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# **2023 ANNUAL REPORT FOR ONLINE EDUCATION**

JUNE 27, 2024



**STATE UNIVERSITY  
SYSTEM OF FLORIDA**

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# **STATE UNIVERSITY SYSTEM OF FLORIDA**

**2023 Annual Report for Online Education**

**Approved June 27, 2023**

Innovation and Online Committee  
Board of Governors  
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# Summary

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The 2023 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.

As reported in the 2022 Annual Report, the State University System swiftly recovered from the 2020-21 COVID-19 Pandemic, due to the well-established online programming that was in place throughout the System. State university distance education programs continue to prioritize rigorous standards of quality for online courses and provide professional development programs and services for faculty teaching online classes. Faculty deliver online classes with greater efficiency via leading-edge technological innovations and class offerings continues to expand in response to steady student demand for online classes that facilitate degree completion. Importantly, university online programs are now proactively connecting online graduates with state, regional, and national employers.

During 2022-23, the Board of Governors Innovation and Online Committee began to promote academic innovations that advance collaboration and address State workforce needs. Committee presentations were made that highlighted public-private partnerships, promoted connections among universities and employers, and explored the potential of innovative technologies like artificial intelligence.

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

Notable findings in the three major sections of the 2023 Annual Report, Access, Quality and Innovation, and Affordability and Innovation are stated below.

## Access

- Distance education in the SUS is a highly regarded and stable enterprise intently focused on producing well-rounded, proficient graduates that will become gainfully employed.
- Florida continued to be a national leader in distance learning in 2022-23, ranking third in the U.S. in the percentage and number of students enrolled in distance learning courses of all public four-year institutions (up from a #4 national ranking the previous year in both categories).
- Traditional and non-traditional students continue to enroll in online classes due to their accessibility, flexibility, and affordability.
- In 2022-23, there was a slight decline in online participation by SUS students from the prior year. As the state and its public universities continue to rebound from the pandemic, additional years of data will be useful in determining a participation trend.

## Quality and Innovation

- Distance education continues to mature as state universities deliver greater numbers of high quality, technology-enhanced online programs developed in alignment with current and projected workforce demands.
- SUS distance education programs are implementing the latest teaching and learning technologies in the delivery of online classes through innovative online course production, interactive faculty training programs, and ongoing, direct support of online learners.
- Distance education students regularly demonstrate extraordinary commitment and perseverance as they enroll in and complete degree programs.
- Innovative programs and services like UCF's TOPkit and Innovation Summit, and the Instructional Designers Network and Quality Matters Consortium coordinated by the FLVC, improve online instruction, advance faculty development, and promote collaboration.

## Affordability and Innovation

- State universities commit significant resources to develop and deliver online classes to address the steady student demand for distance education.
- Online degree programs and classes are invaluable to students who desire a postsecondary degree but are constrained by familial obligations, employment responsibilities, geographic restrictions, or financial barriers.
- There are ongoing initiatives in the SUS focused on creating cost efficiencies by identifying opportunities for shared programs, courses, and services for online class delivery such as the sharing of online course content, innovative technologies, and faculty training programs.
- The Florida Virtual Campus (FLVC) continues to coordinate statewide initiatives that advance academic support services, increase operational efficiencies and cost savings, and promote collaborations among all Florida education sectors.

# Introduction

The *2023 Annual Report for Online Education* in the State University System (SUS) provides a review of the participation and performance of SUS online students and highlights the impact of SUS online education on postsecondary enrollment and degree completion.

The State University System *2025 Strategic Plan for Online Education*, adopted by the Board of Governors in 2015, continues to guide the delivery of online education in the SUS and assures that quality instruction is provided via an efficient and outcomes-focused system. The Board of Governors, along with university leadership, faculty, and staff, remain committed to distance education and continue to believe that online 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 degree completion.

An important outcome of the 2020-21 COVID-19 Pandemic was to substantiate the value of offering academic programs and classes via flexible online delivery modalities. Online education in the SUS expanded and stabilized as students increasingly favored the additional flexibility available to them to enroll in needed classes, while faculty gained training and experience in online course delivery. During this period, the advantages of online education were realized.

- **Accessibility of Time and Place** - Students gain the ability to attend classes from any location without geographical restrictions. Additionally, online lectures are regularly recorded and archived which allows students to access learning material at any time. Traditional students also benefit from increased accessibility provided by online programming.
- **Flexibility** - The flexibility of online class schedules makes it easier for students to balance the pursuit of a higher education degree with family and work responsibilities, thereby removing barriers to access and reducing time to degree.
- **Affordability** – For most students, online education is less expensive overall due to lower housing, transportation, and living expenses, opportunities for employment, and time efficiencies.
- **Learning Styles** - Online programs and classes, with their range of delivery options and supporting resources, can be personalized to meet individual learning styles and needs.



*\*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.*

In their ongoing pursuit of the goals established in the Online Strategic Plan, state universities provide for and support increased access to and participation in online education. The Office of the Board of Governors maintains a database that allows universities to input, and keep current, online programs and majors that are being offered. The database serves to promote collaboration and reduce the likelihood of unnecessary duplication, while enabling universities to identify gaps in academic areas that may need to be addressed. The most recent data show that SUS institutions offer 554 online programs/majors:

- 433 Fully Online programs
- 56 Primarily Online programs
- 60 Fully Online upper division only programs
- 5 Primarily Online upper division only programs

A majority of SUS online majors are in Programs of Strategic Emphasis (PSE) as defined by the Board of Governors. The 343 PSE programs promote the alignment of program offerings with the economic development and workforce needs of the State. See Table 3.

As the *2025 Strategic Plan for Online Education* approaches 10 years of providing direction for the delivery of university online classes and degree programs, the SUS distance education leadership has considered beginning work on an updated strategic plan for online education for the coming years. However, the Board of Governors has embarked on the development of a 2030 Strategic Plan for the State University System. When approved in early 2025, the updated SUS Strategic Plan will direct the work of all Board committees and initiatives and will establish priorities that will further advance academic programs and support services throughout the System.



The rapid advances in technology have transformed how universities operate, how faculty teach, and how students learn. Importantly, students are leading the reformation as they live in a technology-infused, constantly changing, connected world.

The nationally recognized achievements of Florida’s 12 state universities in the past decade in meeting and surpassing performance metrics adopted by the Board of Governors are exceptional and have positioned the State University System (SUS) to further strengthen and advance. Appropriately, the U.S. News and World Report has recognized Florida as the best state for higher education since 2017.

The quality and effectiveness of online degree programs and classes in the SUS are likewise being nationally recognized. Online education continues to mature as universities deliver greater numbers of high quality, technology-enhanced programs that are developed in alignment with current and projected workforce demands. Importantly, innovations in online instruction are being implemented with an emphasis on the latest technologies, with systems in place to evaluate their effectiveness.

## Online Education: A Productive and Innovative Resource

University distance education programs provide critical access to academic classes and support services for students with time, geographic, or personal constraints. The ability to pursue a higher education degree and learn online independent of time or place provides students with increased options and flexibility and enables those who are unable to access a traditional university setting due to work, family, disability, or other factors to advance their education.

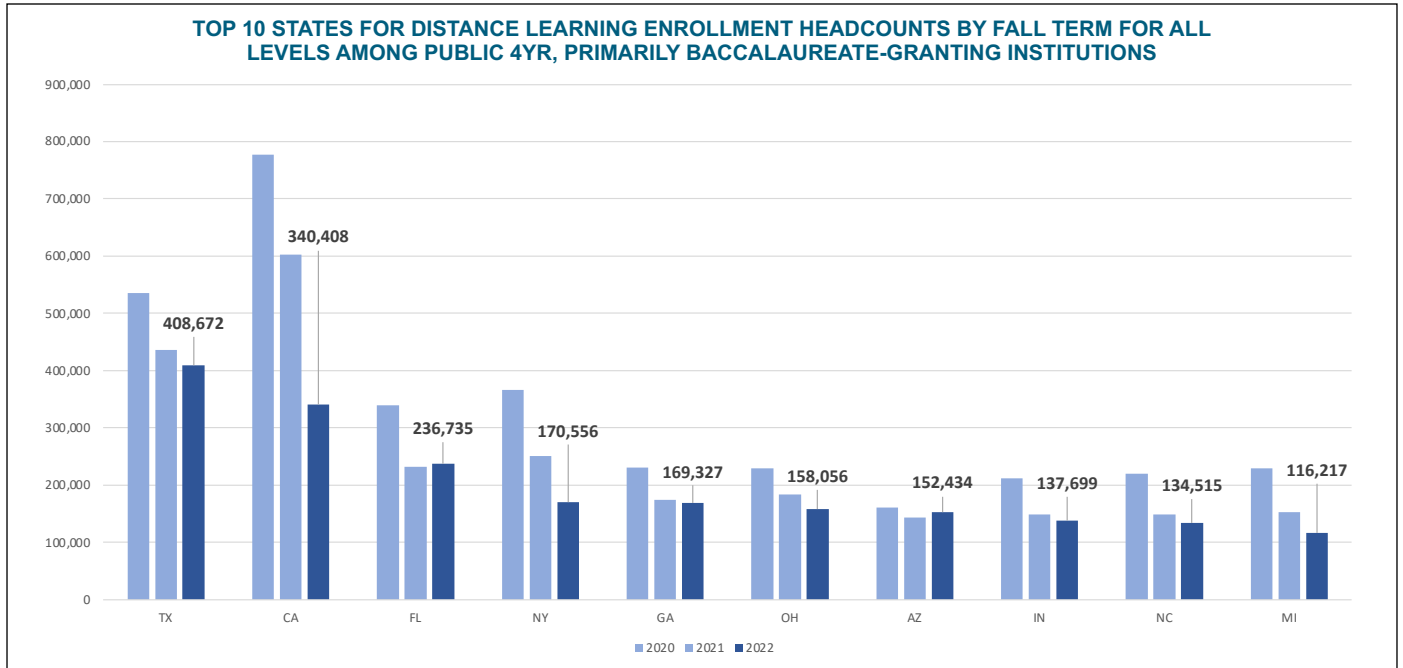
The COVID-19 Pandemic resulted in a significant expansion of online education and pushed universities to develop and deliver online classes to meet the demand for a wide variety of flexible academic offerings. The 2022 Annual Report for Online Education confirmed that both non-resident and on-campus students in the post-COVID years have continued to take advantage of online classes to facilitate degree completion.

State University System 2023 data displays in this report show a slight decline in online participation from the prior year. As the state and its public universities continue to rebound from the pandemic year, however, additional years of data will be useful in determining a participation trend.

**TABLE 1: PARTICIPATION IN ONLINE EDUCATION**

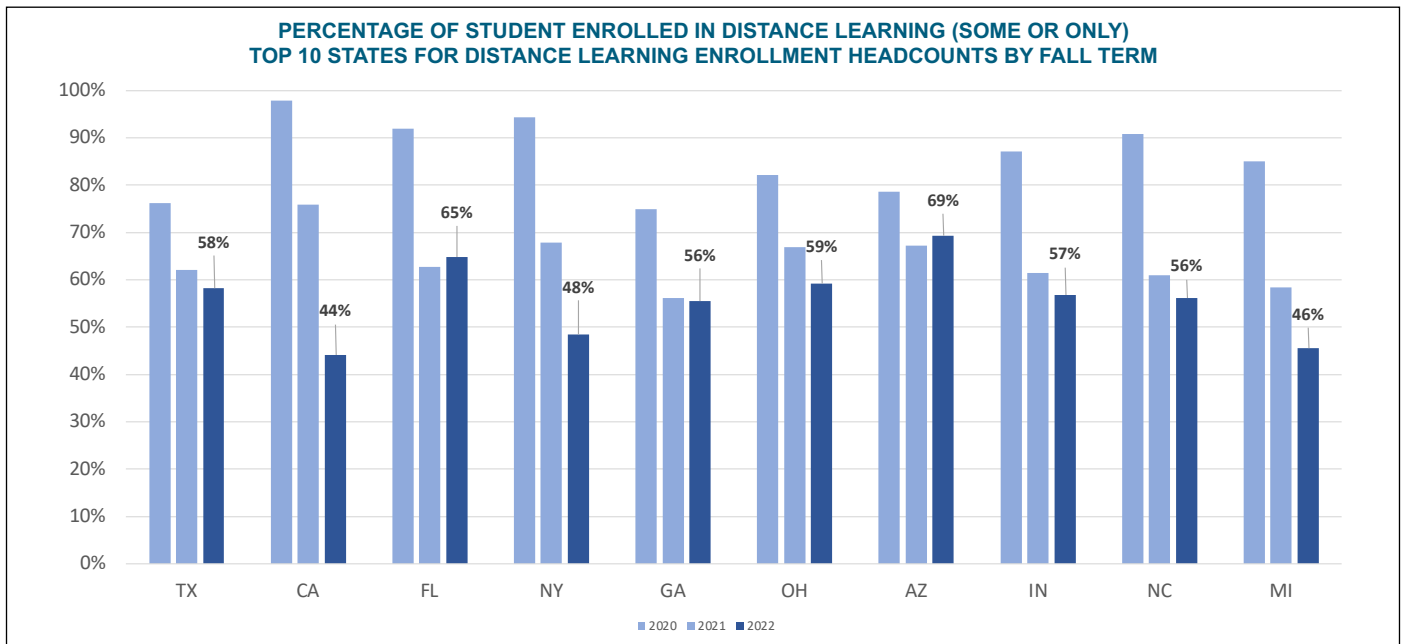
PERFORMANCE INDICATOR	GOAL 2025	2020-21	2021-22	2022-23
Percentage of SUS undergraduate students enrolling in one or more online courses each year	80%	99%	90%	87%
Percentage of SUS graduate students enrolling in one or more online courses in the Fall term	60%	96%	71%	68%
Percent of undergraduate FTE in online courses	35%	85%	46%	43%
Percent of graduate FTE in online courses	34%	72%	45%	43%

**FIGURE 1**



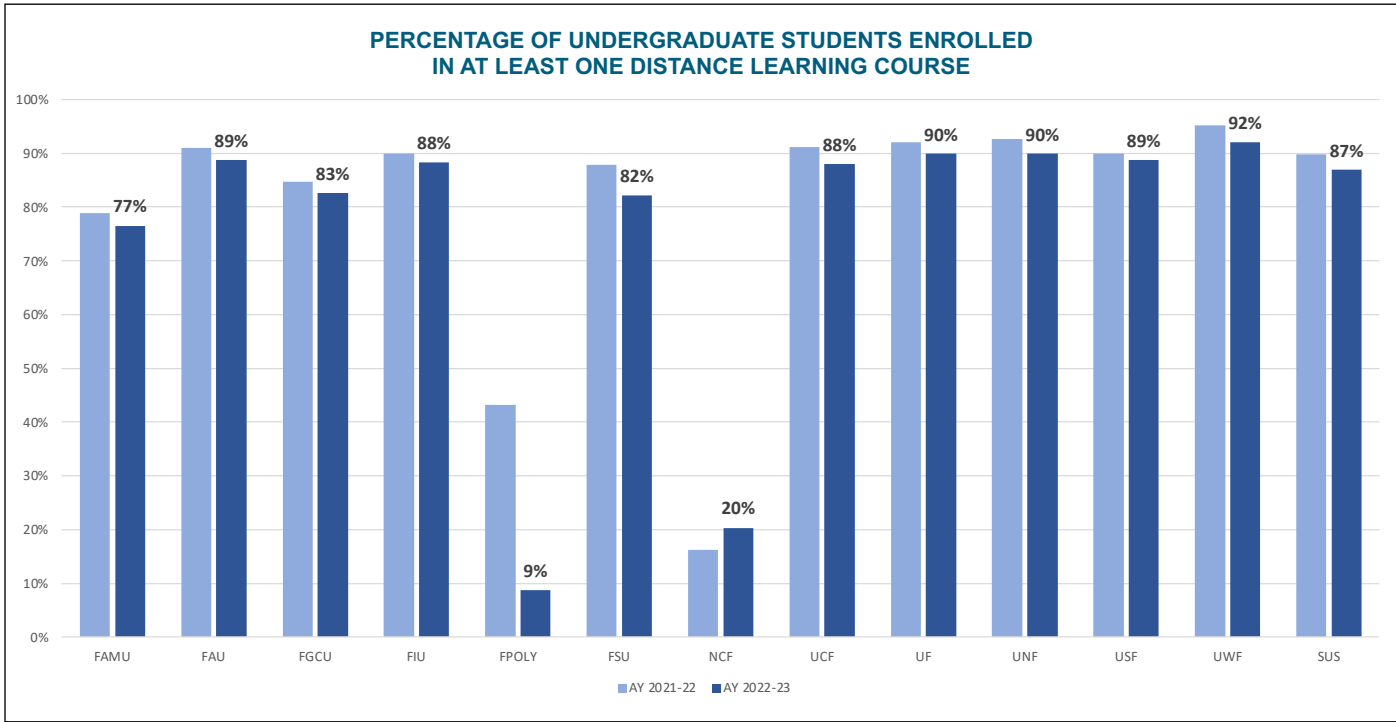
Source and Methodology Notes: See Appendix I.

**FIGURE 2**



Source and Methodology Notes: See Appendix I.

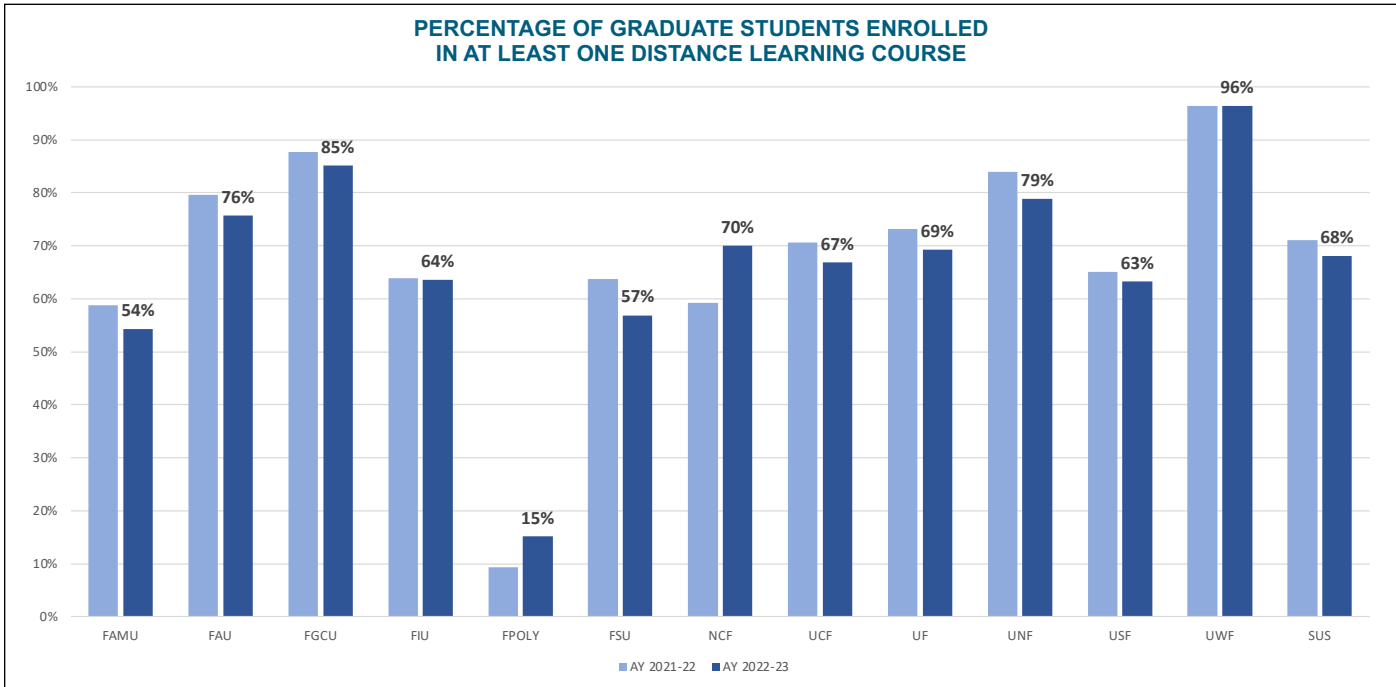
**FIGURE 3**



Supporting Table: Appendix A.

Source and Methodology Notes: See Appendix I.

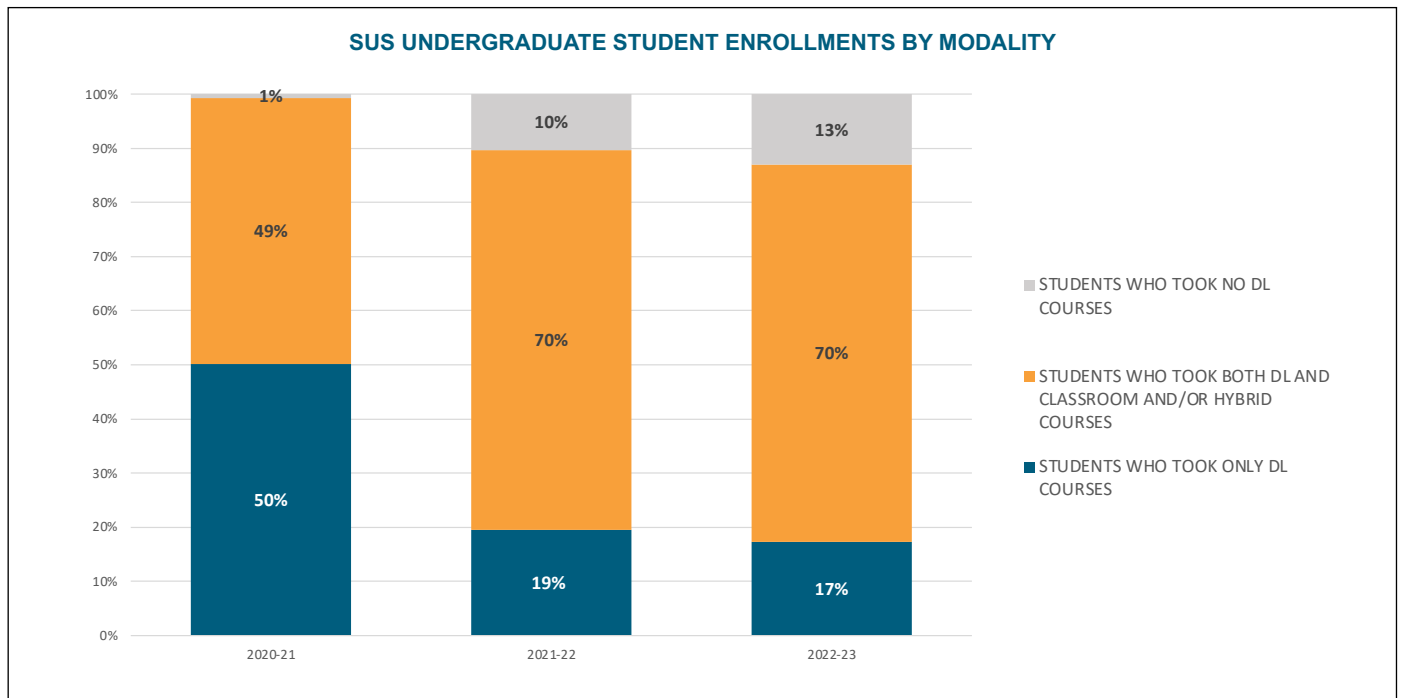
**FIGURE 4**



Supporting Table: Appendix B.

Source and Methodology Notes: See Appendix I.

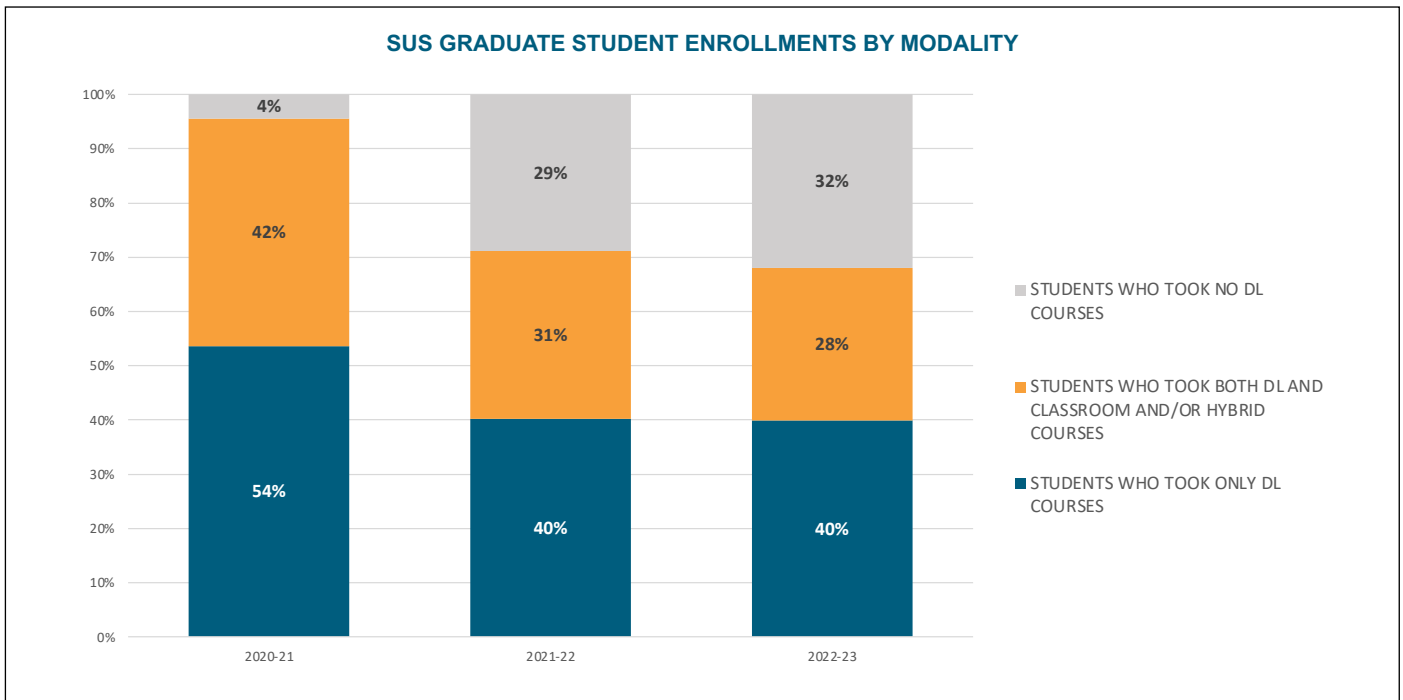
**FIGURE 5**



Supporting Table: Appendix C.

Source and Methodology Notes: See Appendix I.

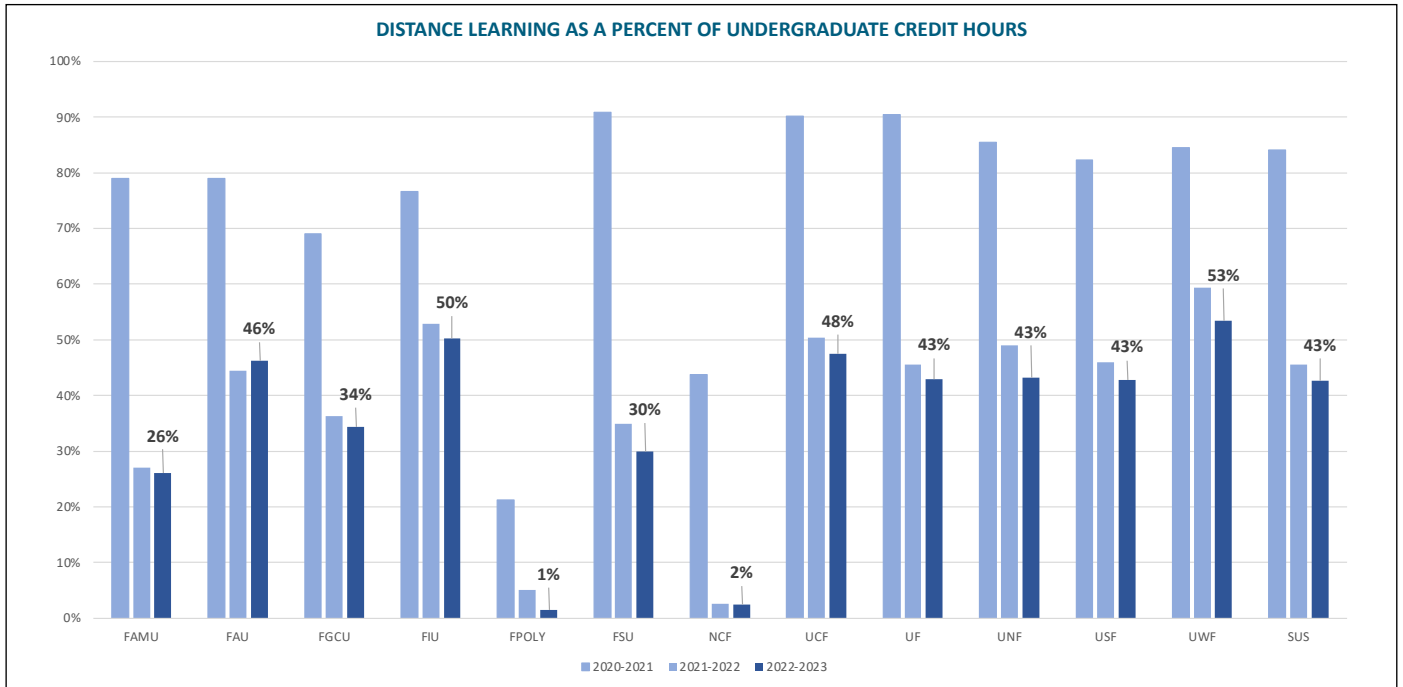
**FIGURE 6**



Supporting Table: Appendix D.

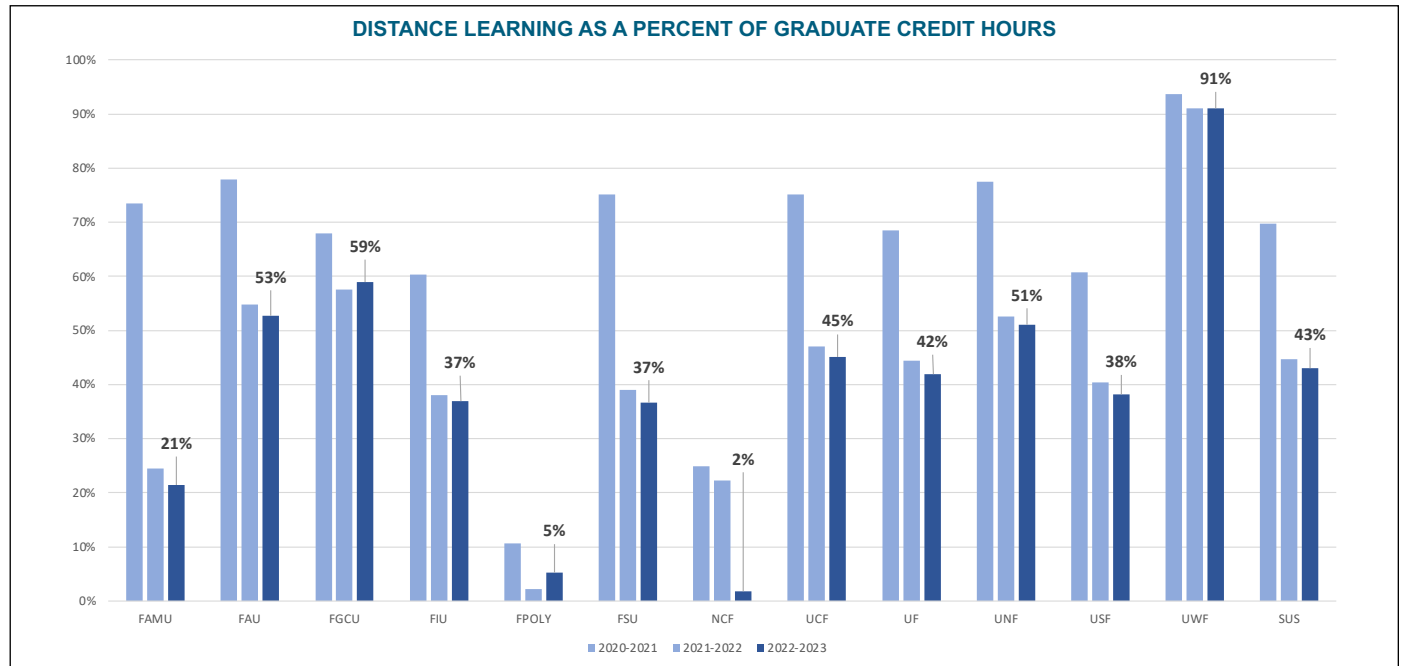
Source and Methodology Notes: See Appendix I.

**FIGURE 7**



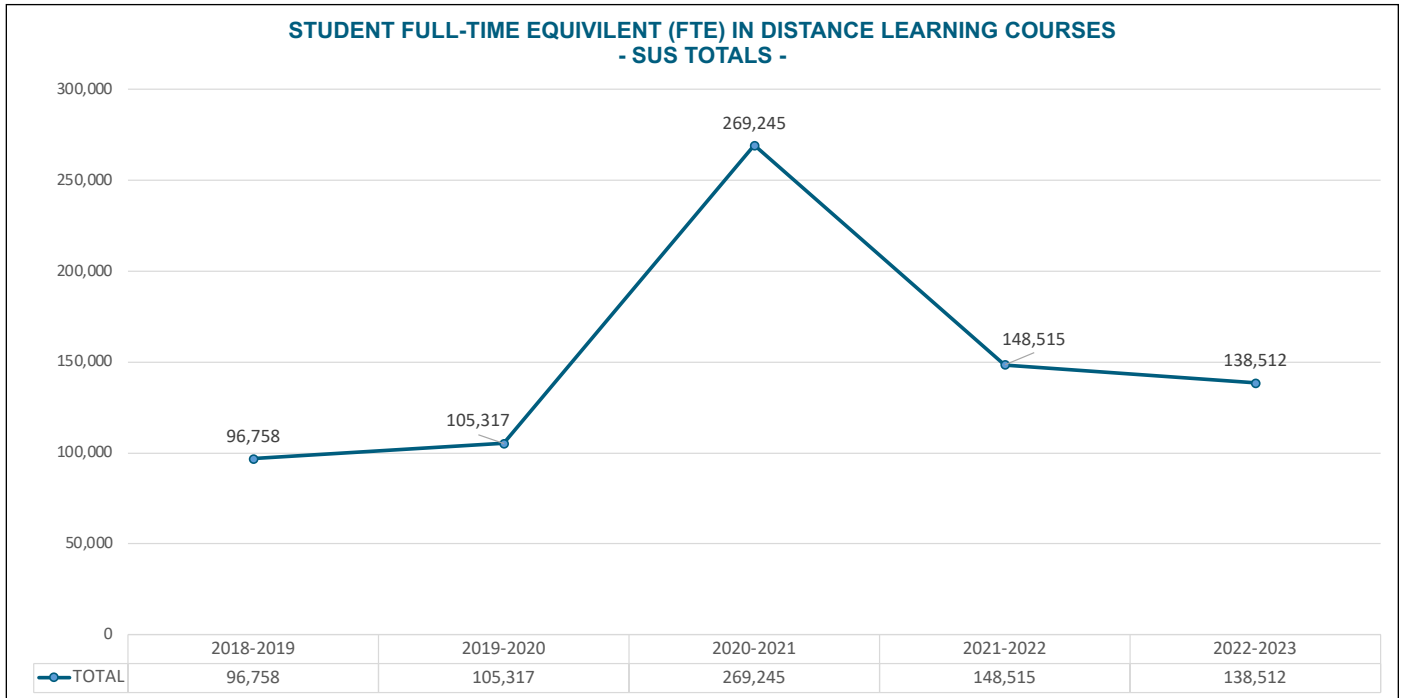
Source and Methodology Notes: See Appendix I.

**FIGURE 8**



Source and Methodology Notes: See Appendix I.

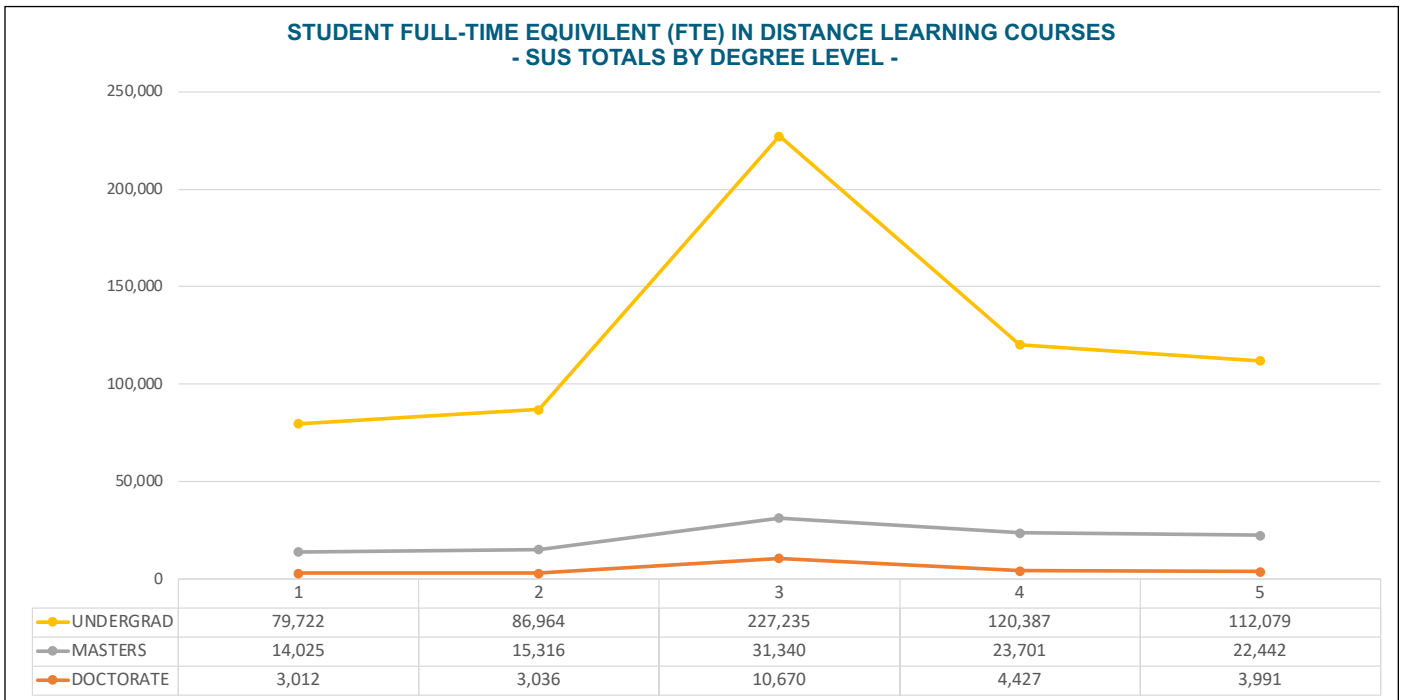
**FIGURE 9**



Supporting Table: Appendix E.

Source and Methodology Notes: See Appendix I.

**FIGURE 10**



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 2021	FALL 2022	FALL 2021	FALL 2022	FALL 2021	FALL 2022
<b>AGE</b>						
Mean Age (Undergrad)	25	25	21	21	21	21
Mean Age (Graduate)	33	33	28	28	29	29
<b>GENDER</b>						
Female	62%	61%	58%	58%	50%	50%
Male	38%	39%	42%	42%	50%	50%
<b>RACE/ETHNICITY</b>						
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	4%	4%	6%	6%	6%	6%
Black or African American	14%	14%	11%	11%	12%	11%
Hispanic/Latino	33%	35%	30%	30%	29%	28%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
Nonresident alien	2%	2%	4%	4%	5%	5%
Race and ethnicity unknown	2%	1%	1%	1%	1%	2%
Two or more races	4%	4%	4%	4%	4%	4%
White	41%	40%	44%	43%	43%	44%
<b>RESIDENCY</b>						
Florida	92%	92%	89%	88%	89%	88%
Non-Florida	8%	8%	11%	12%	11%	12%

## Florida Virtual Campus

The 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. The FLVC developed and continues to maintain [FloridaShines.org](https://www.floridashines.org), a website of free online tools and resources to help students and adult learners succeed in school, earn a postsecondary degree, and embark on a successful career. The resources provided by FloridaShines.org include: a centralized catalog of courses and degrees offered at Florida's colleges and universities, detailed profiles of all 40 public postsecondary institutions, access to the collections of all public postsecondary academic libraries statewide, Florida's automated Transient Student Admissions Application (TSAA) for students desiring to take courses at different institutions, and the state's Common Prerequisite Manual.

The FLVC maintains an array of academic advising, career readiness, distance learning, and educational resources for Florida students, educators, and administrators. These tools and resources enable college and university staff to provide top-quality support to their students and faculty. This support significantly enhances student and institutional access to online, centralized information.

## Statewide Catalog of Online Courses and Degree Programs

The FLVC manages a centralized catalog of all academic offerings in the State University System, the Florida College System, and many of the state's technical colleges and centers. Available 24/7 at FloridaShines.org, the online catalog is a one-stop resource for students to find the courses they need to complete a degree. FloridaShines.org experienced more than 860,000 visitors to the website in 2022-23.

A review of the university data that is submitted to the online course catalog confirms that the State University System maintains a strong commitment to online education, evident in the consistent number of course sections offered across its universities. In Fall 2023, there were 13,214 course sections (undergraduate and graduate), comparable to Fall 2022's 13,126 and Fall 2021's 13,465. Notably, fall 2020 saw a surge to 24,382 sections due to the Covid-19 Pandemic. Subsequent years have returned to pre-pandemic levels, with a total of 34,622 course sections offered throughout the academic year.

The online course catalog also includes designations for quality and high-quality courses and indicators that enable students to identify online courses that have no textbook costs. These features support efforts throughout the SUS to promote a culture of quality and affordability for online education.

## State Authorization Reciprocity Agreement (SARA)

Florida became a participant in the State Authorization Reciprocity Agreement (SARA) in 2017 after legislation authorized the state to participate with other states to deliver postsecondary distance education beyond state boundaries and accept each other's authorization of accredited institutions to deliver distance education. FL-SARA facilitates the delivery of distance education by Florida institutions and ensures consistent consumer protection practices for students engaged in distance learning activities. The Florida Postsecondary Reciprocal Distance Education Coordinating Council provides oversight and guidance to Florida postsecondary institutions that follow the national standards for interstate distance education programs and courses.

All state universities, along with many institutions in the Florida College System and independent sector, are members of SARA. Participating institutions report the number of students enrolled exclusively in distance education delivered outside of the home state of the institution. The most recent 2023 data reflected the following participation for Florida:

- Out-of-state students enrolled in FL-SARA institutions: 62,307.
- Florida students enrolled in other states: 103,912.



**TABLE 3: TOTAL ONLINE MAJORS IN PROGRAMS OF STRATEGIC EMPHASIS**

DEGREE LEVEL	STEM	EDUCATION	GAP ANALYSIS	GLOBAL	HEALTH	TOTAL
Bachelors	26	8	9	10	28	81
Masters	115	53	12	7	51	238
Professional Doctorate	0	1	0	0	9	10
Research Doctorate	4	3	0	0	4	11
Specialist	1	2	0	0	0	3
<b>Total</b>	<b>146</b>	<b>67</b>	<b>21</b>	<b>17</b>	<b>92</b>	<b>343</b>

Supporting Table: Appendix F.

Source and Methodology Notes: See Appendix I.

# Quality and Innovation

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Distance education in the State University System is a highly regarded and stable enterprise that is intently focused on producing well-rounded, proficient graduates that will become gainfully employed. State university distance learning leaders remain committed to supporting and advancing best practice standards of quality that promote academic excellence and provide a solid foundation for student success.

An Online Steering Committee, consisting of representatives of the SUS Council of Academic Vice Presidents, supports and advises the Board of Governors Innovation and Online Committee. The university distance learning leaders, functioning as an Online Implementation Committee, work directly with faculty, administrators, and students to monitor, evaluate, and report on the goals and performance indicators established in the original Online Strategic Plan which defined rigorous standards for online course quality and for professional training and development for faculty teaching online classes.

A quality distance education program includes the following critical elements:

- Academic courses are specifically designed for online delivery with learning modules that are meaningful and engaging for students.
- Faculty, working with skilled instructional designers, are trained to teach in online modalities. Ongoing professional development, evaluation, and support are provided.
- The latest academic technologies and resources are utilized to deliver online courses.
- Opportunities for student engagement are prioritized and are embedded within each online course. All levels of engagement are provided: student-to-faculty interaction, student-to-student interaction, and student-to-content interaction.
- Well-aligned, valid, and secure assessments for online student performance are clearly established and structured to be delivered virtually.
- Online student support services are readily available and include academic advising, personal counseling, technology support, tutoring options, networking opportunities, and career services.

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

# Indicators of Quality

## SUS ONLINE PROGRAMS: NATIONALLY RECOGNIZED

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 2023-24:

### 2 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.*

### 7 UNIVERSITY OF CENTRAL FLORIDA

*UCF's digital learning programs focus on access, high quality, low costs, and innovation. UCF has implemented a robust, faculty-led Quality Online Course Initiative and has been recognized with numerous national awards, including the 2023 Power Learner Potential and Learning Impact Platinum Awards from 1EdTech.*

### 20 UNIVERSITY OF NORTH FLORIDA

*UNF continues to be nationally ranked for its online bachelor's programs and has also been recognized for its online master's in education programs. UNF's online programs are praised for their continual student support and programming adaptation to provide personalized attention to promote success, such as partnering students with local organizations to get real-world experience.*

### 32 FLORIDA INTERNATIONAL UNIVERSITY

*FIU stands at the forefront of online education, boasting a diverse range of over 130 academic programs. Renowned as one of the largest online education providers in the US, FIU Online is committed to delivering impactful and top-tier online learning experiences. The FIU Online program's dedication to quality has garnered global recognition, with FIU being honored as the leading institution internationally for the third consecutive year, boasting the highest number of Quality Matters certified courses.*

### 45 UNIVERSITY OF WEST FLORIDA

*UWF offers a broad range of online bachelor's and master's programs. By offering high-quality programming, competitive tuition rates, financial aid options, and tailored assistance, UWF ensures that postsecondary education remains within reach for all. The Center for Teaching, Learning, and Technology collaborates with faculty to create innovative courses and support services for students.*

### 81 FLORIDA ATLANTIC UNIVERSITY

*FAU's online programs thrive due to a robust support system for both students and faculty, nurturing active learner engagement, and incorporating advanced teaching techniques to foster innovation in teaching and learning, including the integration of AI for workforce skill development. FAU places a priority on faculty development to uphold high-quality online teaching standards.*

## Quality Initiatives

### PRESIDENT'S AWARDS

The 2025 Strategic Plan for Online Education 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 2023-24 President's Award winners appear below.



#### **Dr. Franzetta D. Fitz**

*Assistant Provost, Digital & Online Education*

*Dr. Franzetta Fitz has been leading the Online Education initiative at Florida A&M University for more than 15 years. Her accomplishments include: the development of new pathways in FAMU Online for non-traditional students, a special Online Education outreach program during the Florida Blue Football Classic, and collaboration with Information Technology Services to showcase FAMU's Online Education Programs.*



#### **Dr. Korey D. Sorge**

*Scientist, Department of Physics, College of Science*

*Dr. Korey Sorge's innovative approach to online physics courses has cultivated a learning environment more conducive to success for students with math anxiety, fostering a genuine appreciation for physics. His pedagogical approach to course design leverages the unique attributes of online learning, benefiting both physics courses and labs.*



#### **Dr. Charles Xiaoxue Wang**

*Professor, College of Education*

*Dr. Charles Wang is always asking how his online teaching can be better for the learners and his students report that they appreciate his availability, support, flexibility, and expert knowledge in the field. Dr. Wang's tireless efforts, creativity, and genuine care for student success serve as an example of what is possible for online teaching.*



#### **Dr. Melody Whiddon Willoughby**

*Associate Professor, Counseling, Recreation & School Psychology, School of Education and Human Development*

*Dr. Melody Whiddon Willoughby focuses her research on children's emotional development, parent-child attachment, and innovative online teaching methodologies. Her dedication to excellence is highlighted by her impressive credentials, including ten Quality Matters certifications, three High-Quality Certifications, and numerous courses currently undergoing rigorous review. Dr. Whiddon Willoughby's steadfast commitment to creating high-caliber online courses reflects her unwavering pursuit of quality education.*



#### **Dr. Megan Buning**

*Teaching Faculty in the College of Education Interdisciplinary Center for Athletic Coaching (FSU COACH)*

*Dr. Megan Buning is recognized for her careful attention to student-centered, quality course design and her ability to effectively engage and connect with her online learners. By utilizing innovative technologies to facilitate class discussions and student engagement, Dr. Buning excels at promoting active learning environments that directly result in the success of her online students.*



## Dr. Stacey DiLiberto

Lecturer, Department of Philosophy

Dr. Stacey DiLiberto received the 2023 Dziuban Award for Excellence in Online Teaching for demonstrating innovation and excellence in online teaching in her course: *Encountering the Humanities*. This course incorporates a “Monsters and Mad Scientists” theme utilizing historical monsters, mythological figures, science/environmental creatures, literary creations, and cultural figures. Since humanities is the study of art, literature, and music, Dr. DiLiberto’s use of theming makes the course interdisciplinary and appealing to students.



## Dr. Amanpreet Kapoor

Instructional Assistant Professor, Department of Engineering Education, Herbert Wertheim College of Engineering

Dr. Amanpreet Kapoor is renowned for his innovative online course design, employing diverse strategies like gamification to enhance learning outcomes and student satisfaction. Beyond teaching, he addresses educational inequities, contributes scholarly articles, and works on projects at the Engaging Learning Lab to improve computing graduates’ employability.



## Dr. Maria A. Fernandez Cifuentes

Associate Professor of Languages, Literatures, and Cultures

Dr. Maria Fernandez Cifuentes is committed to innovative teaching and scholarly engagement with evidence-based practices. She champions the development of student-created digital Open Educational Resources, blending community learning with undergraduate research and fostering an equitable knowledge ecosystem that improves learning outcomes and reduces textbook costs. Dr. Fernandez Cifuentes has also served as a Quality Matters Certified Peer reviewer for local and national course reviews since 2016.



## Dr. Erika Martinez

Senior Instructor, Department of Economics

Dr. Erika Martinez was recognized by the USF Faculty for demonstrating the impact of well-designed, high-quality digital course materials in *Microeconomics*, with compelling evidence of innovative approaches to online teaching. Her course encourages active participation, critical thinking, and collaborative problem-solving. Dr. Martinez uses learning analytics to assess student engagement, embraces generative AI, and has developed guidelines for students to use AI responsibly in their work.



## Lauren Rex

Lecturer, Department of Mathematics and Statistics

Lauren Rex’s online statistics course is student-centered, straightforward, and tech-integrated. She provides personalized support to students, and her dedication to facilitating successful online learning experiences makes her an inspiration to fellow educators. Mrs. Rex is active on campus and serves on the Student Engagement Faculty Advisory Board and as a faculty liaison for the STEM Living Learning Community.

## Outstanding Online Students

The Board's of Governors' Innovation & Online Committee continues to promote the significance of online education in the State University System and, during Committee meetings, intentionally recognizes the accomplishments of individual online students. Examples of outstanding SUS online students identified by university distance learning leaders appear below.

### FLORIDA A&M UNIVERSITY

#### MRS. LASAUNdra ELLIS-PETERS

*Master's Degree in Public Health online program*

*LaSaundra Ellis-Peters graduated with her Bachelor of Science Degree in Nursing from Florida A&M University in 2000. After more than twenty years of service as a nurse, Mrs. Ellis-Peters returned to pursue an online master's degree in public health. She will soon receive her MPH degree and continue her service as a community public health advocate.*

### FLORIDA ATLANTIC UNIVERSITY

#### TERESKANAKITA OSIRUS

*BA Criminal Justice online program, School of Social Work and Criminal Justice*

*Despite facing serious health challenges, Nakita Osirus has remained steadfast in her pursuit of a university degree and is slated for graduation this year. Empowered by the flexibility afforded by her online program, she has navigated the intricate balance of managing health care demands, providing childcare for her daughter and grandson, and excelling academically. Nakita's journey is a testament to her resilience and unwavering determination in overcoming obstacles to realize her higher education aspirations.*

### FLORIDA GULF COAST UNIVERSITY

#### SHERRY BURROUGHS

*Master of Public Administration, College of Arts and Sciences*

*While working on her online MPA degree, Sherry Burroughs is a full-time manager at the local Mosquito Control District while being dedicated to her family responsibilities. Although time is her rarest commodity, Sherry also serves as the President of the Department's International City and County Management Association (ICMA) student chapter. In this role, Sherry organizes and moderates a half day, on-campus symposium each semester for MPA students to bring executives to campus to discuss current public and nonprofit issues.*

### FLORIDA INTERNATIONAL UNIVERSITY

#### ELLIE FERREIRA

*Bachelor in Criminal Justice and a pre-law certificate*

*As a student, Ellie Ferreira served as both FIU Student Ambassador for fully online students, and an Online Senator for the Student Government Association while working and raising a family. Inspired by these current roles, Ellie plans to attend law school and pursue a career in personal injury law.*

### FLORIDA STATE UNIVERSITY

#### JASMINE GEORGE

*Master of Science degree in Information from the College of Communication & Information*

*Jasmine George discovered her passion for information after volunteering at a public library and discovering how library work helps others achieve their goals. Jasmine believes that the graduate online program is allowing her to meet her family needs while focusing on high-quality academic content and opportunities to engage with her fellow online students.*

## UNIVERSITY OF CENTRAL FLORIDA

### ERICA CORNELISON

#### *BS Psychology, Human Factors track*

*Erica Cornelison has expressed her reasons for pursuing a postsecondary degree online: "Once I found an academic program that spoke to my life's journey, going fully online to UCF made perfect sense. I work in space launch and need to be available at all hours. I can do my classwork at a time that best fits my schedule, and still receive a rigorous, high-quality education." Erica is currently employed with Axient Corporation as a Pad Safety Supervisor.*

## UNIVERSITY OF FLORIDA ONLINE

### AUBREY MYS

#### *Psychology and Sociology double major; College of Law*

*As a UF Online student, Aubrey Mys participated in undergraduate research and joined various clubs and committees such as the Beyond 120 Experiential Scholars Program and Young Professionals. She was also a Center for Undergraduate Research Ambassador, a Student Legal Services Ambassador, a UF Online Student Ambassador, and the UF Pre-Legal Honor Society's Director of Fundraising. Aubrey is most grateful for UF Online because it allowed her the flexibility and opportunity to earn her degree while supporting her family. Aubrey is now a UF Levin College of Law student.*

## UNIVERSITY OF NORTH FLORIDA

### RACHEL OTIS

#### *Online Master's Degree in Nutrition*

*As Rachel Otis pursues a graduate degree, she believes that the online program allows her to meet her responsibilities as a parent while staying engaged in the community. During the program's community rotation, Rachel recovered food that would otherwise go to waste from hospitals and other facilities and used it to prepare and deliver meals to at-risk older adults. The hands-on experience gave her an understanding of the positive impact of her efforts while enhancing nutrient intake and mental well-being for this population.*

## UNIVERSITY OF SOUTH FLORIDA

### JOSHUA SANTOBIANCO

#### *Online Pathway to Computing Graduate Certificate, College of Engineering*

*Joshua Santobianco is completing the USF Pathway to Computing (PTC) program as he has embarked on a career transition after military service. Initially in emergency medical services and the National Guard, Joshua's desire for a computing career led him to the PTC certificate. This program equips non-computing degree holders with the skills essential for a successful career in computer science, providing the support needed to expand their skillset and pursue promising careers in the field.*

## UNIVERSITY OF WEST FLORIDA

### LACEY WOODS

#### *Master of Healthcare Administration*

*Lacey Woods is completing the University of West Florida's online Master of Healthcare Administration program. She completed a capstone project titled, "Start Up of an Interdisciplinary Care Center for Autism Spectrum Disorders" which included a substantial literature search, strategic plan, operational roll-out, and operational pro forma.*

## Innovative Online Program Initiatives

State university distance learning programs develop and deliver high-quality online classes that prioritize student success by providing knowledge and competencies that promote employability and meet workforce needs. The innovative use of the latest teaching and learning technologies are continually presented in a variety of online delivery modalities and are evaluated for their effectiveness. See examples below.

### FLORIDA A&M UNIVERSITY

FAMU's Teaching and Learning Center has developed the **Teaching Innovation Award** that recognizes the outstanding efforts of faculty members who explore new ways of teaching that have positively impacted their students' learning capacities, critical thinking skills, and problem-solving abilities related to emergent issues within their chosen areas of study. Recipients of this award are announced at the Spring Faculty Conference. The Teaching and Learning Center has offered a series of workshops to introduce faculty to the technology and innovation of Artificial Intelligence.

### FLORIDA ATLANTIC UNIVERSITY

The creation of the **Online Enrollment and Student Success (OESS) Team** marks an innovative advancement in supporting online learners at FAU from enrollment to graduation. The OESS ensures a V.I.P. experience with roles like the Online Admissions Concierge and Online Student Success Coach, fostering engagement and achievement. Successful piloting of the Learning Assistant Model for peer-led academic support in key online courses underscores our commitment to enhancing student success.

### FLORIDA GULF COAST UNIVERSITY

The **Instructional Design & Ed Tech (IDET)** program in the College of Education offers its fully online students immersive, real-world internship experiences with leading industry and education partners. These collaborations align with high-demand workforce skills, ensuring flexible, integrated learning experiences that emphasize practical application and learning design proficiency. These internships have been pivotal, equipping students with the skills and experiences to excel in dynamic professional environments.

### FLORIDA INTERNATIONAL UNIVERSITY

In collaboration with the College of Business, FIU Online has launched the **Esports & I-STEM Certification program**, pioneering a curriculum that readies students for careers in the interactive tech industry. This innovative approach combines applied STEM methodologies with competencies in wellness, content strategy, and entrepreneurship. At its core is Interactive STEM (I-STEM), an original discipline at FIU dedicated to enhancing user experiences in professional sectors such as Esports. I-STEM endeavors to synthesize multidisciplinary applications and bridge industry-based skill gaps as technologies like AR, VR, and XR gain momentum.

### FLORIDA STATE UNIVERSITY

The FSU **School of Communication Science and Disorders Bridge Program** enables students with non-related degrees to meet pre-requisite coursework for graduate studies in Speech-Language Pathology and Audiology. Designed to address workforce shortages and provide access to graduate programs for working professionals, the program has grown to enroll 98 students and has graduated over 350 who have successfully joined graduate programs nationwide. The curriculum has recently been expanded to include more courses, facilitating broader graduate program applications and supporting those pursuing Speech-Language Pathology Assistant credentials, with strong positive feedback from students.



## UNIVERSITY OF CENTRAL FLORIDA

**Immersive 360 Educational Fieldwork: Enhancing Pedagogy through Hot Spots and Interactive Storytelling** - This project within Legal Studies and Journalism, catalyzed by UCF's Digital Curriculum Innovation Initiative, incorporates 360° technologies to create immersive learning experiences for students. The learning experience focuses on exploring immigration dynamics and features interviews with people living at the United States/Mexico border. The courses seek to earn a Global Learning High Impact Practice designation and reduce Drop/Fail/Withdraw and attrition rates.

## UNIVERSITY OF FLORIDA - ONLINE

Dr. Joslyn Ahlgren innovatively delivers online labs by creating an **Applied Human Anatomy lab** experience similar to those in the on-campus setting through use of videos and assignments that guide students through an actual dissection. Alternative assignments for students unable to do the actual dissections are provided, as well as interactive opportunities for students to practice what they have learned at their own pace. Students respond positively to Dr. Ahlgren's high-quality course materials and innovative approach to teaching as demonstrated in her course reviews and communications with students.

## UNIVERSITY OF NORTH FLORIDA

UNF is leading the way in innovative online education with its **Executive Master of Health Administration (EMHA) online program**, recognized among the top 50 nationwide by EDUMED. This prestigious program not only boasts National Quality Matters certification, ensuring high standards of online education but also stands out for its commitment to affordability and accessibility. By incorporating Open Educational Resources (OERs) across all courses, the EMHA program significantly reduces costs for students, aligning with UNF's dedication to student success and exemplifying the principles of the 2025 Strategic Plan for Online Education.

## UNIVERSITY OF SOUTH FLORIDA

USF established two cutting-edge **Virtual Production Studios**, marking a paradigm shift in online course content creation. These studios leverage state-of-the-art game engine technology to craft authentic and immersive 3-D environments, revolutionizing the production of learning content. The studios represent a groundbreaking advancement in higher education as the first university in the US to utilize Zero Density's revolutionary virtual technology and a permanent LED volume. This innovative approach transforms the student experience, making learning content more engaging and immersive.

## UNIVERSITY OF WEST FLORIDA

The **Hospitality and Tourism Experience Management online course** guides students through a real-life series of workshops for event design and, as a result of the project, earn the industry-recognized Event Design Certificate, Young Professional Program. The College of Business designs numerous courses that include industry-recognized certifications.

## Teaching Online Preparation Toolkit (TOPkit)

The Teaching Online Preparation Toolkit (TOPkit) was developed by the University of Central Florida in support of the 2025 Strategic Plan for Online Education to:

- Provide openly licensed resources and models that may be adopted and adapted for preparing faculty to teach online.
- Enhance the practice of professionals in the field of faculty development.
- Facilitate support, career advice, innovations, collaborations, and partnerships among faculty development professionals.

In the past year, TOPkit.org has experienced significant growth and engagement, with over 24,000 visitors accessing the website. The addition of updated resources from SUS institutions such as FIU and FAU have enhanced the Sample Course page and Checklists & Rubrics section. Demographic data indicates a diverse outreach, spanning from the US to Canada, Philippines, and China.

The virtual TOPkit Workshop 2024 saw an attendance of 244 registered participants, with data revealing robust engagement, totaling over 21,000 interactions and 1,653 contributions during the event. The interactive features of the event, such as attendee bios, discussions, announcement boards, trivia games, and resource sharing, facilitated dynamic interactions among over 90 attendees, fostering a collaborative learning environment. The monthly TOPkit Digest also garnered a wide outreach, reaching over 900 subscribers.

## The Florida Online Innovation Summit

The Florida Online Innovation Summit is annually planned and hosted by the University of Central Florida. This conference is designed to advance the state-of-the-art in Florida's online learning delivery 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, innovative teaching methods (podcasts, 360 interactives, gamification, etc.), and micro-credentialing were explored that push the boundaries of technology and practice while addressing the constraints of access, quality, and cost. Out of 161 registrations from 24 institutions, 138 attendees participated in the summit – the highest number of attendees from previous in-person years.

## Florida Instructional Designer Network (FL-IDN)

The Florida Instructional Designer Network (FL-IDN) is a collaborative partnership between the Florida Virtual Campus, the State University System, the Florida College System, and the Independent College and Universities of Florida that offers eLearning professional development webinars for instructional designers, technologists, and other online learning professionals. The FL-IDN hosted 13 webinars during 2022-2023, reaching more than 4,400 participants. Membership is free and currently totals approximately 1,000.

## Florida Quality Matters Consortium (FLQMC)

The Florida Quality Matters Consortium (FLQMC) provides faculty and staff from participating institutions information and resources to promote quality course design and to build collaborative relationships and shared expertise through statewide collaboration. The primary goal is to improve the quality of courses and learning experiences for students in online and blended courses.

The FLVC has negotiated statewide, shared licensing and preferred pricing for the Quality Matters system, enabling institutions to reduce quality improvement program costs. For 2022-23, the centralized, negotiated licensing of Quality Matters services by FLVC saved Florida's institutions more than \$100,000 compared to individual institutional licensing.

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

DELIVERY METHOD	FALL 2021			FALL 2022		
	A/B/C/S	D/F/W/U	TOTAL	A/B/C/S	D/F/W/U	TOTAL
<b>ALL DISTANCE &amp; PRIMARILY DISTANCE</b>	89%	11%	100%	90%	10%	100%
<b>HYBRID</b>	89%	11%	100%	90%	10%	100%
<b>CLASSROOM</b>	89%	11%	100%	91%	9%	100%
<b>FLEX</b>	91%	9%	100%	90%	10%	100%
<b>TOTAL</b>	89%	11%	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 2021		FALL 2022	
	N	%	N	%
<b>ALL DISTANCE &amp; PRIMARILY DISTANCE</b>	17,157	4%	15,646	4%
<b>HYBRID</b>	2,263	3%	1,937	3%
<b>CLASSROOM</b>	26,059	4%	24,009	4%
<b>FLEX</b>	808	3%	253	3%
<b>TOTAL</b>	46,287	4%	41,845	4%

Source and Methodology Notes: See Appendix I.

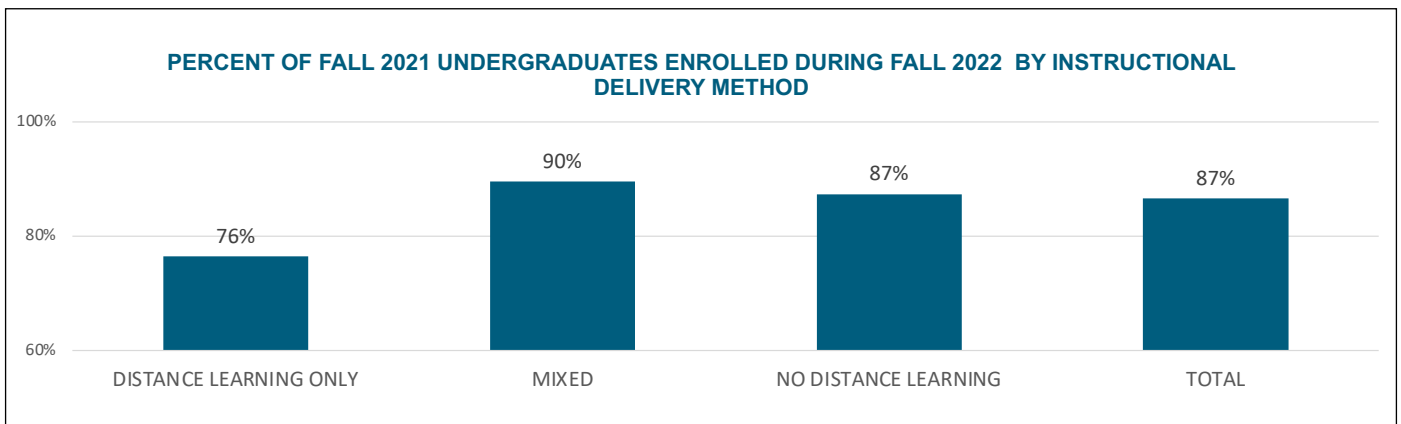
**TABLE 6: MEDIAN YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS**

% DL	2021-22	2022-23
	MEDIAN	MEDIAN
0%	3.75	4.33
1-20%	4.33	4.33
21-40%	3.92	3.92
41-60%	3.75	3.75
61-80%	3.67	3.75
81-99%	3.00	3.00
100%	2.75	2.58
<b>Total</b>	<b>3.75</b>	<b>3.75</b>

Supporting Table: Appendix G.

Source and Methodology Notes: See Appendix I.

**FIGURE 11: RETENTION**



Source and Methodology Notes: See Appendix I.

# Affordability

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When the COVID-19 Pandemic arrived in Florida, the State University System was prepared to quickly respond with remote instruction, expanded and enhanced faculty training, and new online technologies. Following the pandemic, student participation in online learning slightly declined but at a level above that of the pre-COVID years. Both traditional and non-traditional students have continued to take advantage of online classes to facilitate the completion of their degree programs.

To address the increased student demand for online degree programs and classes, state universities are committing significant resources to develop and deliver online classes. Components of a comprehensive distance education program include instructional course design, faculty development, student support services, advanced technologies, infrastructure, enrollment management, academic program coordination, administrative support services, and marketing. Each component can have significant costs, which are often determined by an institution's distinctive mission and enrollment, size and comprehensiveness, and strategic plan goals and priorities.

For online students, the cost of instruction varies based on housing, transportation, and living expenses, full-time vs. part-time status, financial assistance opportunities, institution required fees, books and instructional materials, and employment availability.

In the SUS, there are ongoing initiatives focused on creating cost efficiencies by identifying opportunities for shared programs, courses, and services for online class delivery such as the sharing of online course content, innovative technologies, and faculty training programs. The Florida Virtual Campus (FLVC) was principally established by the Florida Legislature to provide shared services and support to all 40 public institutions in Florida.

## Florida Virtual Campus (FLVC)

The FLVC provides a variety of services and resources that support SUS online education activities. Student support services provided by the FLVC help students to advance and succeed academically and result in significant cost savings for participants. Florida universities and colleges 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.

The FLVC also provides infrastructure, shared licensing, and overall digital support for Florida's academic libraries through the Florida Academic Library Services Cooperative. In the 2022-23 academic year, shared library system users performed more than 21 million searches and checked out 851,491 physical items. The average cost of an academic library book in that year was \$102.65 (according to GOBI Library Solutions, which tracks these figures annually), resulting in a savings of \$87.4 million to library users, compared to them having to purchase those materials. Further, through centralized licensing of e-resources, FLVC saved the state \$19 million in 2022-23, compared to the cost for these same e-resources if they were licensed individually at each university or college.

## Open Educational Resources (OER)

The 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. All twelve state universities report utilizing no-cost materials and/or open educational resources and 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.

## Open Educational Resources Summit

The FLVC annually hosts an Open Educational Resources 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. The 2023 FLVC OER Summit had 505 registered attendees from throughout Florida, as well as other states and countries.

## Student Open Access Resources (SOAR) Repository

In collaboration with SUS and FCS teaching faculty, librarians, and students, the FLVC created a Student Open Access Resources (SOAR) Repository that provides OER for six discipline areas, as well as the 10 highest enrollment and highest dual enrollment courses. More than 150 OER textbooks and ancillary materials are available in the Repository. In addition, FLVC has collaborated with SUS and FCS colleagues to create an OER Student Advocate Packet to give students information that will enable them to steer their campus communities toward the use of OER.

## Textbook Affordability

Since the adoption of the 2025 Strategic Plan for Online Education, the Board of Governors and all state universities have maintained a strong commitment to reduce the cost of textbooks and instructional materials for SUS students. In the Strategic Plan, strategies were outlined for reducing costs to students and for achieving efficiencies to reduce costs to universities and to the System.

As required in Section 1004.085, Florida Statutes, each university submits an annual report to provide updated information on cost reduction policies and strategies and all universities have implemented a variety of initiatives to reduce the cost of textbooks and instructional materials. Examples of faculty, student, and administrative initiatives include:

- Improving the textbook adoption process to include options and pricing information.
- Incentivizing faculty to adopt, adapt, or author free or low-cost course materials.
- Providing information on textbook and instructional materials before registration.
- Providing the opt-in and/or the opt-out provision for the purchase of course materials.
- Maintaining textbook loan programs and lending libraries.
- Providing no-cost instructional materials on reserve in the library.

In addition, legislation requires the universities to maintain a database of required and recommended textbooks and instructional materials that is searchable by specified components and downloadable. The database must also include course syllabi for general education core course options.

For the 2022-2023 report, 18% of the course materials across the State University System cost the student \$20 or less per credit hour for both fall 2022 and spring 2023 semesters. Compared to the prior year, this is a four percent point increase in course sections that required or recommended textbook and instructional materials for \$20 or less per credit hour.

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

SPRING 2023						
UNIV.	TOTAL COURSE SECTIONS	SECTIONS WITH NO-COST MATERIALS	%	SECTIONS WITH LOW-COST MATERIALS	%	TOTAL % SECTIONS WITH NO-COST OR LOW-COST MATERIALS
FAMU	3,270	1,072	33%	92	3%	36%
FAU	5,178	2,414	47%	586	11%	58%
FGCU	2,579	612	24%	402	16%	39%
FIU	7,443	3,635	49%	1,939	75%	75%
FPOLY	317	114	36%	37	12%	48%
FSU	12,162	8,522	70%	731	6%	76%
NCF	203	92	45%	53	26%	71%
UCF	10,514	7,059	67%	533	5%	72%
UF	14,999	5,677	38%	2,545	17%	55%
UNF	2,888	1,317	46%	487	17%	62%
USF	9,826	3,504	36%	109	1%	37%
UWF	2,540	1,173	46%	568	69%	69%
<b>TOTAL</b>	<b>71,919</b>	<b>35,191</b>	<b>49%</b>	<b>12,890</b>	<b>18%</b>	<b>67%</b>

Source and Methodology Notes: See Appendix I.

Recent surveys of postsecondary students regarding their textbook buying behavior and instructional materials usage find 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.

## Affordability Counts

The Affordability Counts program, spearheaded by Florida International University’s Online program, is dedicated to easing the financial burden on Florida’s students by championing the integration of affordable course materials through recognition and peer-reviewed resources. Born from the urgent need to address the soaring textbook costs in higher education, this initiative celebrates and honors faculty members across the state who embrace low-cost materials in their teaching.

The Affordability Counts program operates a comprehensive public database showcasing the recognized courses and resources, serving as a vital platform for faculty to exchange, collaborate, and access budget-friendly materials. With seven institution partners and an impressive database boasting over 2,700 entries, Affordability Counts is making significant strides in expanding access to affordable education.

## Zero Textbook Cost Indicator

The FloridaShines Catalog includes designations for quality and high-quality courses, along with zero textbook cost indicators that enable students to quickly and easily identify online courses that have no textbook costs, thereby helping them make informed decisions regarding total course costs when registering. Recent data reporting for Fall 2023 found 178 course sections labeled with the ZTC icon. The top five courses included four general education core courses: General Psychology, Composition I, First Year Experience, Composition II, and US History.

## Statewide License and Contract Negotiation

The FLVC negotiates group licenses and contracts for learning management and distance learning-related software on behalf of interested institutions at all levels of Florida education. This process reduces costs and simplifies procurement for participating institutions, while addressing licensing concerns and requirements prioritized by the state's public colleges and universities. As a direct result of these activities, FLVC saved Florida institutions \$2.2 million in 2022-2023, compared to the licensing costs for individual institutions.

# Appendices: Tables

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

	AY 2020-21	AY 2021-22	AY 2022-23
FAMU	100%	79%	77%
FAU	99%	91%	89%
FGCU	99%	85%	83%
FIU	99%	90%	88%
FPOLY	86%	43%	9%
FSU	100%	88%	82%
NCF	96%	16%	20%
UCF	100%	91%	88%
UF	100%	92%	90%
UNF	99%	93%	90%
USF	99%	90%	89%
UWF	100%	95%	92%
<b>SUS</b>	<b>99%</b>	<b>90%</b>	<b>87%</b>

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

	AY 2020-21	AY 2021-22	AY 2022-23
FAMU	99%	59%	54%
FAU	97%	80%	76%
FGCU	93%	88%	85%
FIU	98%	64%	64%
FPOLY	53%	9%	15%
FSU	98%	64%	57%
NCF	90%	59%	70%
UCF	96%	71%	67%
UF	95%	73%	69%
UNF	97%	84%	79%
USF	90%	65%	63%
UWF	98%	96%	96%
<b>SUS</b>	<b>96%</b>	<b>71%</b>	<b>68%</b>



### APPENDIX C - 2022-23 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	370	4%	6,025	72%	1,963	23%
FAU	5,515	20%	18,779	69%	3,071	11%
FGCU	1,467	9%	11,301	73%	2,689	17%
FIU	13,899	29%	28,763	60%	5,629	12%
FPOLY	2	0%	137	9%	1,449	91%
FSU	1,719	5%	27,919	77%	6,415	18%
NCF	1	0%	143	20%	564	80%
UCF	14,209	21%	45,577	67%	8,169	12%
UF	6,748	16%	31,499	74%	4,289	10%
UNF	1,815	11%	12,679	79%	1,629	10%
USF	5,737	14%	31,673	75%	4,753	11%
UWF	3,284	31%	6,404	61%	835	8%
<b>SUS</b>	<b>54,766</b>	<b>17%</b>	<b>220,899</b>	<b>70%</b>	<b>41,455</b>	<b>13%</b>

### APPENDIX D - 2022-23 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	177	10%	742	44%	774	46%
FAU	2,806	44%	1,997	31%	1,540	24%
FGCU	1,202	53%	723	32%	335	15%
FIU	3,823	32%	3,749	31%	4,337	36%
FPOLY	4	5%	8	10%	67	85%
FSU	4,861	38%	2,339	18%	5,453	43%
NCF	0	0%	14	70%	6	30%
UCF	4,719	42%	2,722	24%	3,681	33%
UF	8,961	40%	6,474	29%	6,844	31%
UNF	1,094	38%	1,148	40%	601	21%
USF	3,253	26%	4,674	37%	4,602	37%
UWF	4,652	87%	524	10%	195	4%
<b>SUS</b>	<b>35,552</b>	<b>40%</b>	<b>25,114</b>	<b>28%</b>	<b>28,435</b>	<b>32%</b>

**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
<b>UNDERGRAD</b>													
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	31,439	254	29,624	310	50,407	34,745	11,449	29,276	7,109	227,235
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
2022-2023	1,902	10,075	4,398	19,262	20	9,785	18	24,879	16,413	5,755	15,289	4,285	112,079
<b>MASTERS</b>													
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	4,467	5	4,739	6	4,323	6,777	1,124	4,344	1,905	31,340
2021-2022	239	1,787	673	3,181	1	3,321	4	2,828	5,702	732	3,044	2,189	23,701
2022-2023	172	1,734	755	2,998	2	3,002	0	2,570	5,244	713	2,895	2,357	22,442
<b>DOCTORATE</b>													
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	1,090	0	2,117	0	919	3,664	329	1,025	132	10,670
2021-2022	195	214	118	460	0	486	0	389	1,792	229	439	104	4,427
2022-2023	166	219	135	397	0	430	0	347	1,652	174	375	96	3,991
<b>TOTAL</b>													
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	36,996	259	36,481	316	55,648	45,186	12,902	34,645	9,146	269,245
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
2022-2023	2,239	12,028	5,287	22,657	22	13,217	18	27,796	23,309	6,643	18,559	6,737	138,512

**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	24	7	46	30	0	0	0	0	0	0	70	37
FGCU	3	1	12	7	0	0	1	1	0	0	16	9
FIU	55	29	54	33	0	0	1	1	0	0	110	63
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	52	38	1	1	5	5	3	0	85	54
UNF	4	3	9	8	0	0	2	2	1	1	16	14
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
<b>Total</b>	<b>181</b>	<b>81</b>	<b>343</b>	<b>238</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>10</b>	<b>16</b>	<b>11</b>	<b>554</b>	<b>343</b>

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

% DL	2021-22			2022-23		
	NUMBER	PERCENT	MEDIAN	NUMBER	PERCENT	MEDIAN
0%	32	0%	3.75	32	0.1%	4.33
1-20%	1,151	4%	4.33	1,151	4%	4.33
21-40%	9,838	35%	3.92	9,838	35%	3.92
41-60%	12,940	46%	3.75	12,940	46%	3.75
61-80%	3,953	14%	3.67	3,953	14%	3.75
81-99%	370	1.3%	3.00	370	1.3%	3.00
100%	67	<0.1%	2.75	67	0.2%	2.58
<b>Total</b>	<b>28,351</b>	<b>100%</b>	<b>3.75</b>	<b>28,351</b>	<b>100%</b>	<b>3.75</b>

# Appendix H

## ONLINE PROGRAMS/MAJORS: DEFINITIONS

Metric	Definition
<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 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.

## ONLINE PROGRAMS/MAJORS: DEFINITIONS

Code	Description
<b>AD</b>	<b>Full 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>CL</b>	<b>Primarily Classroom Course</b> 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.
<b>FL</b>	<b>Flex Course</b> 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.
<b>HB</b>	<b>Hybrid Course</b> 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.
<b>PD</b>	<b>Primarily Distance Learning Course</b> 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

### **Figure 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).

### **Figure 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).

### **Figure 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.

### **Figure 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.

### **Figure 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.

### **Figure 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.

### **Figure 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.

### **Figure 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.

### **Figure 9 and Figure 10. Student Full-Time Equivalent (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.

### **Table 2. 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).

### **Table 3. Total Online Majors in Programs of Strategic Emphasis**

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

#### **Table 4. 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%).

#### **Table 5. 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.

#### **Table 6. 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 2021-22 and 2022-23 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.

#### **Figure 11. 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 2021 term. The percentages report the proportion of the Fall 2021 undergraduates who were enrolled during Fall 2022. Students who graduated between Fall 2021 and Summer 2022 were removed from both the numerator and the denominator.

#### **Table 7. 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.

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## STEERING COMMITTEE

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Provost and Vice President for Academic Affairs  
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**Dr. Elizabeth Bejar**

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**Dr. Jon Rogers**

Assistant Vice Chancellor  
Innovation and Online Education  
Board of Governors (Staff)

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Stephanie Skupien, Assistant Director, USF Office of the Provost  
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