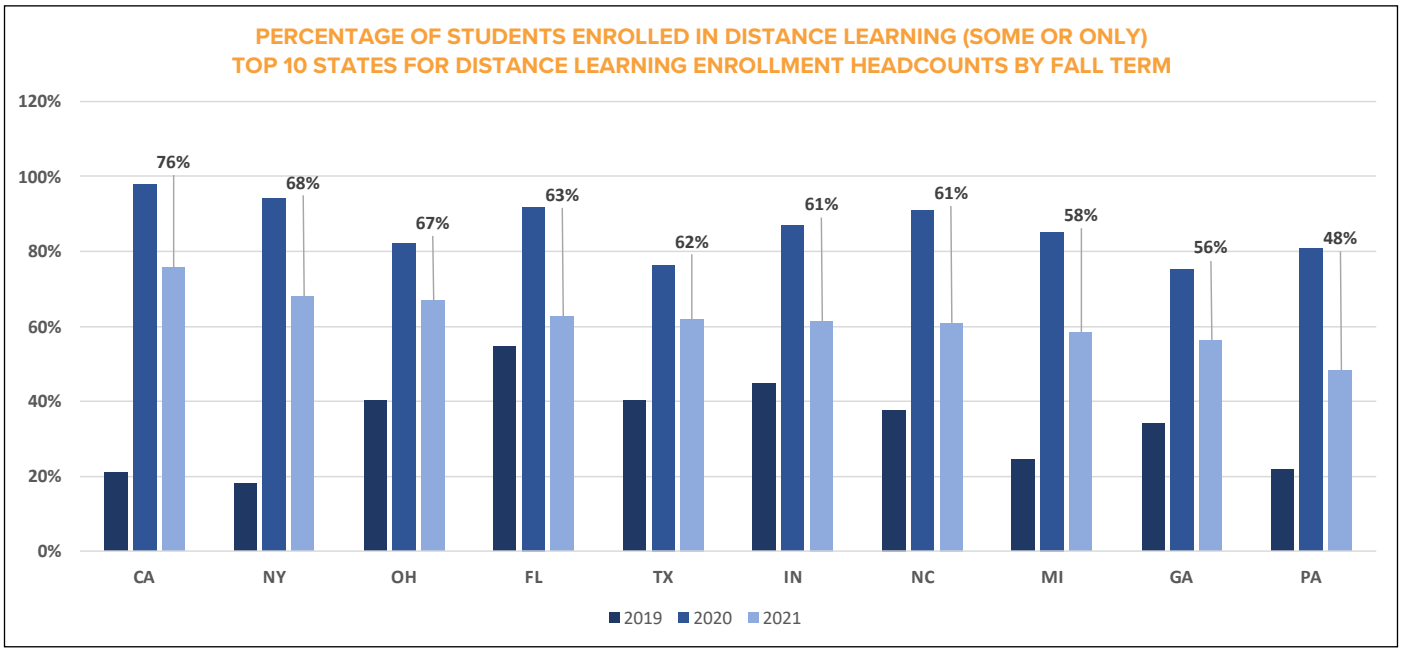
PERFORMANCE INDICATOR	GOAL 2025	2019-20	2020-21	2021-22
Percentage of SUS undergraduate students enrolling in one or more online courses each year	**80%**	78%	99%	90%
Percentage of SUS graduate students enrolling in one or more online courses in the Fall term	**60%**	55%	96%	71%
Percent of undergraduate FTE in online courses	**35%**	33%	85%	46%
Percent of graduate FTE in online courses	**34%**	32%	72%	45%

FIGURE 1



Source and Methodology Notes: See Appendix I.

FIGURE 2



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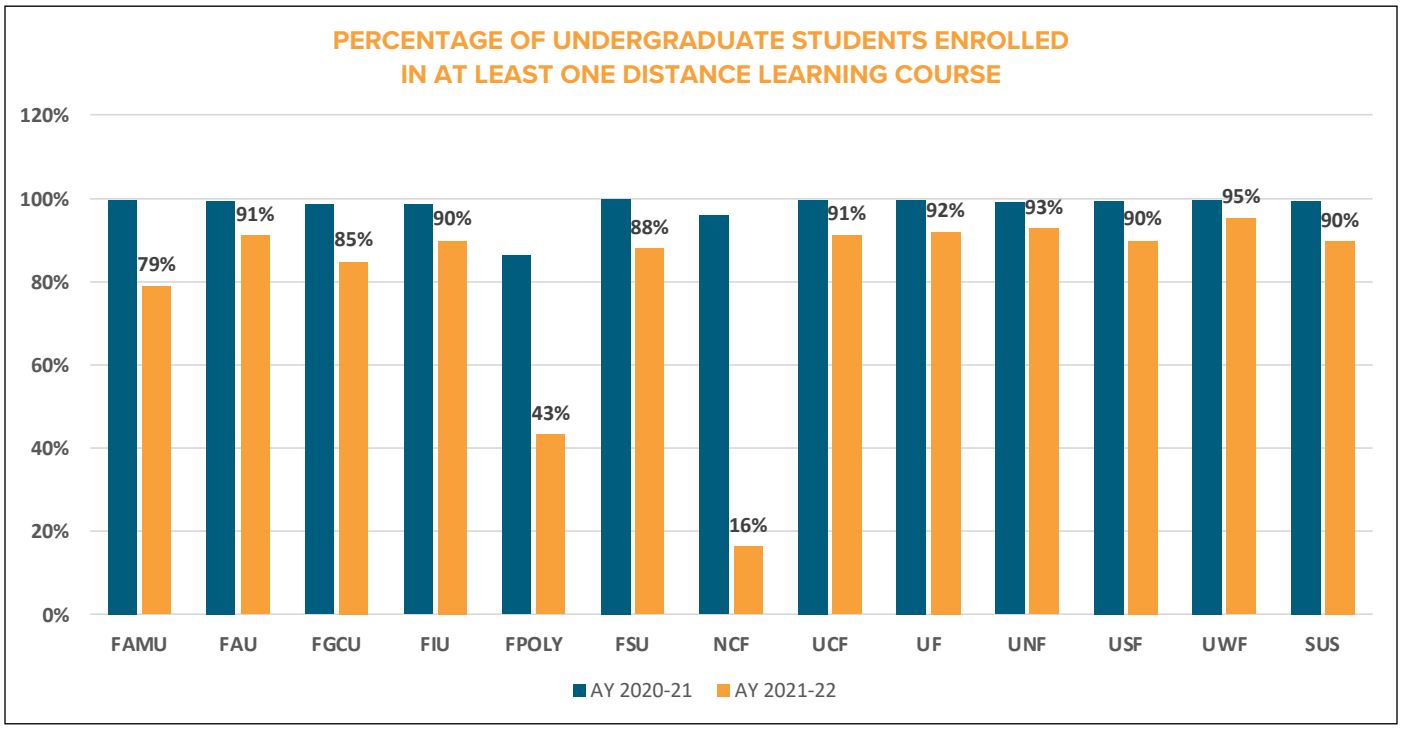
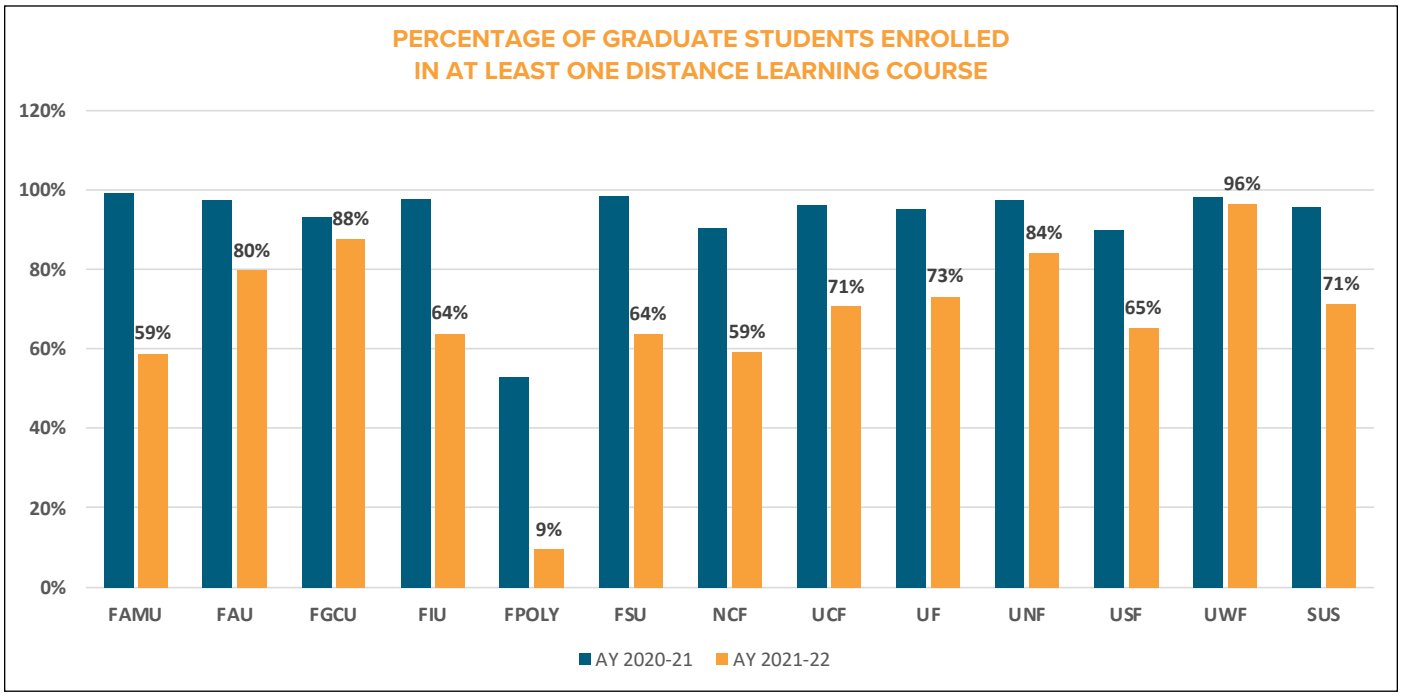


Supporting Table: Appendix A.
Source and Methodology Notes: See Appendix I.

FIGURE 4



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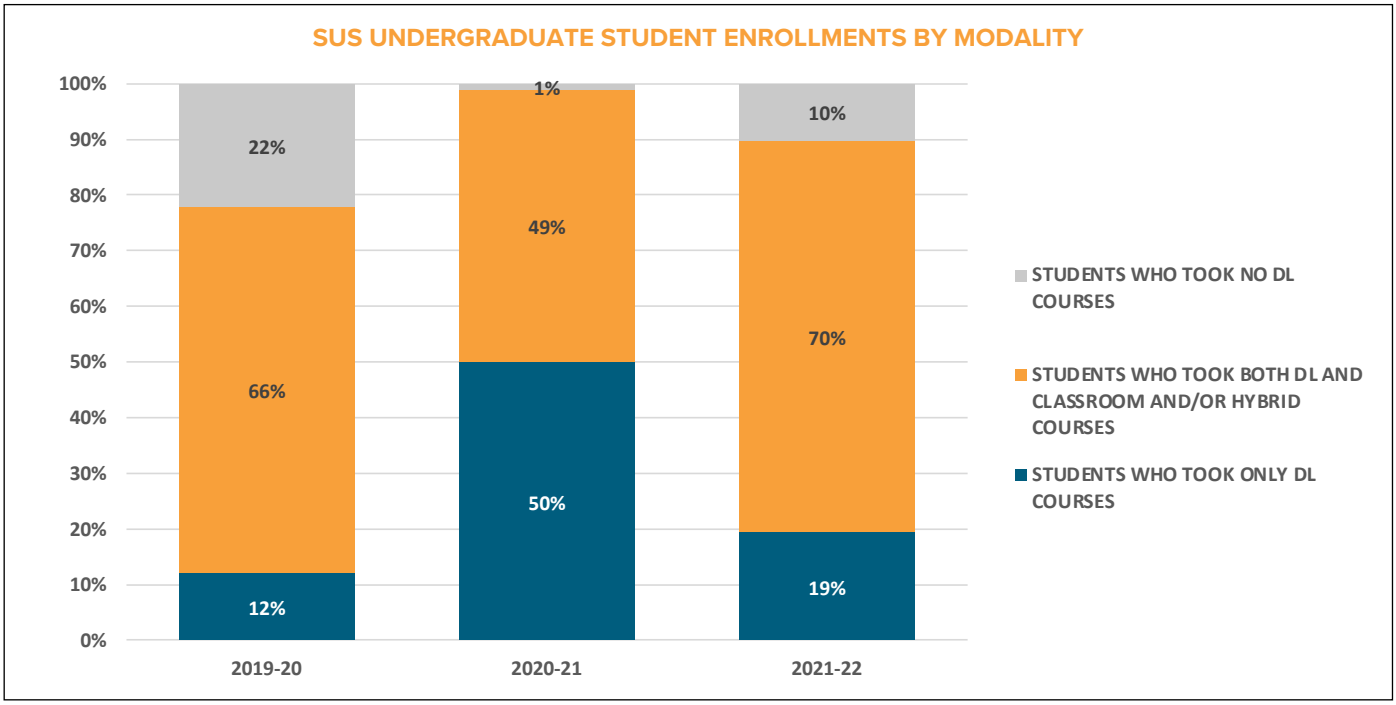

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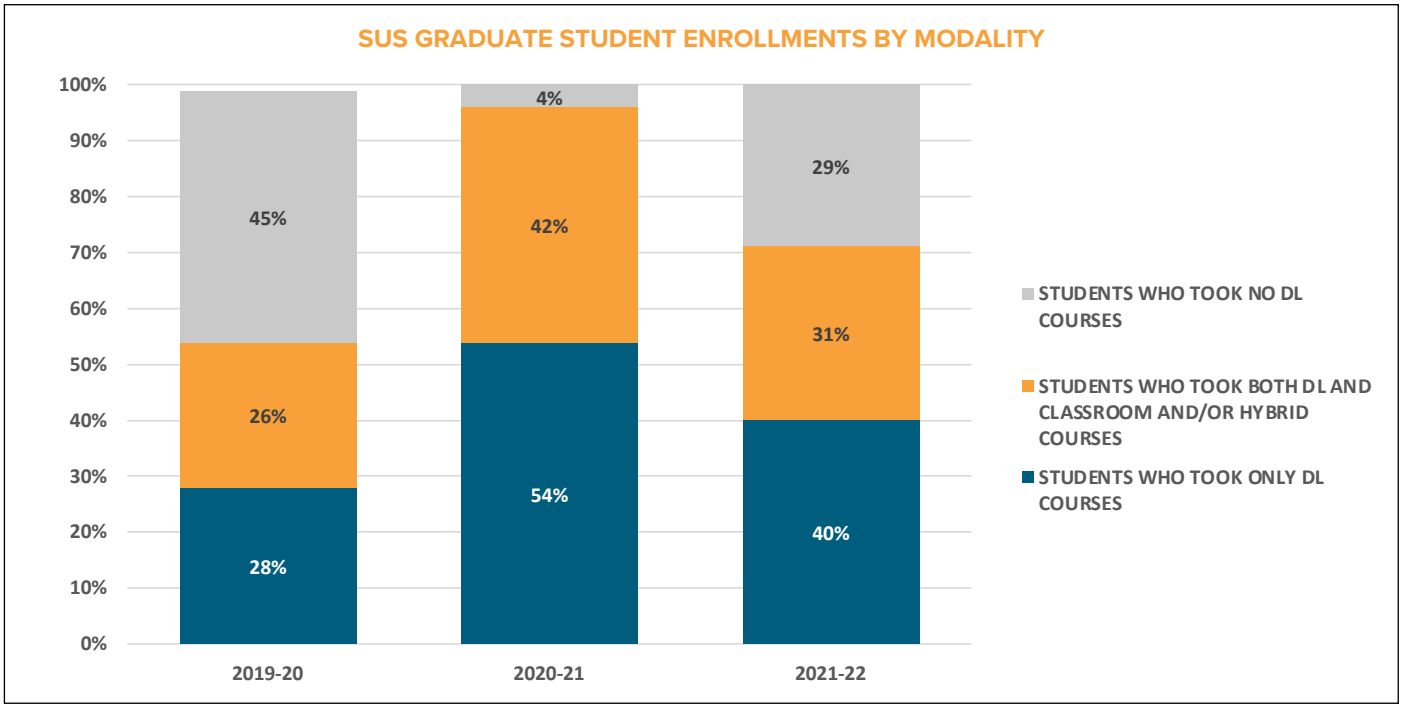

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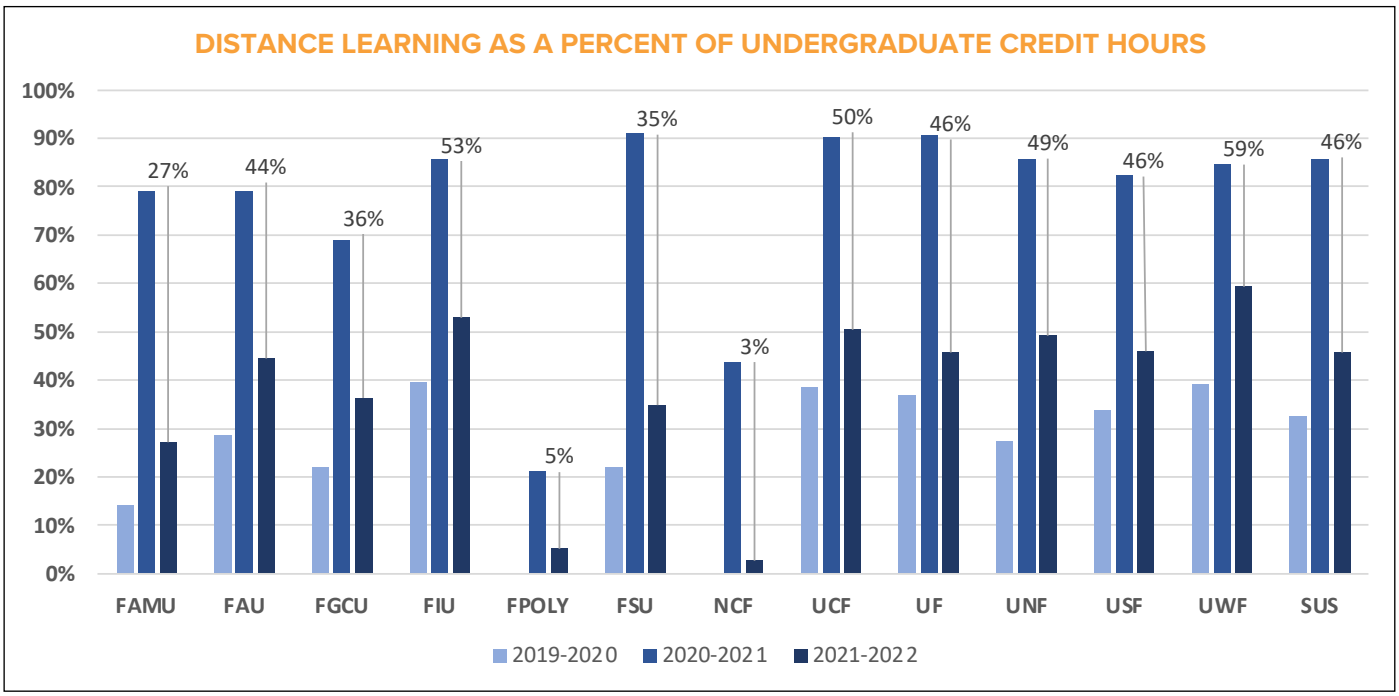
Source and Methodology Notes: See Appendix I.

FIGURE 7



Source and Methodology Notes: See Appendix I.

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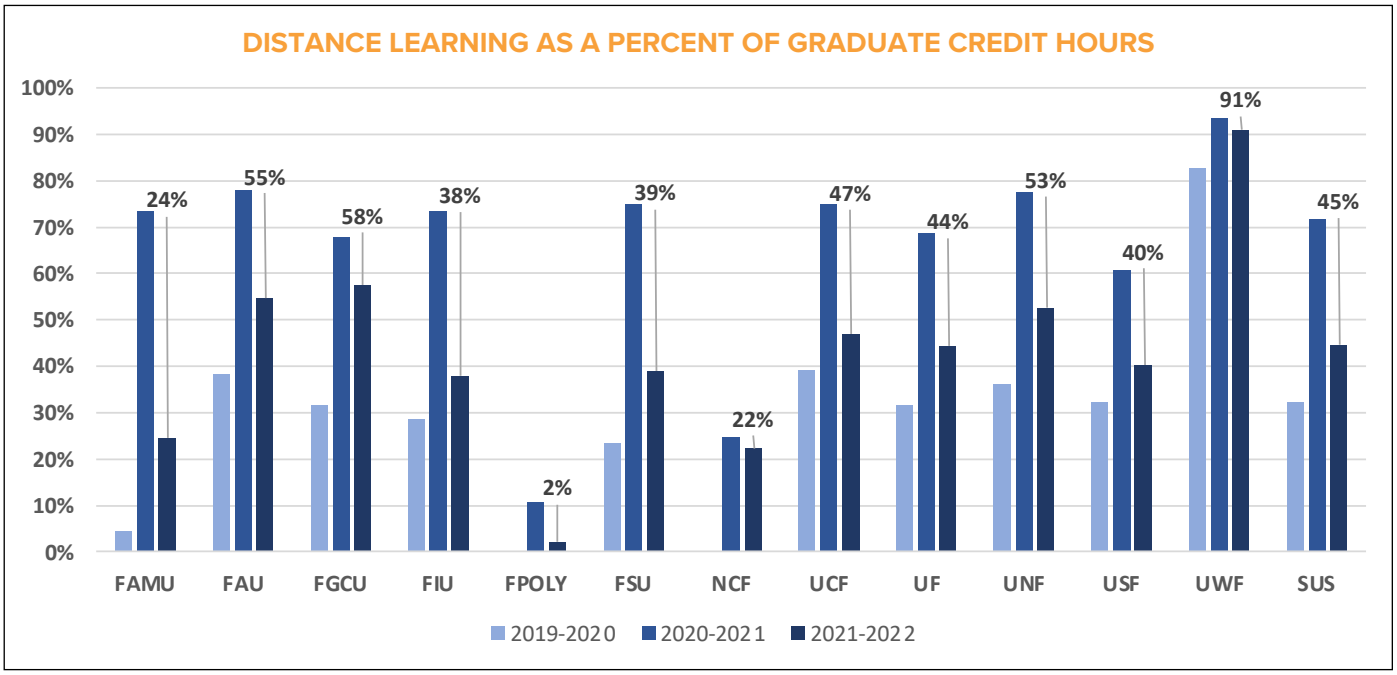

Source and Methodology Notes: See Appendix I.

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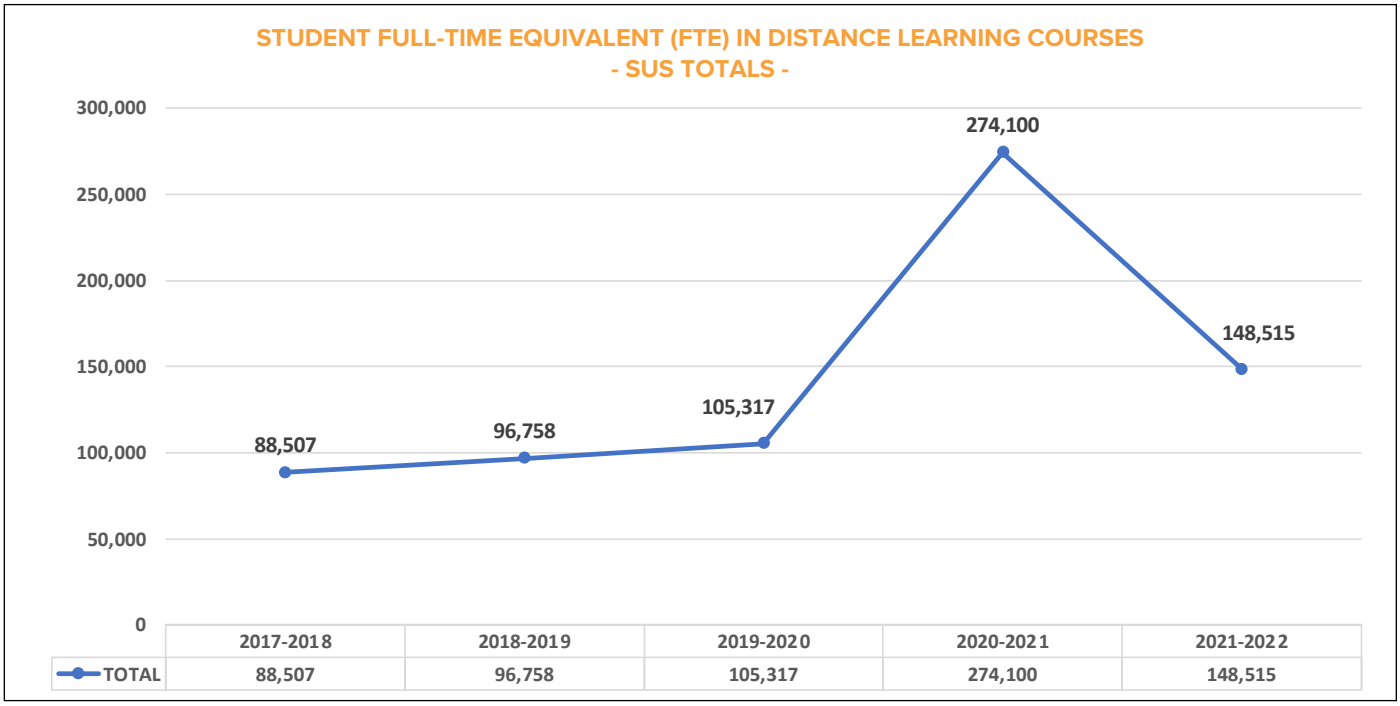

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Source and Methodology Notes: See Appendix I.

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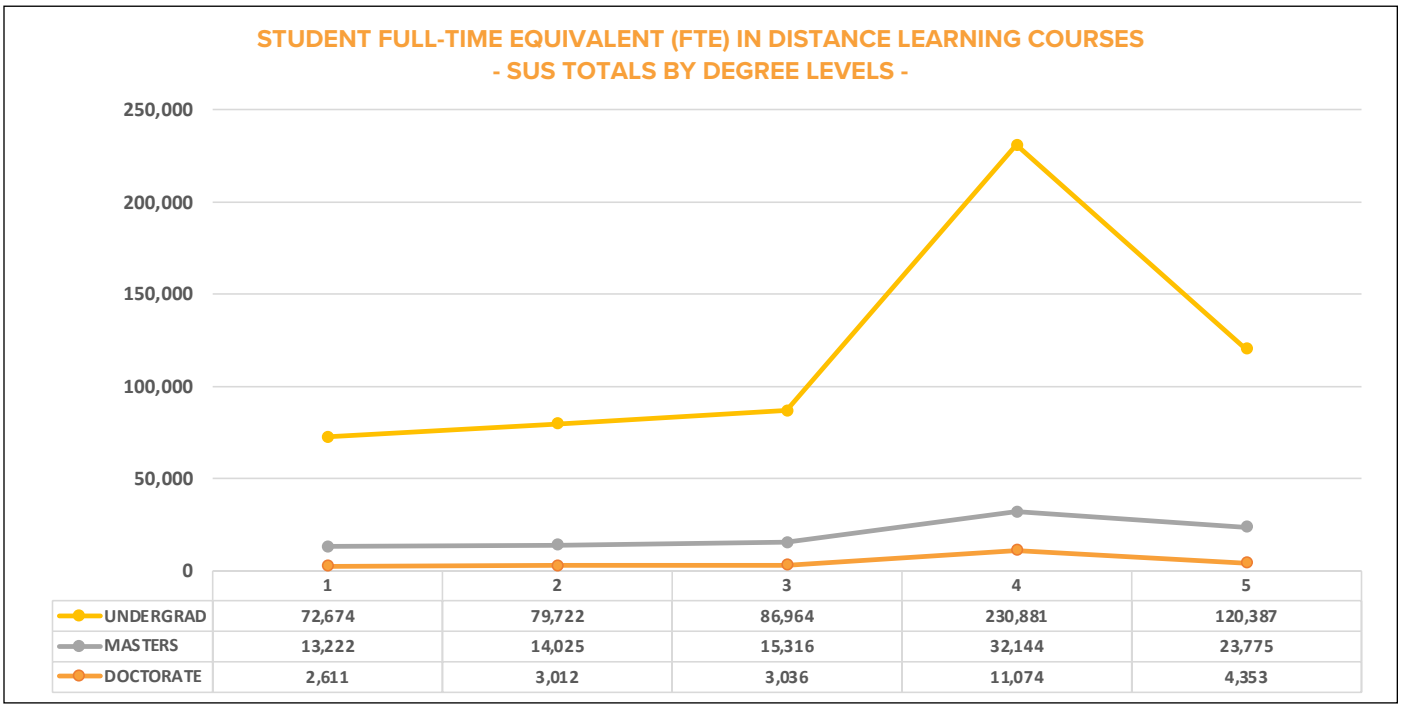


Supporting Table: Appendix E.
Source and Methodology Notes: See Appendix I.

TABLE 2: DEMOGRAPHICS

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 2020	FALL 2021	FALL 2020	FALL 2021	FALL 2020	FALL 2021
AGE						
Mean Age	22	25	21	21	24	21
GENDER						
Female	57%	62%	54%	58%	54%	50%
Male	43%	38%	46%	42%	46%	50%
RACE/ETHNICITY						
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	5%	4%	5%	6%	3%	6%
Black or African American	13%	14%	10%	11%	6%	12%
Hispanic/Latino	32%	33%	25%	30%	25%	29%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
Nonresident alien	3%	2%	4%	4%	16%	5%
Race and ethnicity unknown	1%	2%	2%	1%	2%	1%
Two or more races	4%	4%	4%	4%	3%	4%
White	42%	41%	49%	44%	44%	43%
RESIDENCY						
Florida	91%	92%	90%	89%	80%	89%
Non-Florida	9%	8%	10%	11%	20%	11%

TABLE 3: TOTAL ONLINE MAJORS IN PROGRAMS OF STRATEGIC EMPHASIS

DEGREE LEVEL	STEM	EDUCATION	GAP ANALYSIS	GLOBAL	HEALTH	TOTAL
Bachelors	24	8	9	10	28	79
Masters	112	48	11	8	50	229
Professional Doctorate	0	1	0	0	10	11
Research Doctorate	4	3	0	0	3	10
Specialist	1	2	0	0	0	3
Total	**141**	**62**	**20**	**18**	**91**	**332**

Supporting Table: Appendix F.
Source and Methodology Notes: See Appendix I.

Quality and Innovation

State universities remain committed to student success and utilize a cadre of distance learning leaders who focus on the academic, personal, and aspirational needs of online students. An Online Implementation Committee was established by the Board of Governors following its 2015 approval of the 2025 Strategic Plan for Online Education. This Committee developed a process to define and monitor the goals and performance indicators in the Strategic Plan by focusing on rigorous standards of quality for online courses, professional development expectations for faculty teaching online classes, program delivery innovation, and measurable outcomes for students.

Well-designed online courses, taught by highly skilled, well-trained faculty using modern learning technologies, have proven to advance teaching and learning, increase student success, and accelerate time-to-degree.

Innovative Online Program Initiatives

State universities are prioritizing the delivery of high-quality, technology-enhanced online programs with an emphasis on flexible, integrated classes that align with high demand workforce skills. See examples below.

FAU College of Science designed the Online Science Laboratory Immersive Online Content (IOC) program to provide online students access to immersive laboratory learning experiences in online General Chemistry and Neurophysiology courses at FAU. Longitudinal research for the IOC program is studying student learning outcomes, attitudes about technology augmented learning, and persistence to subsequent courses in online and face-to-face laboratory courses.

FIU Online adopted PlayPosit as one of its primary teaching tools. PlayPosit's interactive video technology has proven to be an effective way to engage students in online learning, while its customization options allow instructors to tailor content to individual student needs, monitor student progress, and adapt instruction. Through the use of PlayPosit, FIU Online has seen increased student engagement, better retention of material, and positive student achievement.

FSU Master of Social Work (MSW) program enrolls over 600 students in its online MSW program. To promote student engagement and degree completion, FSU added enrollment and student success advisors to complement the already existing support of an admissions coordinator, academic advisor, and program director. The student success advisor serves as an extension of the academic planning team to create support connections throughout the campus. Research on the four most recent student cohorts indicates that 77% of the program's traditional students and 64% of its advanced standing students graduate on time.

UF Online has established a Gator Pathways program, which serves as the University of Florida's official digital hub and entry point for learners of all ages and life stages that wish to earn their UF bachelor's degree via a flexible online format. UF Online also created the Gator Pathways College Network, a college consortium comprised of State College partners in the region, with the hope of expanding to include the entire State College System of Florida. Through this college network, students may first enroll at one of the state partners and easily transfer their studies to UF via UF Online.

UNF provides its fully online students with specialized resources to support their success and well-being through a digital wellness portal. Online learners have 24/7 access to online and telephonic counseling and support, as well as life coaching, financial consultation, and other on demand-resources to support their success as they navigate school and life.

Quality Initiatives

PRESIDENT'S AWARDS

The 2025 Strategic Plan provided for the establishment of a statewide awards program to recognize exemplary online teaching faculty in the State University System. A President's Award system was established at each university to annually identify one outstanding faculty member based on evidence of a sustained body of outstanding online teaching practice. Examples of the SUS outstanding online faculty who have been identified as 2022 President's Award winners appear below.

Dr Andrea Nelson
Clinical Assistant Professor for the Department of Health Sciences and Administration at the University of West Florida.

Dr Nilufer Ozdemir
Associate Professor of Economics in the Coggin College of Business at the University of North Florida.

Dr Michael G Strawser
Assistant Professor, Nicholson School of Communication and Media, College of Sciences, University of Central Florida

Dr Crystal Marull
Senior Lecturer from the Department of Spanish and Portuguese Studies and Director of the Online Spanish program at the University of Florida Online program.

Dr Anna Agapova
Associate Professor in the Department of Finance, College of Business, Florida Atlantic University

Dr Sanghoon Park
Associate Professor, Learning Design & Technology, College of Education, University of South Florida.

Dr Tammy Sadighi
Associate Professor, School of Nursing at Florida Gulf Coast University.

Dr Melody Whiddon Willoughby
Associate Professor, Counseling, Recreation, and School Psychology at Florida International University.

Indicators of Quality

SUS ONLINE PROGRAMS: AMONG THE BEST

The U.S. News & World Report annually identifies the best online bachelor's degree programs in the U.S. These programs are recognized for their strong academic foundations based on student-instructor access, graduation rates, and faculty credentials. The following SUS programs received national rankings for 2022-23:

1 UNIVERSITY OF FLORIDA ONLINE

UF Online is a fully-online degree pathway that offers a wide range of experiences, including research, internships, and study abroad. Conducting all teaching and course design, UF faculty members ensure that online students receive academic courses of the same quality and rigor as their residential counterparts. Students benefit from dedicated advisors who provide support and guidance throughout students' academic journey.

8 UNIVERSITY OF CENTRAL FLORIDA

UCF's digital learning programs focus on access, high quality, low costs, and innovation. UCF implemented a robust, faculty-led Quality Online Course Initiative and has established partnerships with the region's industry leaders: Disney, Amazon, Target, J.P. Morgan Chase, etc. UCF's Course Redesign Initiative uses digital tools and strategies to enhance curricula.

39 UNIVERSITY OF NORTH FLORIDA

UNF offers 23 online programs and all online classes are recorded and archived so students can access lecture material at their convenience. A cadre of "success" coaches support online students from interest to graduation. UNF was recognized by Affordable Colleges Online as one of the "Florida Online Colleges That Win on Affordability".

42 UNIVERSITY OF WEST FLORIDA

UWF provides access and affordability to 16 online bachelor's programs through quality programs, low tuition, financial resources, and personal support. The UWF Center for Teaching, Learning, and Technology works with faculty to develop high quality courses and programs. Instructional designers are embedded in colleges to provide support and innovative instructional delivery, strategy, and support.

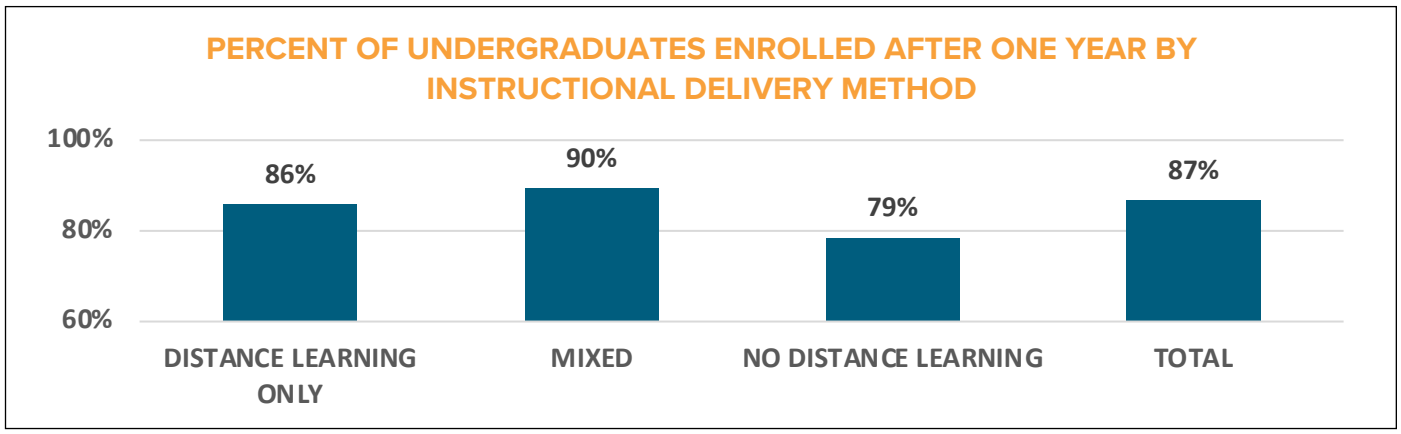
60 FLORIDA INTERNATIONAL UNIVERSITY

FIU offers a comprehensive array of online degree programs and certificates. As one of the largest providers of online education in the US, FIU offers 65 undergraduate bachelor's, 65 graduate, and 9 certificate programs. Importantly, online programs provide dedicated academic advisors and success coaches who serve as a resource for information and assistance. FIU prioritizes business partnerships and is the # 1 US university in the awarding of bachelor's and master's degrees to Hispanic students.

65 FLORIDA ATLANTIC UNIVERSITY

FAU online programs center on a student support services portal that provides academic advisors, tutorial support, financial aid counselors, and career support. The Center for Online and Continuing Education serves as a university-wide resource for online teaching strategy, online learner engagement, online course enhancements, and online faculty training. FAU is a Quality Matters (QM) institution and supports and incentivizes faculty in course development that aligns with quality rubrics for online teaching.

FIGURE 11: RETENTION



Source and Methodology Notes: See Appendix I.

Outstanding Online Students

During 2022, the Board's Innovation & Online Committee began to intentionally promote the importance of online education in the State University System and to recognize the accomplishments of individual online students. Examples of outstanding online SUS students have been identified by university distance learning leaders and appear below.

FAMU

MR JUSTIN GREEN

completed an Online MBA at Florida A & M University while advancing his career with the U.S. Food and Drug Administration. Justin is currently serving as Assistant Commissioner for Criminal Investigations for the USFDA. He attributes FAMU's Online MBA program for accommodating his demands as a husband, father, and administrator, while allowing him to achieve his educational goals and pursue upward mobility in his professional career.

FAU FLORIDA ATLANTIC UNIVERSITY

MR MANNY ZAVALA

graduated summa cum laude from the Florida Atlantic University's Criminology and Criminal Justice online degree program. Manny also participated in FAU's ROTC Program while working full-time as a construction worker and raising a family. Manny plans to join the U.S. Navy and pursue a career in a federal law enforcement agency.

FIU FLORIDA INTERNATIONAL UNIVERSITY

MS IRENE VARELA

graduated from Florida International University's Online's Master of Science in Engineering Management program, following completion of an advanced STEM education program. After a productive tenure with the Florida Department of Transportation, Irene now serves as a civil engineer for Miami-Dade County.

MS JUANITA MARTINEZ

graduated from the Florida State University online master's degree in Social Work. While pursuing her degree, Juanita held a full-time job as a 911 dispatcher, responding to callers in crisis and connecting them with lifesaving resources. Juanita is currently working as an addiction counselor in Aiken S.C. and supports the Aiken County Suicide Coalition.

MR PIERRE BOUCARD

is completing the University of North Florida's Online Executive Master of Health Administration program and played a major role in organizing UNF's inaugural Healthcare Symposium, "Challenges in a Changing Environment." Pierre will be recognized by UNF with the Student Community Engagement Award.

MR SEAN ROWE

completed a BA in Anthropology in the UF Online program, graduating cum laude in 2022. Sean began his pursuit of a University of Florida degree in the 1980s but was unable to complete a degree due to financial needs. In recent years, the UF Online Advising Services worked with Sean to readmit, re-enroll, and support him to degree completion. Sean credits his success to UF's flexible, supportive online program and its committed faculty members.

MS RACHEL DAVIS

completed the online M A in Applied Behavior Analysis at the University of South Florida, while working full time as a special education teacher. Rachel is now a current doctoral student in the PhD in Special Education program at USF and attributes the online program as providing the skills and foundation that have been critical to her professional career and doctoral program. Rachel continues to support the online program by supervising interns, presenting at conferences and recruiting candidates.

MS ROBIN BRANDENBURG

is completing the University of West Florida's Online Ed D program in Instructional and Performance Technology. While in this program, Robin successfully worked with her organization to create and implement a new model for designing and delivering highly technical training for engineers in a global semiconductor company. The organization has successfully piloted, adopted, and institutionalized this new training model to help meet the increased worldwide microchip demand.

TABLE 4: PERCENT OF GRADES IN UNDERGRADUATE COURSES BY DELIVERY METHOD

DELIVERY METHOD	FALL 2020			FALL 2021		
	A/B/C/S	D/F/W/U	TOTAL	A/B/C/S	D/F/W/U	TOTAL
ALL DISTANCE & PRIMARILY DISTANCE	90%	10%	100%	89%	11%	100%
HYBRID	91%	9%	100%	89%	11%	100%
CLASSROOM	91%	9%	100%	89%	11%	100%
FLEX	84%	16%	100%	91%	9%	100%
TOTAL	90%	10%	100%	89%	11%	100%

Source and Methodology Notes: See Appendix I.

TABLE 5: PERCENT OF WITHDRAWAL GRADES AWARDED BY COURSE DELIVERY METHOD

DELIVERY METHOD	FALL 2020		FALL 2021	
	NUMBER	PERCENT	NUMBER	PERCENT
ALL DISTANCE & PRIMARILY DISTANCE	40,557	4%	17,157	4%
HYBRID	1,594	4%	2,263	3%
CLASSROOM	3,214	4%	26,059	4%
FLEX	1,195	6%	808	3%
TOTAL	46,560	4%	46,287	4%

Source and Methodology Notes: See Appendix I.

TABLE 6: MEDIAN YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2020-21	2021-22
	MEDIAN	MEDIAN
0%	4.92	3.75
1-20%	4.33	4.33
21-40%	3.75	3.92
41-60%	3.75	3.75
61-80%	3.75	3.67
81-99%	3.33	3.00
100%	3.50	2.75
Total	**3 75**	**3 75**

Supporting Table: Appendix G.
Source and Methodology Notes: See Appendix I.

The Florida Online Innovation Summit

The Florida Online Innovation Summit is annually planned and hosted by the University of Central Florida and is designed to advance the state-of-the-art in online learning by bringing together thought leaders, researchers, and educators in the SUS and the FCS to share experiences, strategies, research, and innovation. At the recent Summit, trends in artificial intelligence, experiential learning, adaptive courseware, and virtual reality were explored that push the boundaries of technology and practice and address the constraints of access, quality, and cost.

Teaching Online Preparation Toolkit (TOPkit)

The Teaching Online Preparation Toolkit (TOPkit), designed and developed by the University of Central Florida, is a statewide faculty development program that consists of three components: an online toolkit, community of practice, and annual workshop. An annual TOPkit Workshop is a designated professional development event for higher education professionals who prepare faculty to teach online and for those responsible for faculty professional development. Programs and resources are designed to empower faculty development professionals with resources and events to facilitate their success in preparing faculty to teach online.

Affordability

University distance education programs provide critical access to academic classes and support services for students with time, geographic, or personal constraints. During the COVID-19 Pandemic, the percentage of students taking online classes increased greatly due to the emergency remote instruction requirements implemented by the universities. As the pandemic eased, universities continued to utilize new online technologies to deliver classes in a variety of modalities. A clear and significant shift occurred during 2021-22 from emergency remote program delivery to innovation and investment in online teaching and learning.

University online course delivery now requires a new infrastructure, a new "space" to manage that is not bricks and mortar. New and innovative course delivery modalities center on the need for instructional design, faculty development, student support, advanced technologies, enrollment management, academic program coordination, and marketing.

Florida Virtual Campus

Florida Virtual Campus (FLVC) is a statewide provider of innovative educational support services for all public postsecondary institutions in the State and for the larger K-20 education community. FLVC services help students succeed and advance academically and result in significant cost savings for participants and the State. Institutions are served by two primary units:

- Library Services: Operates the integrated library system used by Florida's public postsecondary academic libraries, a shared catalog of library collections, and a statewide, shared collection of online journals, e-books, and other e-resources.
- Distance Learning and Student Services (DLSS): Provides innovative educational services for students, educators, and administrators. Additionally, DLSS manages the website, offering free online tools and resources to help students prepare for college, succeed in college, and find a suitable career.

In the 2021-22 academic year, shared library system users performed more than 25 million searches and checked out 566,346 physical items. The average cost of an academic library book in that year was $102.32 (according to GOBI Library Solutions, which tracks these figures annually), resulting in a savings of nearly $58 million to library users, compared to them having to purchase those materials. Further, through centralized licensing of e-resources, FLVC saved the state $13 million in 2021-2022, compared to the cost for these same e-resources if they were licensed individually at each university or college

Open Educational Resources

FLVC continues to facilitate and promote the adoption of open educational resources (OER) and open textbooks throughout Florida, collaborating with institutions to align these resources with the state course numbering system and student learning outcomes.

FLVC annually hosts an Open Educational Resources (OER) Summit for faculty, librarians, instructional designers, and administrators from across Florida to work on reducing the cost of textbooks and supplies for Florida's students. Specifically, the Summit focuses on ways to expand student access to no-cost textbooks and OER by providing tools and resources to help attendees implement or expand upon OER programs at their home institutions.

Textbook Affordability

FLVC's 2022 survey of university and college students regarding their textbook buying behavior and instructional materials usage confirmed that students are utilizing a variety of strategies to reduce costs, including buying used textbooks, sharing textbooks, renting printed textbooks and renting digital textbooks via a digital sales model. The use of open educational resources continues to increase as more faculty are intentional about identifying and making available free educational materials for their courses.

TABLE 7: NO COST AND LOW COST INSTRUCTIONAL MATERIALS BY SUS INSTITUTION

SPRING 2022						
UNIV	TOTAL COURSE SECTIONS	SECTIONS WITH NO-COST MATERIALS	%	SECTIONS WITH LOW-COST MATERIALS	%	TOTAL % SECTIONS WITH NO-COST OR LOW-COST MATERIALS
FAMU	2,731	939	35%	379	14%	49%
FAU	4,927	2,409	49%	554	11%	60%
FGCU	2,398	803	33%	355	15%	48%
FIU	7,414	3,523	48%	1,934	26%	74%
FPOLY	314	103	33%	41	13%	46%
FSU	12,211	8,370	69%	656	5%	74%
NCF	188	56	30%	62	33%	63%
UCF	10,765	6,630	62%	542	5%	67%
UF	13,261	5,401	41%	2,728	21%	62%
UNF	2,924	1,066	36%	576	20%	56%
USF	9,729	1,404	14%	1,536	16%	30%
UWF	2,471	926	37%	481	19%	56%
TOTAL	**69,323**	**31,630**	**46%**	**9,844**	**14%**	**60%**

Source and Methodology Notes: See Appendix I.

TABLE 8: TEXTBOOK COSTS OVER TIME

	SPRING 2022		SPRING 2018		SPRING 2016		SPRING 2012	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT	FREQUENCY	PERCENT	FREQUENCY	PERCENT
0-$100	2,587	21.9%	2,774	12.9%	1,688	8.2%	1,915	9.8%
$101-200	2,912	24.6%	4,337	20.2%	3,174	15.4%	2,830	14.4%
$201-300	2,550	21.5%	4,903	22.9%	4,465	21.7%	4,034	20.6%
<= $300	8,049	68.0%	12,014	56.0%	9,327	45.3%	8,779	44.8%
$301-400	1,731	14.6%	3,925	18.3%	4,258	20.7%	3,894	19.9%
$401-500	989	8.4%	2,518	11.7%	2,993	14.6%	3,004	15.3%
$501-600	482	4.1%	1,532	7.1%	1,844	9.0%	2,007	10.2%
$601 or more	589	5.0%	1,441	6.7%	1,830	8.9%	1,668	8.5%
>$300	3,791	32.0%	9,416	43.8%	10,925	53.2%	10,573	53.9%
Total	**11,840**	**100 0%**	**21,430**	**100 0%**	**20,252**	**98 5%**	**19,352**	**98 7%**

Source and Methodology Notes: See Appendix I.

Throughout 2021-22, FLVC continued to enhance the FloridaShines Catalog to include additional Zero Textbook Cost (ZTC) Course indicators. The ZTC indicator identifies courses which have no associated textbook costs, thereby enabling students to make informed decisions regarding total course costs when registering. As of July 2022, the Zero Textbook Cost indicator has been added to more than 1,000 sections in the FloridaShines Catalog. Inclusion of the ZTC indicator in the Catalog is an ongoing project and is part of FLVC's continued commitment to increase student awareness and use of OER and make higher education more affordable for students.

Affordability Counts

Affordability Counts is a program developed by Florida International University's Online program as a direct response to the increasing costs of textbooks in higher education. The program offers recognition incentives to faculty who adopt Open Education Resources (OER) and low-cost materials in their courses to advance affordability across Florida state universities and colleges. Affordability Counts at FIU Online maintains an online database where its seven institution partners can share and search for low-cost materials being used by their peers, thereby promoting access and affordability for students across the state.

Appendices: Tables

APPENDIX A - SUS UNDERGRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE

	AY 2019-20	AY 2020-21	AY 2021-22
FAMU	55%	100%	79%
FAU	70%	99%	91%
FGCU	66%	99%	85%
FIU	81%	99%	90%
FPOLY	0%	86%	43%
FSU	71%	100%	88%
NCF	0%	96%	16%
UCF	81%	100%	91%
UF	87%	100%	92%
UNF	75%	99%	93%
USF	81%	99%	90%
UWF	83%	100%	95%
SUS	**78%**	**99%**	**90%**

APPENDIX B - SUS GRADUATE STUDENTS ENROLLED IN AT LEAST ONE DISTANCE LEARNING COURSE

	AY 2019-20	AY 2020-21	AY 2021-22
FAMU	16%	99%	59%
FAU	62%	97%	80%
FGCU	65%	93%	88%
FIU	51%	98%	64%
FPOLY	0%	53%	9%
FSU	42%	98%	64%
NCF	0%	90%	59%
UCF	59%	96%	71%
UF	55%	95%	73%
UNF	65%	97%	84%
USF	53%	90%	65%
UWF	89%	98%	96%
SUS	**55%**	**96%**	**71%**

Appendices: Tables

APPENDIX C - 2021-22 SUS UNDERGRADUATE STUDENTS HEADCOUNT BY MODALITY

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	523	7%	5,743	72%	1,675	21%
FAU	6,960	25%	18,728	66%	2,527	9%
FGCU	1,611	10%	11,649	74%	2,382	15%
FIU	14,830	30%	30,260	60%	5,072	10%
FPOLY	7	0%	663	43%	883	57%
FSU	2,987	8%	29,560	80%	4,509	12%
NCF	0	0%	108	16%	556	84%
UCF	15,392	22%	47,652	69%	6,121	9%
UF	7,097	17%	32,118	75%	3,404	8%
UNF	2,423	15%	12,526	78%	1,175	7%
USF	7,387	17%	30,781	72%	4,301	10%
UWF	3,501	33%	6,643	62%	511	5%
SUS	**62,718**	**19%**	**226,431**	**70%**	**33,116**	**10%**

APPENDIX D - 2021-22 SUS GRADUATE STUDENTS HEADCOUNT BY MODALITY

INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	183	10%	914	49%	768	41%
FAU	2,801	46%	2,083	34%	1,252	20%
FGCU	988	49%	763	38%	245	12%
FIU	3,922	32%	3,924	32%	4,451	36%
FPOLY	0	0%	9	9%	87	91%
FSU	4,890	38%	3,259	25%	4,642	36%
NCF	0	0%	16	59%	11	41%
UCF	5,016	43%	3,286	28%	3,449	29%
UF	8,968	41%	7,042	32%	5,877	27%
UNF	1,227	41%	1,285	43%	478	16%
USF	3,621	28%	4,660	37%	4,432	35%
UWF	4,317	87%	466	9%	176	4%
SUS	**35,933**	**40%**	**27,707**	**31%**	**25,868**	**29%**

Appendices: Tables

APPENDIX E - HISTORICAL FULL-TIME EQUIVALENTS IN DISTANCE LEARNING COURSES

LEVEL/YEAR	FAMU	FAU	FIU	FGCU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
UNDERGRAD													
2017-2018	434	4,977	2,617	12,673	0	5,825	0	16,944	12,409	2,735	11,061	2,999	72,674
2018-2019	808	5,455	2,594	14,243	0	6,348	0	19,139	13,490	3,237	11,368	3,041	79,722
2019-2020	1,062	6,388	2,730	16,093	0	7,220	0	20,553	13,996	3,731	11,950	3,241	86,964
2020-2021	5,584	18,289	8,749	35,085	254	29,624	310	50,407	34,745	11,449	29,276	7,109	230,881
2021-2022	1,885	9,785	4,640	20,605	68	11,602	18	27,082	17,426	6,410	16,067	4,800	120,387
MASTERS													
2017-2018	61	1,131	220	1,846	0	1,152	0	2,001	2,747	272	2,404	1,388	13,222
2018-2019	77	1,191	217	1,991	0	1,368	0	2,211	2,760	365	2,469	1,376	14,025
2019-2020	81	1,260	264	2,235	0	1,725	0	2,303	3,020	461	2,527	1,440	15,316
2020-2021	531	2,439	681	5,271	5	4,739	6	4,323	6,777	1,124	4,344	1,905	32,144
2021-2022	239	1,787	673	3,181	1	3,395	4	2,828	5,702	732	3,044	2,189	23,775
DOCTORATE													
2017-2018	5	86	49	194	0	118	0	210	1,359	166	246	178	2,611
2018-2019	5	98	51	234	0	111	0	256	1,610	193	293	161	3,012
2019-2020	2	104	46	269	0	182	0	301	1,491	193	306	141	3,036
2020-2021	838	400	156	1,494	0	2,117	0	919	3,664	329	1,025	132	11,074
2021-2022	195	214	118	460	0	412	0	389	1,792	229	439	104	4,353
TOTAL													
2017-2018	499	6,194	2,886	14,713	0	7,096	0	19,155	16,514	3,174	13,710	4,564	88,507
2018-2019	890	6,744	2,861	16,468	0	7,827	0	21,606	17,861	3,795	14,129	4,578	96,758
2019-2020	1,145	7,753	3,040	18,597	0	9,127	0	23,158	18,507	4,385	14,783	4,822	105,317
2020-2021	6,953	21,128	9,586	41,851	259	36,481	316	55,648	45,186	12,902	34,645	9,146	274,100
2021-2022	2,319	11,787	5,432	24,246	69	15,409	22	30,298	24,919	7,371	19,551	7,093	148,515

Appendices: Tables

APPENDIX F - UNIVERSITY ONLINE MAJORS IN PROGRAMS OF STRATEGIC EMPHASIS

UNIV	BACHELOR'S		MASTER'S		SPECIALIST		PROF DOC		RESEARCH DOC		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	5	40	23	0	0	0	0	0	0	62	28
FGCU	3	1	9	4	0	0	1	1	0	0	13	6
FIU	55	29	56	35	0	0	1	1	0	0	112	65
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	10	53	39	1	1	5	5	3	0	86	55
UNF	4	3	8	6	0	0	3	3	0	0	15	12
USF	18	6	58	45	0	0	0	0	3	3	79	54
UWF	14	12	42	26	1	1	0	0	2	2	59	41
Total	**179**	**79**	**336**	**229**	**4**	**3**	**11**	**11**	**15**	**10**	**545**	**332**

APPENDIX G - MEDIAN YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2020-21			2021-22		
	NUMBER	PERCENT	MEDIAN	NUMBER	PERCENT	MEDIAN
0%	38	0%	4.92	32	0.1%	3.75
1-20%	3,953	14%	4.33	1,151	4%	4.33
21-40%	12,637	46%	3.75	9,838	35%	3.92
41-60%	8,678	31%	3.75	12,940	46%	3.75
61-80%	2,063	7%	3.75	3,953	14%	3.67
81-99%	179	0.6%	3.33	370	1.3%	3.00
100%	50	<0.1%	3.50	67	0.2%	2.75
Total	**27,598**	**100%**	**3 75**	**28,351**	**100%**	**3 75**

Appendix H

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
ONLINE PROGRAMS/MAJORS: DECRIPTIONS	
Code	**Description**
AD	***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*** 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*** 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*** 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*** 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

Appendix I

Methodologies

1 Top 10 States for Distance Learning Enrollment Headcounts by Fall Term for All Levels Among Public 4YR, Primarily Baccalaureate-Granting Institutions

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 05/04/2023). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term, while section 1009.24(17), F.S., defines a Distance Learning course as one in which at least 80% of direct instructional content is delivered at a distance; full-year data is used in the SUS analyses. The differences in timespan and definitions result in different percentages being reflected on this chart (based on IPEDS timespan and definition) and the chart on the next page of this report (based on the Florida timespan and definition).

2 Percentage of Students Enrolled in Distance Learning (Some or Only) Top 10 States for Distance Learning Enrollment Headcounts by Fall Term

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 05/04/2023). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term, while section 1009.24(17), F.S., defines a Distance Learning course as one in which at least 80% of direct instructional content is delivered at a distance; full-year data is used in the SUS analyses. The differences in timespan and definitions result in different percentages being reflected on this chart (based on IPEDS timespan and definition) and the chart on the next page of this report (based on the Florida timespan and definition).

3 Percentage of Undergraduate Students Enrolled in at Least One Distance Learning Course

Source: Board of Governors Office of Data & Analytics, data extracted 04/03/2023. 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.

4 Percentage of Graduate Students Enrolled in at Least One Distance Learning Course

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 05/23/2022. 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.

5 SUS Undergraduate Student Enrollments by Modality

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/03/2023. See Table 1 Notes above for definitions of undergraduate student and distance learning.

6 SUS Graduate Student Enrollments by Modality

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/03/2023 See Table 2 Notes above for definitions of graduate student and distance learning

7 Distance Learning as a Percent of Undergraduate Credit Hours

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023 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

8 Distance Learning as a Percent of Graduate Credit Hours

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023 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

9 Student Full-Time Equivalents (FTE) in Distance Learning Courses

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023 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

10 Demographics

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023 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)

11 Total Online Majors in Programs of Strategic Emphasis

Source: SUS Online Majors Inventory, extracted 04/29/2023

12 University Degree Levels of Online Programs/Majors

Source: SUS Online Majors Inventory, extracted 04/29/2023

13 Grade Comparison

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/05/2023. 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%).

14 Withdrawals

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/05/2023. Note: “Withdrawals” represents the number of withdrawals divided by all grades awarded in courses by delivery method indicator.

15 Time to Degree

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/04/2023. 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 2020-21 and 2021-22 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.

16 Retention

Source: Board of Governors Office of Data & Analytics, extracted from datamarts on 04/05/2023. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2020 term. The percentages report the proportion of the Fall 2020 undergraduates who were enrolled during Fall 2021. Students who graduated between Fall 2020 and Summer 2021 were removed from both the numerator and the denominator.

17 Textbook Affordability

Source: State University System Textbook and Instructional Materials Affordability Report, Fall 2022. Annual Textbook and Instructional Materials Affordability Report provided by each SUS institution September 2022. Total course sections exclude course exceptions.

Appendix J

STEERING COMMITTEE

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

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

Dr Elizabeth Bejar (through 2025)
Provost and Executive Vice President
Florida International University

Dr George Ellenberg (through 2022)
Provost and Vice President
for Academic Affairs
University of Wesl Florida

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

Dr Jim Clark (through 12/2025)
Provost and Executive Vice President
for Academic Affairs
Florida State University

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

Dr Jon Rogers
Assistant Vice Chancellor Innovation and
Online Education Board of Governors
(Nonvoting Member))

IMPLEMENTATION COMMITTEE

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

Franzetta Fitz
Director of Instructional Technology
Florida Agriculture and Mechanical University

Dr David Jaeger
Director, Digital Learning
Florida Guff Coast University

Christine Brown
Associate Vice President,
Innovation Education
University of South Florida

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