



# Online Education

## STATE UNIVERSITY SYSTEM *of* FLORIDA

### Annual Report 2017

BOARD OF GOVERNORS APPROVED 3/29/2018

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# Highlights

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The *SUS 2017 Annual Report for Online Education* reflects the progress universities have made in online education<sup>1</sup>, in addition to their opportunities for further improvement. In 2016-17:

- Florida continued to be a leader in the provision of distance learning courses, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses (Texas was first in the number and Arizona first in the percentage).
- Sixty-nine percent (69%) of SUS undergraduate students took at least one distance learning course.
- System-wide, 216,358 undergraduate students took at least one distance learning course and 96,970 undergraduate students took no distance learning courses.
- Of undergraduate credit hours, 26% were taken in distance learning courses, an increase from 24% in 2015-16.
- For graduate courses, 27% of student credit hours system-wide were taken in distance learning courses, an increase from 25% in 2015-16.
- There were 36,549 graduate students who took at least one distance learning course, while 38,333 graduate students took no distance learning courses.
- The average number of years to degree for full-time, first time in college (FTIC) baccalaureate students in 120-hour programs was 4.08 for students who took no distance learning courses, and 3.75 for students who took 41% - 80% of their courses via distance learning.
- Undergraduates who took only distance learning courses were older (average age of 28) than students who took no distance learning courses or a mix of distance learning and non-distance learning (classroom and/or hybrid) courses (average age of 22 for both groups). Older students are more likely to be place-bound, working full-time and/or supporting families, making distance learning an ideal way for them to complete their degrees.
- Of undergraduate students who took only online courses, 96% were Florida residents and 4% non-residents.
- A wide variety of student services for online students were available, such as the FloridaShines site that provides such materials and resources as financial aid information, library catalogs, the distance learning course catalog, My Career Shines education and training tool, and the Transient Student Admissions Application.

<sup>1</sup>Online education is one type of distance learning and is the focus of this report. Because distance learning encompasses other modalities when instructor and student are separated by time and/or distance, such as correspondence courses and courses broadcast over television networks, the term "distance learning" is used in this plan when appropriate.

Distance Learning is defined in Section 1009.24(17), Florida Statutes, as a course in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or distance, or both



# Introduction

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The *State University System 2017 Annual Report for Online Education* provides a comprehensive review of online education in the System. The Annual Report is a companion document to the *State University System 2025 Strategic Plan for Online Education*, which was adopted by the Board of Governors in November 2015 to guide the growth of online education in the System and to ensure quality instruction and services are being provided in a cost-efficient and effective manner.

The Board of Governors believes that online education provides a means to address capacity requirements while providing students with options for completing their education in a timely manner. Online education allows individuals with family or work obligations to complete their education and on-campus students to accelerate the completion of their degrees and/or engage in co-curricular activities. The Annual Report serves as a mechanism to review the initiatives, accomplishments, and opportunities for improvement in online education in the System.

## Implementation of the 2025 Strategic Plan for Online Education

The *SUS 2025 Strategic Plan for Online Education* presents goals, strategies, and tactics organized around the primary elements of Quality, Access, and Affordability, building on the collective strength of institutions in the System. Upon the Plan's adoption by the Board of Governors in November 2015, the Board Office immediately worked with institutions to establish a system-wide Implementation Committee that consists of representatives from all institutions, and a Steering Committee that guides the work of the Implementation Committee. (Appendix A).

The Steering Committee was expanded to seven members in February 2017, with six voting members being drawn from the Council of Academic Vice Presidents and appointed by and reporting to the Chancellor, and one non-voting member of the Chancellor's staff. By-laws were developed to codify the responsibilities and operations of the Committee.

Under the general guidance of the Implementation Committee, system-wide workgroups created to address specific tactics in the Plan continued to fulfill their charges. The structure of the process was evaluated by the Implementation Committee Chair, workgroup chairs, and Board staff, resulting in two workgroups being disbanded when all their deliverables had been completed and approved by the Steering Committee, and one workgroup being expanded to reflect its revised charge. In some instances, sub-groups of experts were formed to address specific issues assigned to workgroups. Over 100 people from throughout the SUS – and some from the Florida College System - have served on these committees, workgroups, and sub-groups, and – in total – over 120 meetings have been held so far.

*I frequently hear back from former OMBA students telling me the impact the MBA program, and my course, has had on them and their careers. Engineers, business majors, and non-business majors are all eligible for the program, and the breadth of disciplines that students bring into the classes makes for great synergy and exchange of ideas. These students work for the top accounting, finance, and engineering companies, amongst others, and the online MBA program helps them succeed and move upward.*

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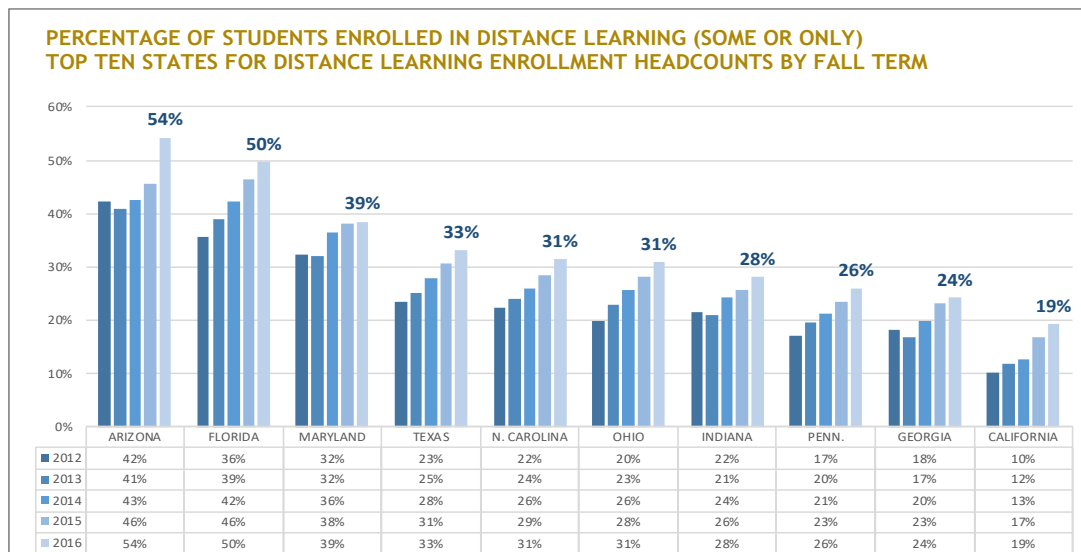
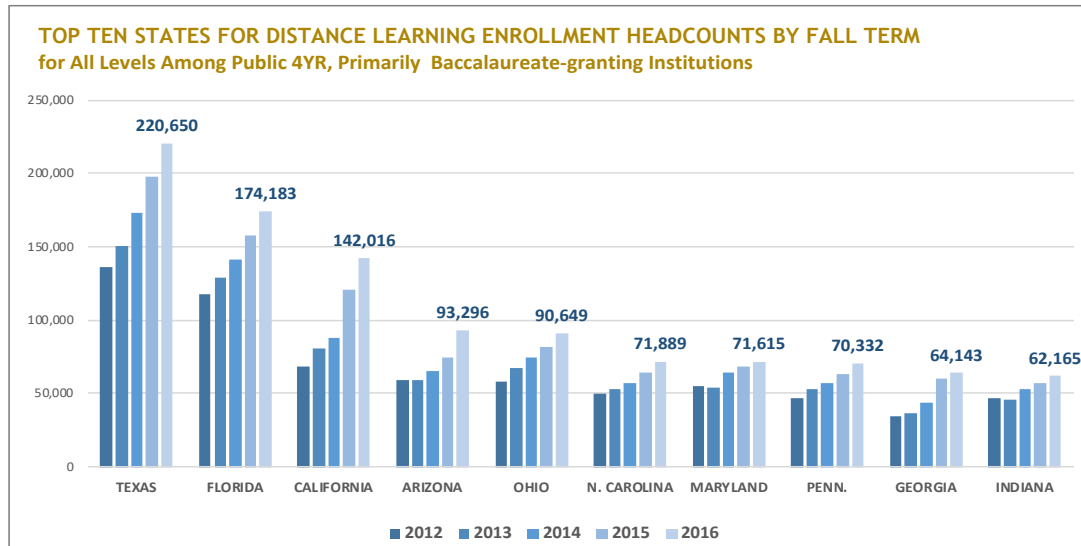
PROFESSOR FIONA BARNES WHO TEACHES UF BUSINESS COMMUNICATION TO ONLINE MBA STUDENTS



# Student Enrollment

## Florida's Ranking in Distance Learning Enrollments

Florida continues to be a leader in distance learning, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses.



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 1/02/2018). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term – Florida statute defines Distance Learning as at least 80%. It is important to note that the percent of total students enrolled in at least one DL course for the entire 2016-17 academic year jumps to 64%, because the expanded time period provides more opportunities for a student to take a DL course.



# 69%

OF SUS UNDERGRADUATE STUDENTS TOOK AT LEAST ONE DISTANCE LEARNING COURSE IN 2016-17



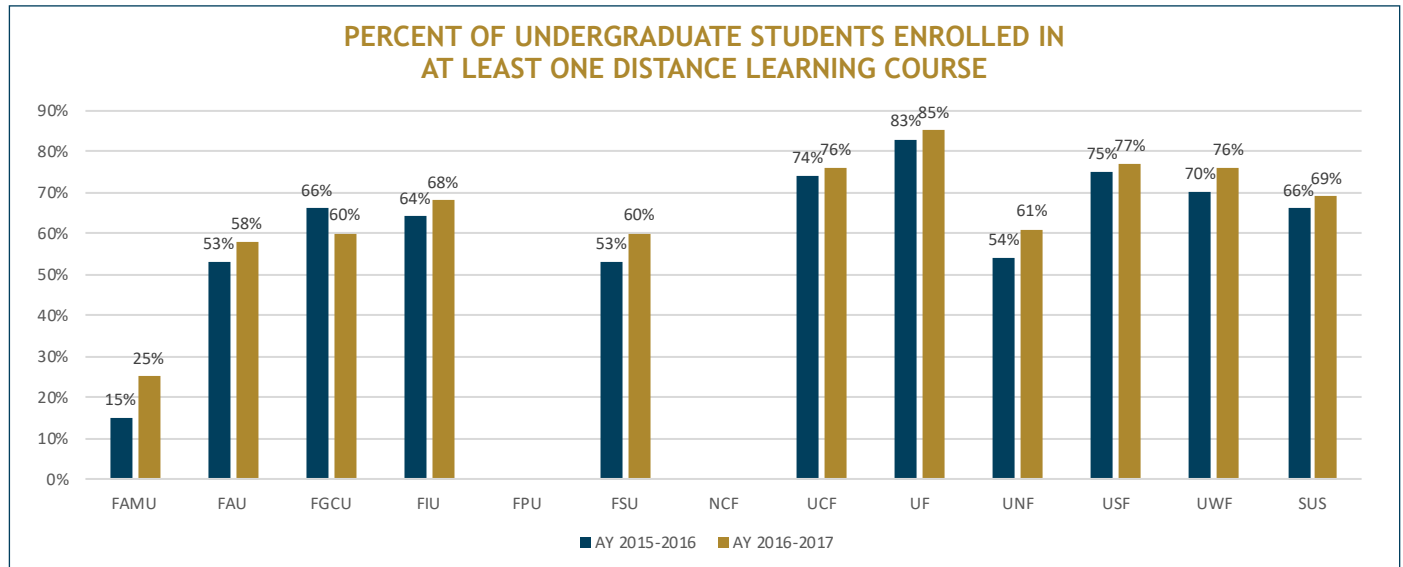


# Student Enrollments (Headcounts)

## UNDERGRADUATE STUDENTS

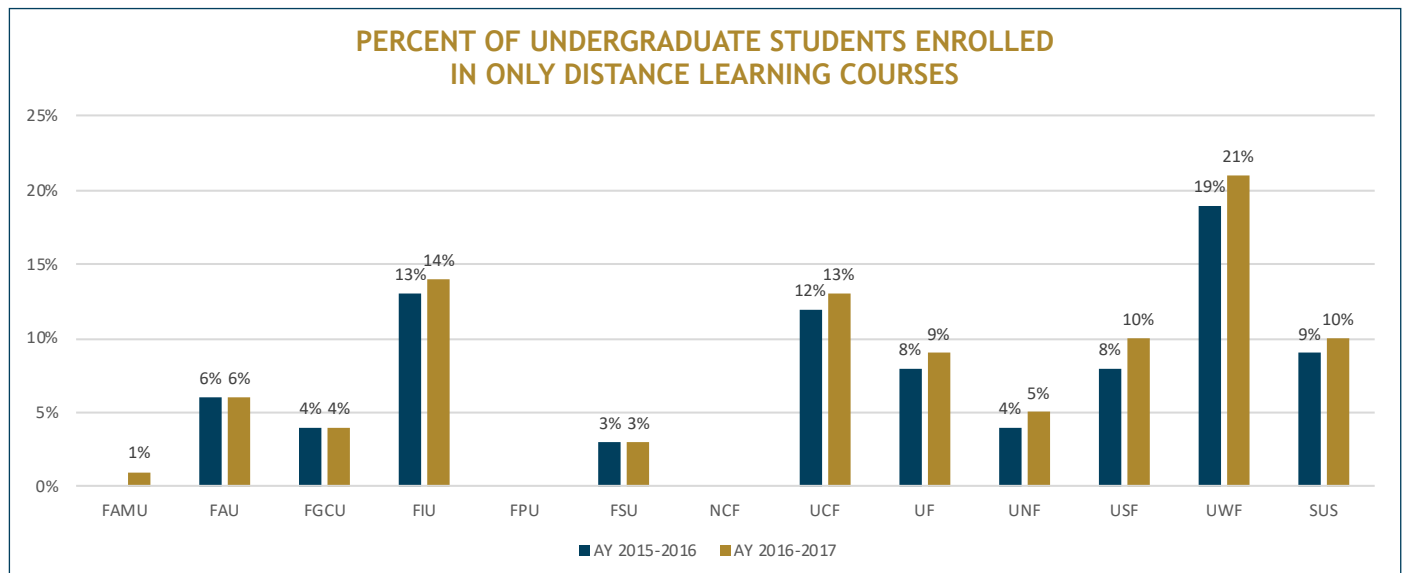
System-wide, 69% of undergraduate students took at least one distance learning course in academic year 2016-17, an increase from 66% in 2015-16. Four institutions were above 75% (UCF, UF, USF, and UWF). The three institutions with the greatest increases from the prior year were FAMU (from 15% to 25%), FSU (from 53% to 60%), and UNF (from 54% to 61%).

Ten percent of SUS undergraduates took only distance learning courses, with one institution having more than 20% (UWF).



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-29.

Notes: Undergraduate students include Lower- and Upper- division only – 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.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-29.

Notes: Undergraduate students include Lower- and Upper- division only – 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.



## 2016-2017 UNDERGRADUATE STUDENT ENROLLMENTS

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	51	1%	2,028	24%	6,216	75%
FAU	1,858	6%	15,050	52%	12,125	42%
FGCU	665	4%	8,405	56%	5,953	40%
FIU	7,165	14%	26,245	53%	16,077	32%
FPU	0	0%	0	0%	1,340	100%
FSU	1,162	3%	20,641	57%	14,413	40%
NCF	0	0%	0	0%	886	100%
UCF	8,682	13%	40,354	63%	15,418	24%
UF	3,444	9%	29,498	76%	5,786	15%
UNF	738	5%	8,990	56%	6,211	39%
USF	4,098	10%	28,428	67%	9,761	23%
UWF	2,406	21%	6,450	55%	2,784	24%
SUS	30,269	10%	186,089	59%	96,970	31%

SOURCE: BOG Office of Data & Analytics, 2017-12-29. Undergraduates based on lower- and upper-division student level. Only includes students enrolled in courses.

## 2016-2017 GRADUATE STUDENT ENROLLMENTS

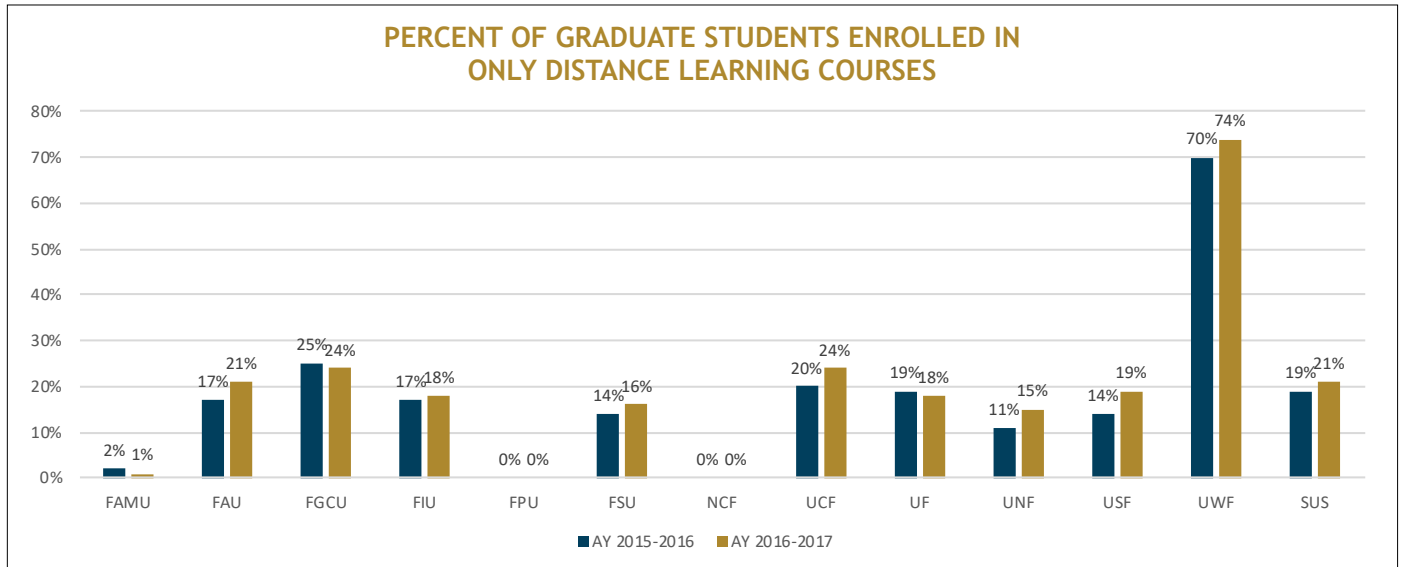
INSTITUTION	STUDENTS WHO TOOK ONLY DL COURSES		STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES		STUDENTS WHO TOOK NO DL COURSES	
	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE	HEADCOUNT	PERCENTAGE
FAMU	29	1%	194	10%	1,795	89%
FAU	1,209	21%	2,088	36%	2,504	43%
FGCU	281	24%	409	35%	494	42%
FIU	1,896	18%	2,558	24%	6,294	59%
FPU	0	0%	0	0%	34	100%
FSU	1,391	16%	1,496	17%	5,935	67%
NCF	0	0%	0	0%	14	100%
UCF	2,301	24%	2,743	29%	4,459	47%
UF	3,334	18%	6,004	33%	8,777	48%
UNF	351	15%	685	29%	1,308	56%
USF	2,400	19%	4,122	32%	6,253	49%
UWF	2,613	74%	445	13%	466	13%
SUS	15,805	21%	20,744	28%	38,333	51%

SOURCE: BOG Office of Data & Analytics, 2017-12-29. Undergraduates based on lower- and upper-division student level. Only includes students enrolled in courses.

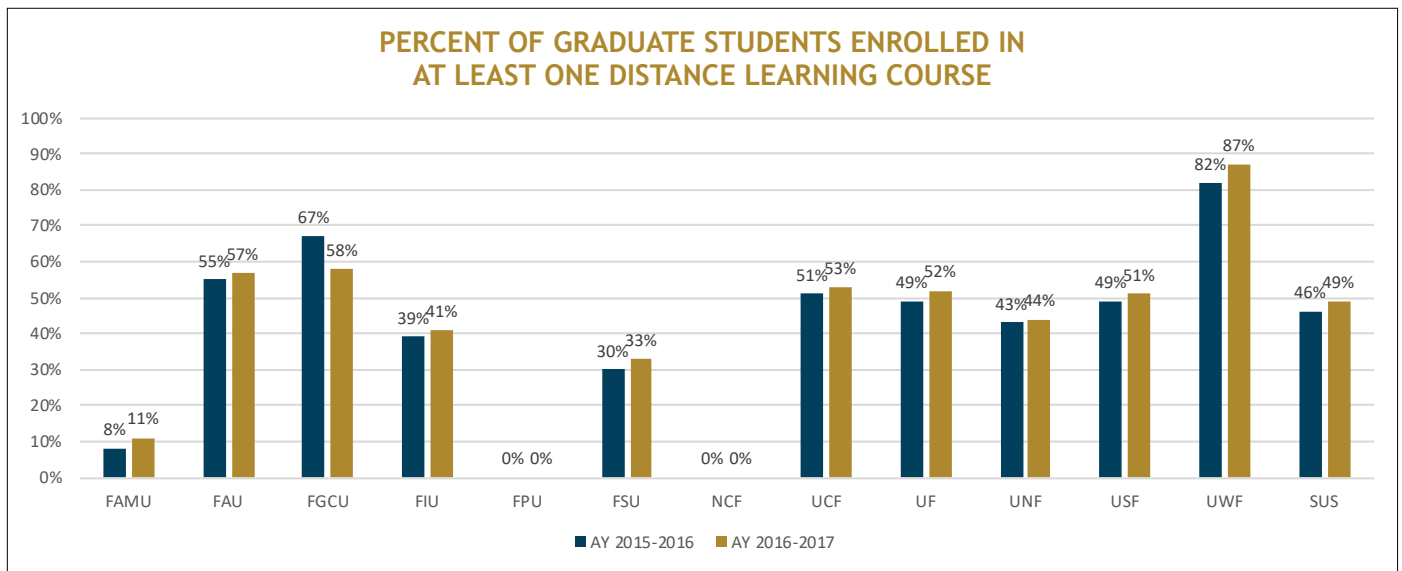


## GRADUATE STUDENTS

System-wide, the percentage of graduate students taking one or more distance learning courses increased from 46% in 2015-16 to 49% in 2016-17. UWF has the largest percentage of graduate students taking distance learning courses (87%).



Source: BOG Office of Data & Analytics, 2017-12-29. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses.



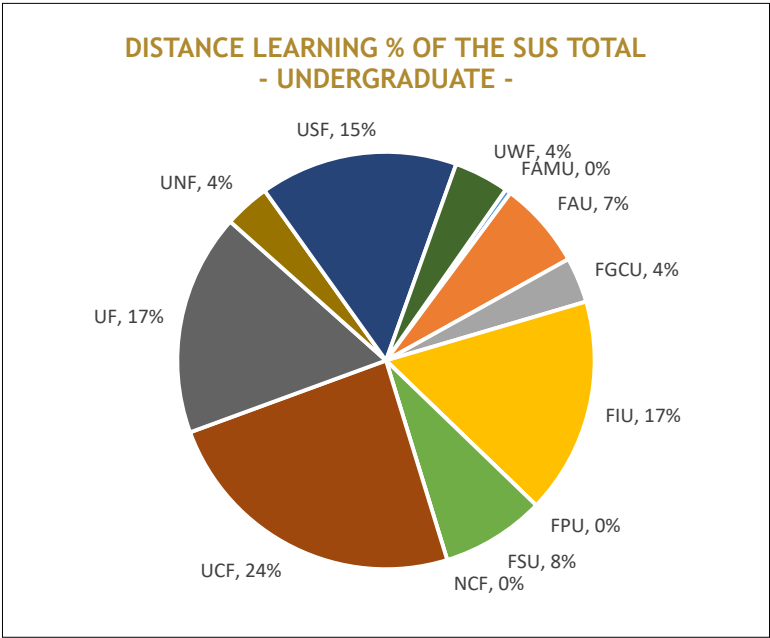
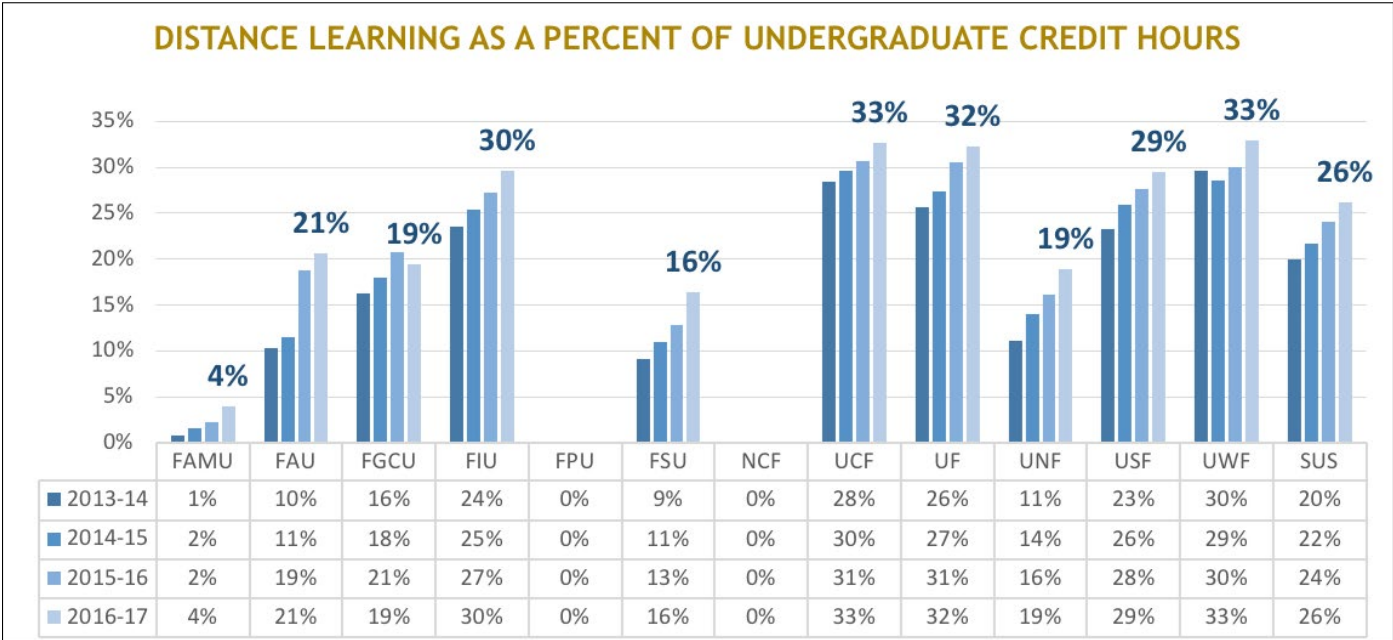
Source: BOG Office of Data & Analytics, 2017-12-29. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses.



# Credit Hours by Delivery Method

## UNDERGRADUATE CREDIT HOURS

System-wide, 26% of undergraduate credit hours were taken in distance learning courses in 2016-17, an increase from 24% in 2015-16. UCF and UWF had the highest percentage (33%), with UF following closely with 32%.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-21.  
Notes: Undergraduate courses include Lower- and Upper- division only – excludes unclassified students. Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

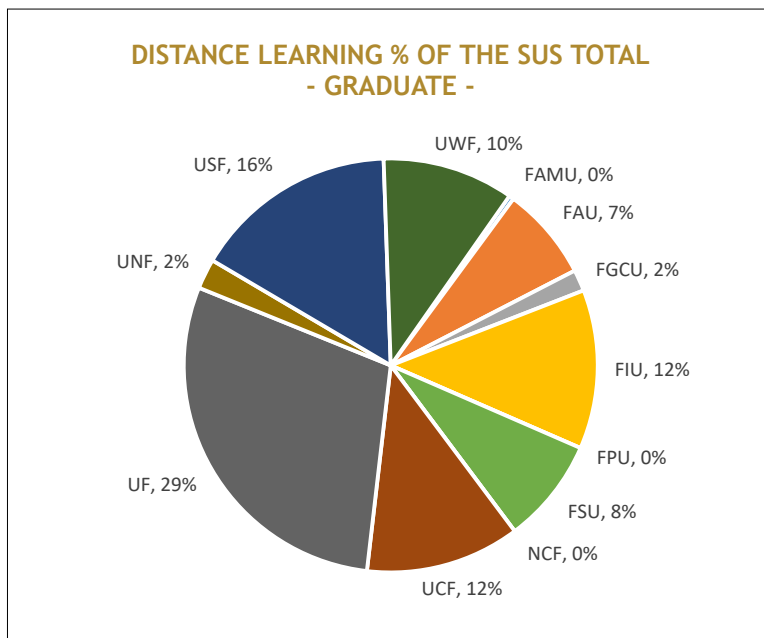
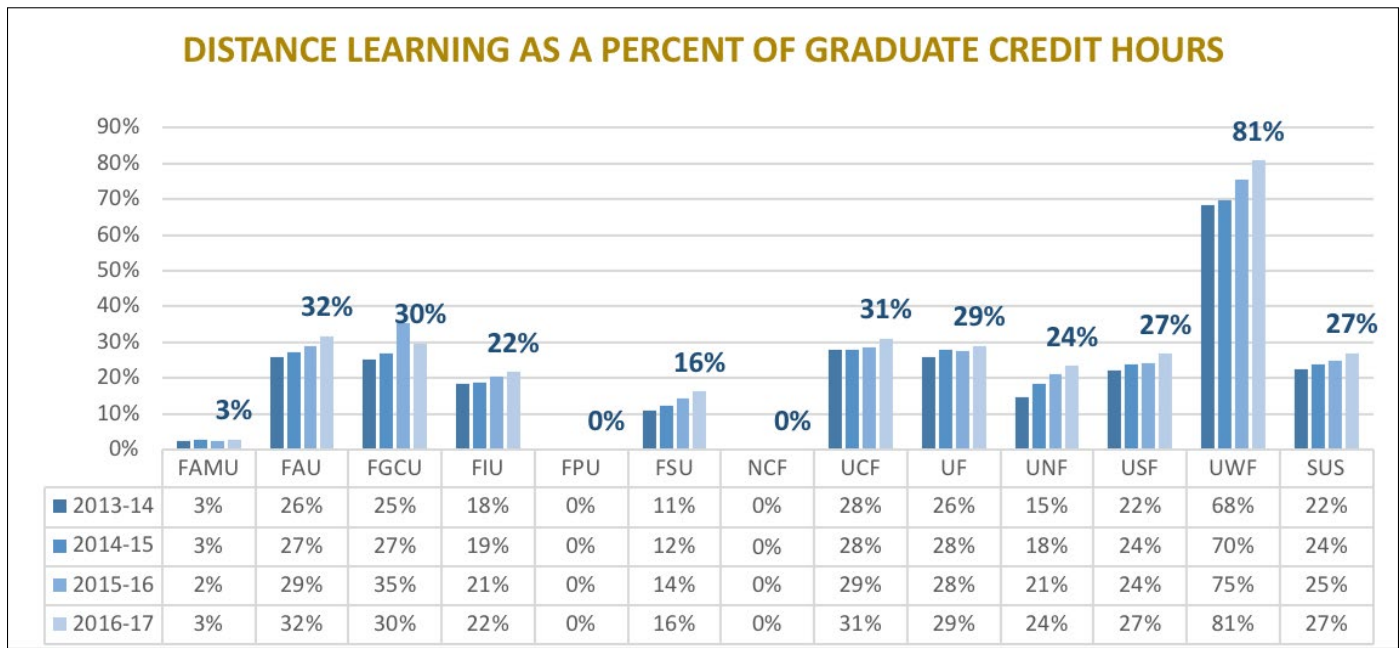
“Our cyber talent strategy at Raymond James Financial is centered on hiring and retaining highly motivated associates who demonstrate a hunger for learning, high team orientation, excellent communications skills, and a passion for solving tough problems. USF has been our leading university for sourcing cyber talent and an outstanding resource for ongoing staff development. I look forward to continuing our partnership and benefitting from USF’s commitment to cyber security as we all grapple with the challenges of an ever-digital world”.

ANDY ZOLPER  
SENIOR VICE PRESIDENT - CHIEF  
INFORMATION SECURITY OFFICER & HEAD OF  
TECHNOLOGY INFRASTRUCTURE AT RAYMOND  
JAMES FINANCIAL, INC.



## GRADUATE CREDIT HOURS

For graduate courses, 27% of credit hours were in distance learning courses in 2016-17, an increase from 25% in 2015-16. UWF's percentage, the highest in the System, increased from 75% in 2015-16 to 81% in 2016-17. The second highest was FAU at 32%.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-21. Undergraduate courses include Lower- and Upper- division only – 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.

“Providing students with the relevant, necessary and in-demand industry knowledge via vehicles that are used on a daily basis makes the transition to a fully online master’s degree program in Global Strategic Communications (GSC) practically seamless. Our students engage with faculty and with one another via chat, video, discussion board, and email – much as they do in most professional business settings. Whether coming to the GSC program from a traditional, on-campus setting or an online program, our students are motivated, engaged and ready to take on the next step of their academic and professional journeys.”

AILEEN IZQUIERDO, FIU INSTRUCTOR  
DIRECTOR, GLOBAL STRATEGIC  
COMMUNICATIONS

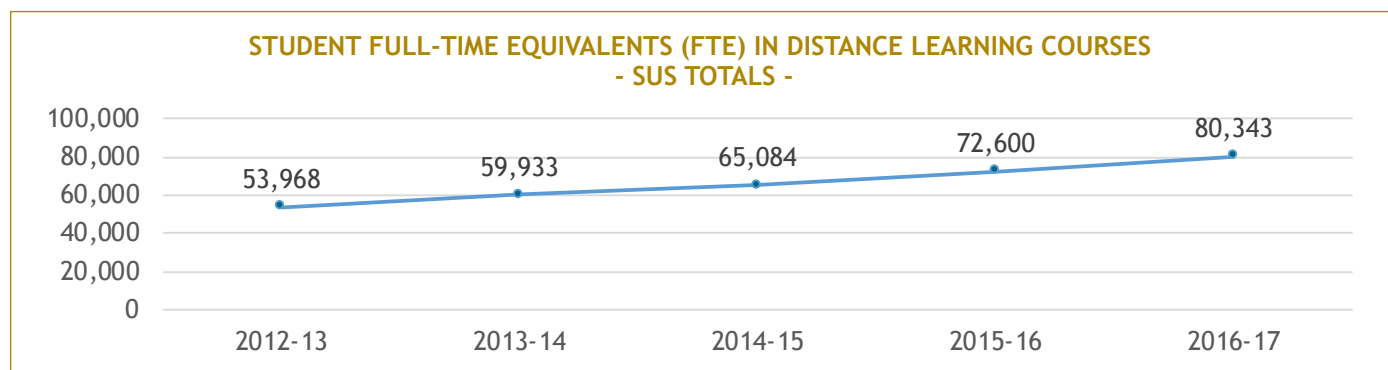
# Historical Full-Time Equivalents (FTE) in Distance Learning Courses

A Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours in which students enroll. Both the number and percentage of FTEs in distance learning courses continue to increase:

## STUDENT FULL-TIME EQUIVALENTS (FTE) IN DISTANCE LEARNING COURSES

LEVEL/YEAR	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS
UNDERGRAD											
2012-2013	50	1,876	1,597	7,104	1,982	12,433	6,404	1,054	7,805	2,582	42,885
2013-2014	73	2,164	1,774	8,396	2,854	12,807	8,380	1,389	7,867	2,545	48,248
2014-2015	131	2,388	2,055	9,192	3,476	13,559	8,921	1,722	8,745	2,434	52,622
2015-2016	172	4,002	2,428	9,957	4,064	14,523	10,287	1,941	9,442	2,559	59,375
2016-2017	297	4,432	2,309	11,007	5,286	15,857	11,282	2,320	10,070	2,795	65,655
MASTERS											
2012-2013	82	761	201	1,387	608	1,522	2,027	154	1,657	861	9,258
2013-2014	47	755	182	1,429	751	1,411	2,079	173	1,718	1,017	9,562
2014-2015	49	786	187	1,461	822	1,361	2,336	214	1,921	1,081	10,218
2015-2016	39	863	240	1,625	955	1,429	2,609	214	1,960	1,125	11,058
2016-2017	51	1,012	206	1,759	1,071	1,608	2,852	201	2,173	1,343	12,277
DOCTORATE											
2012-2013	1	52	29	35	48	185	1,329	10	91	44	1,824
2013-2014	0	67	35	39	70	183	1,564	13	108	42	2,122
2014-2015	4	73	38	41	79	177	1,608	38	130	55	2,244
2015-2016	6	62	52	46	103	161	1,392	82	149	117	2,167
2016-2017	5	64	39	69	139	164	1,449	144	173	166	2,411
TOTAL											
2012-2013	134	2,689	1,827	8,525	2,637	14,140	9,760	1,217	9,553	3,486	53,968
2013-2014	120	2,986	1,991	9,864	3,675	14,401	12,023	1,575	9,693	3,604	59,933
2014-2015	183	3,247	2,280	10,694	4,377	15,098	12,865	1,975	10,797	3,569	65,084
2015-2016	217	4,927	2,720	11,627	5,121	16,112	14,287	2,237	11,551	3,801	72,600
2016-2017	353	5,507	2,554	12,834	6,496	17,629	15,583	2,665	12,417	4,303	80,343

Source: Board Office Data & Analytics, extracted 2017-12-21. Data reports credit hours attempted and aggregated by course level.



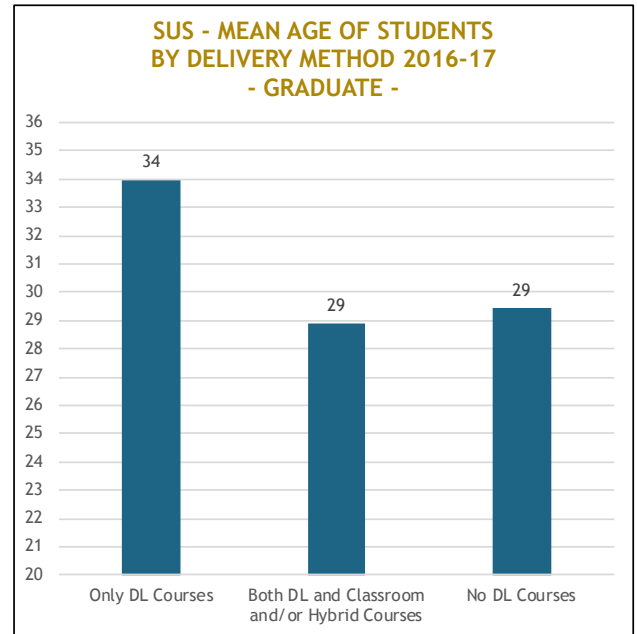
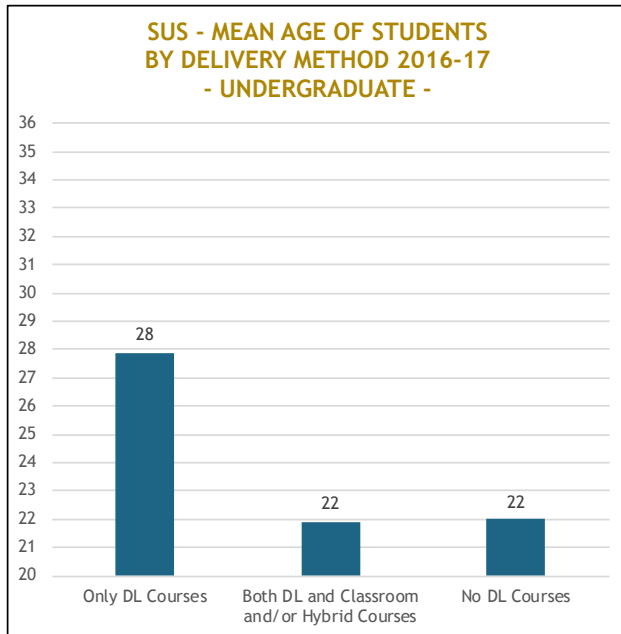
<sup>2</sup>Total undergraduate student credit hours are divided by 30 to obtain the number of undergraduate FTEs. Total graduate student credit hours are divided by 24 to obtain the number of graduate FTEs.



# Student Demographics

## Age of Student

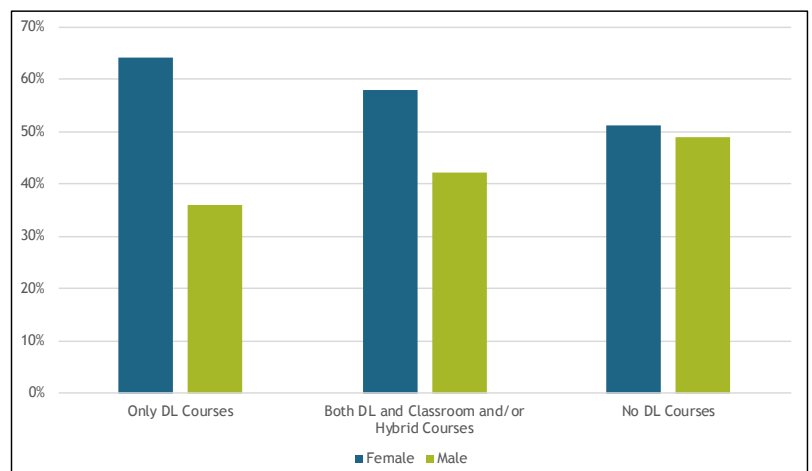
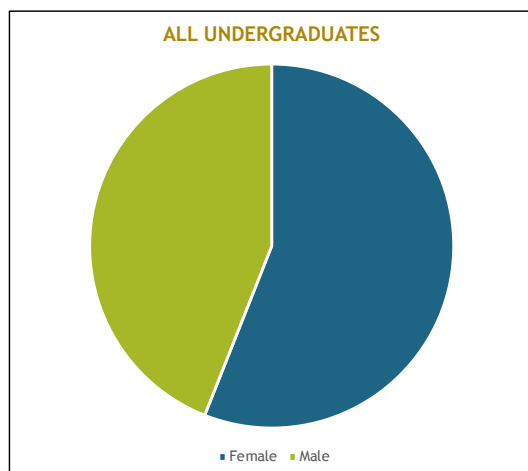
Students who took only online courses were older than students who took both distance learning and classroom (and/or hybrid courses) and those who took no distance learning courses. Older students are more likely to be place-bound working full-time and/or supporting families, making distance learning an ideal way for them to complete their degrees.



SOURCE: BOG SUDS tables, extracted 2017-02-10. Note: Unclassified students are not included in this analysis. Headcounts are unduplicated.

## Gender

Sixty-five percent (65%) of students who took only distance learning courses were female, while females comprised just 56% of the undergraduate student body as a whole. The higher percentage of females enrolled in only distance learning courses is consistent with national data that show that females are more likely to be caregivers, which leaves them placebound. Distance learning courses provide an opportunity for those who are placebound with family or job responsibilities to obtain an education.

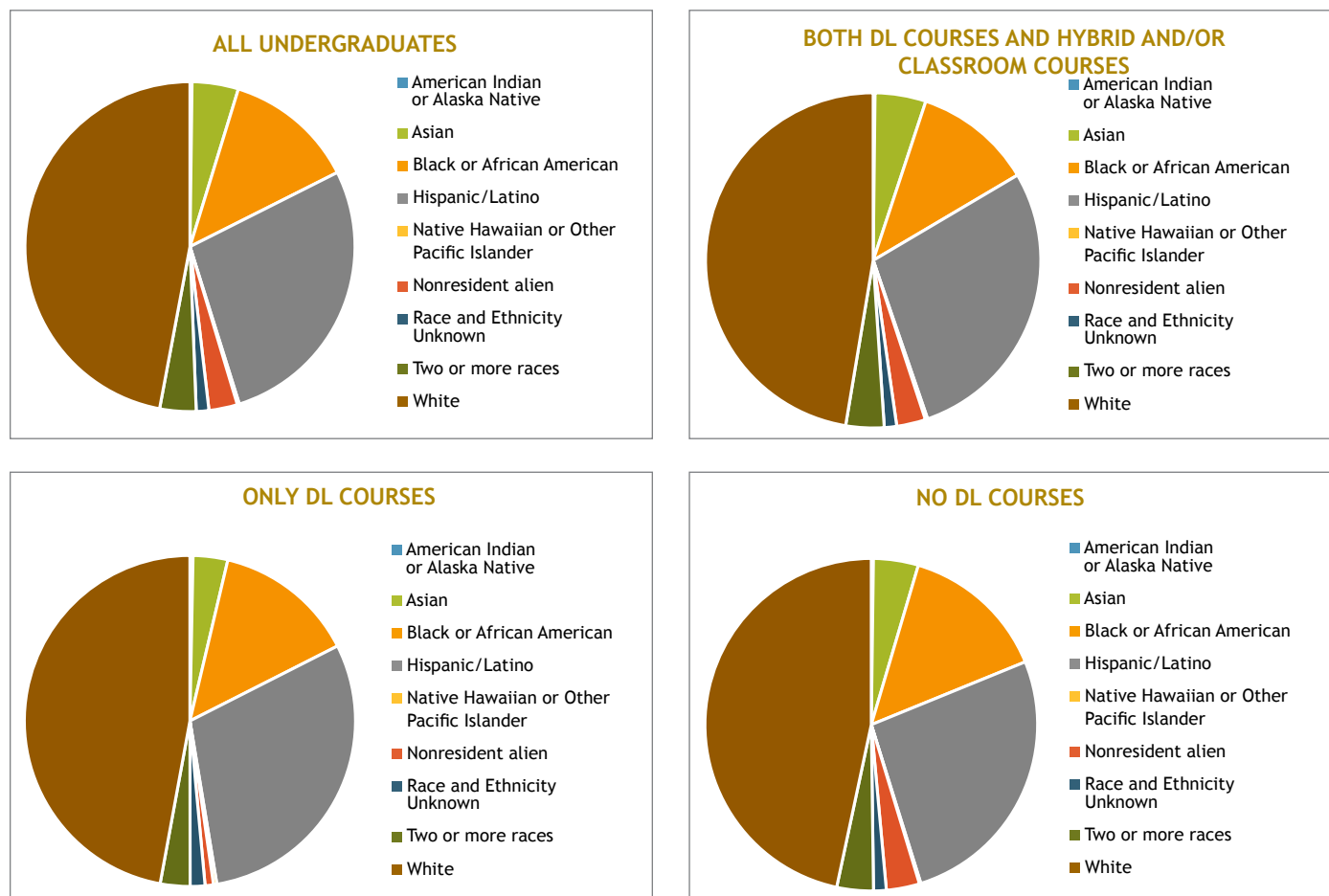


SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data. NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students.



# Race/Ethnicity

The race/ethnicity of undergraduates who took only distance learning courses closely aligned with that of the undergraduate student body as a whole.



SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data. NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students. Fall 2016-17 data.

# Residency

Of undergraduate students who took only distance learning courses, 96% were Florida residents; of the total undergraduate population, 93% were Florida residents. These percentages were the same as in 2015-16.

RESIDENCY	UNDERGRADUATES WHO ONLY TOOK DL COURSES		UNDERGRADUATES WHO TOOK BOTH DL COURSES AND HYBRID AND/OR CLASSROOM COURSES		UNDERGRADUATES WHO TOOK NO DL COURSES		ALL UNDERGRADUATES	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Florida	23,682	96%	122,433	92%	104,968	92%	251,083	93%
Non-Florida	1,083	4%	10,042	8%	8,999	8%	20,124	7%

SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data. NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students. Fall 2015-16 data



## Florida Virtual Campus



In 2016-17, Florida Shines (<https://www.floridashines.org/>) continued to be a 'student hub for innovative educational services' for students in Florida. It is intended as a one-stop for students K-20 seeking three major areas of support that are legislatively identified as part of the Florida Virtual Campus/Complete Florida Plus Program:

- college preparation materials,
- resources to support success while in college, and
- connection to careers

Materials and resources include information about Bright Futures, scholarships in Florida, financial aid information, how to apply to college, library resources, the online course catalog, free online textbooks, transient applications and My Career Shines.

## MyCareerShines



MyCareerShines is a career education and training tool to support K-20 students and Florida job-seekers as they build pathways to careers. As described on the FloridaShines web site (<https://www.floridashines.org/find-a-career/>), MyCareerShines helps students and adults connect their interests with careers, make a plan for education, and prepare for work. The site includes tips and videos to improve job interviewing skills, including what to wear and how to prepare for interviews, as well as workforce data about jobs and salaries. By June 2017, MyCareerShines had registered 400,000 users, most of them in middle and high school. In the SUS, UCF is leading university participation in MyCareerShines and expanded its use in 2017. In response to Governor Rick Scott's Ready, Set,

Work University Challenge, the 6,674 first-time-in-college students attending orientation were asked to complete the assessment and participate in interpretation sessions that help define career pathways. MyCareerShines will continue to be a resource for all UCF students, wherever they may be.

## Open Educational Resources/eTextbooks

Textbook costs in some courses continue to place a burden on students in Florida's higher education system. The 2016 Florida Student Textbook Survey (Florida Virtual Campus) reported that 53.2% of students spent more than \$300 on textbooks during the spring 2016 term and 17.9% spent more than \$500. The survey also noted that 77.2% of respondents spent up to \$200 on required course materials. The rising cost of materials seems to be a barrier to successful degree completion. The survey found that, due to the cost of required materials, 66.6% of students did not buy a required textbook; 47.6% occasionally or frequently took fewer courses; 26.1% dropped a course; and 20.7% withdrew from a course. The Florida Virtual Campus plans to update its Florida Student Textbook Survey during the 2017-18 academic year.

The *2025 Strategic Plan for Online Education* recognized the high cost of materials by including Affordability Strategy 2.1, "Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida." The Steering Committee approved the creation of an Open Educational Resources/eText Committee to address tactics related to this Strategy.



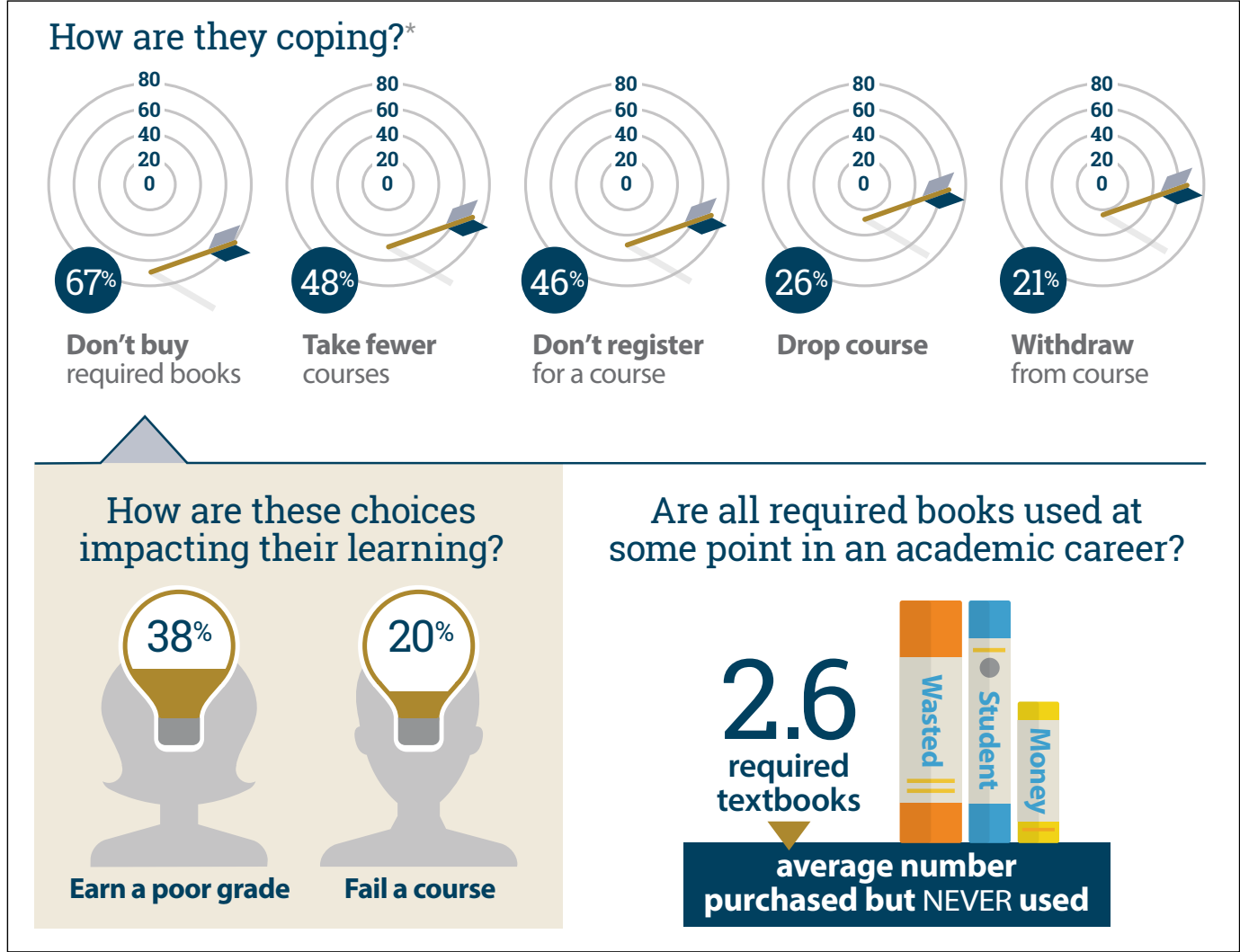


In March 2017, the Board of Governors Innovation and Online Committee and the full Board approved the OER Committee's recommendations for increasing faculty and student usage of e-Textbooks and Open Educational Resources (OER). On behalf of the SUS, the University of South Florida (USF) will be the lead university and will work with other institutions in the SUS to identify best practices, assessment protocols, creating and adoption of OER content, increasing faculty awareness, and developing faculty incentives. Also crucial to success is coordination of the implementation and usage of a state-level OER/eText catalog tool and an OER repository tool.

To fully implement a process to achieve the goals stated, a Legislative Budget Request (LBR) was prepared for consideration by the Board for inclusion in its System LBR for 2018-19.

**IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS**

The high cost of textbooks is negatively impacting students' academic progress.



\* More than one answer may apply.  
SOURCE: 2016 Student Textbook and Course Materials Survey Results and Findings. To view the full report, visit [www.dlss.vc.org](http://www.dlss.vc.org).



## Tutoring

Many state universities offer tutoring through their own academic units and third-party providers. Universities will be able to assess the quality of student access to tutoring services by using a tool developed by the Student Services Workgroup – the Student Services Scorecard, which is described in the “Student Services” section of this report. The Scorecard includes a quality indicator for access to tutoring services. Guidance for improving access to tutoring is included in the Scorecard’s companion document, also developed by the Student Services Workgroup.

## Proctoring

The Southern Association of Colleges and Schools, Commission on Colleges’ Policy Statement on Distance and Correspondence Education states that “At the time of review by the Commission, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.”

Methods to proctor exams in online courses vary by institution and include the use of live remote proctoring services, testing centers, and various software. In 2016-17, the Infrastructure Workgroup recommended to the Board of Governors Innovation and Online Committee a system-wide framework for proctoring to support the efficient use of state resources. Its recommendations were approved by the Committee and by the full Board in March 2017.

The framework includes a statewide proctoring network that will allow for the establishment of a centralized location to provide education, procedural information, and resources on academic integrity.

During 2017-18, the Infrastructure Workgroup will collaborate with the FLVC to develop a website to support the proctoring network by utilizing the following strategies:

1. Identify and define standards and best practices for proctoring;
2. Facilitate the adoption of proctoring services across the Florida College System and the State University System and reduce the cost of proctoring contracts through master agreements;
3. Create a resource hub for information on academic integrity, policies, and procedures for proctoring; and
4. Create a proctoring network of qualified proctors which will be responsible for proctoring exams for online courses.

Additionally, the Infrastructure Workgroup will collaborate with the State Educational Licensing Committee to develop an ITN for proctoring services. The goal of the competitive procurement process will be to have a statewide opt-in agreement for the provision of proctoring services.

## Student Services

To provide quality online degrees and to meet accreditation requirements, universities need support services for online students that are equivalent to those offered for on-campus students. Across the university system, institutions are in various stages of implementing those services, using different models. To develop a better understanding of the level of service provided for online students across the system, the *2025 Strategic Plan for Online Education* included tactics to (1) develop a scorecard to assist each university in evaluating the level of service it provides and (2) provide recommendations for best practices in the delivery of those services.

The Student Services Workgroup developed a Scorecard that allows universities to conduct a self-assessment



for 44 quality indicators within 11 different categories, which include admissions, financial aid, pre-enrollment advising, veterans services, career counseling, orientation, postenrollment services, library, students with disability services, and technology support. The Scorecard will be administered in Fall 2017. The Workgroup also developed a companion document that will provide guidance to institutions in improving their student services.

## Student Life

Student engagement is a critical element that leads to student success. While there are numerous examples of engagement efforts, one of the most comprehensive is underway in UF Online.

UF Online students have an array of options for extracurricular involvement, with three major areas improving the student experience in 2016-17: a virtual campus, The Plaza, connecting all UF Online students regardless of their location, new face-to-face engagement events, and an Optional Fee Package for students frequenting the main UF campus and seeking additional student services in Gainesville.

Like the Plaza of the Americas, a popular gathering spot for residential students on the UF Gainesville campus, UF Online completed the launch of The Plaza, its virtual counterpart, in 2017. The Plaza is a new virtual campus forum for all UF Online students to discuss courses, form study groups or simply converse. The Plaza is now accessible to all 2,900 UF Online students with over 55 student groups established for topic or geographic specific conversations.

Launched in 2017, the UF Online Connections Program works to foster a thriving learning community and network across all online students, faculty, academic advisors, and staff through face-to-face engagement events. This past year's events included a UF Online Homecoming Tailgate and UF Online's first graduation reception.

UF Online students who live in Gainesville or who often visit the city now have the opportunity to access additional campus and city services by choosing the Optional Fee Package, giving them access to recreation and fitness facilities, the Student Health Care Center, student rates for athletic events and more.

## HEALTH AFFAIRS FOR FULLY ONLINE STUDENTS

Student health issues for fully online students present a difficult challenge for any institution. While there is some consistency in issues among all students, fully online students bring their own unique challenges. For example, many are nontraditional-aged students and have spouses, children, and full-time jobs to balance. They are often caring for aging parents as well as children. Some online students are experiencing divorce, domestic violence, employment issues or a loss of housing, and thus may not have easy access to course work.

One of the most innovative programs for students in crisis (mental health) continues to be UF's "U Matter We Care" program. Online students often refer themselves, although faculty and staff also frequently refer students. The U Matter We Care Team sets up a phone call or video conference with the student to help identify and prioritize issues and then develop a plan to address each issue that is a barrier to success. Some students only need one interaction with the Care Team; others meet consistently with the Care Team through graduation. UF works with local caregivers in the students' permanent location if students are experiencing mental health issues or have need of other nearby services.



## Online Programs

As determined by the Online Programs Workgroup in 2016-17, SUS institutions offered 210 distinct online majors in 2015-16, with a grand total of 320 online majors. These totals did not include concentrations, specializations, or certificates. To assist in addressing Access Goal 1 in the *2025 Strategic Plan for Online Education*, “The State University System will increase access to and participation in online education,” the Workgroup identified primary and secondary gaps in the provision of online programs in areas of Strategic Emphasis (primary gaps were defined as those CIP codes with no online offerings, and secondary gaps were defined as those CIP codes requiring expansion due to the need for extra capacity or additional majors). Recommendations for addressing those gaps were presented to the Board’s Innovation and Online Committee in March 2017 and were approved by the Committee and by the full Board. “Next Steps” presented to the Committee recognized that there should be careful consideration of which gaps should be filled; all may not be needed or cost-effective, and there should be an effort to avoid unnecessary duplication.

In 2016-17, the Board of Governors Office began the development of a database that will allow institutions to input – and keep current – online programs they offer. The connection of the database to the Board’s Academic Programs Inventory will ensure universities are authorized to offer the programs whose majors are being placed online. The database will go live during the 2017-18 academic year and will assist institutions in their planning activities, including collaborations with other SUS institutions. The “Next Steps” presented to the Innovation and Online Committee included the need to establish a process for a system-wide review of online programs, which should take into account the current process used by the Academic Programs Coordination Committee and would decrease the likelihood of unnecessary duplication of online majors. The process will be addressed during the 2017-18 academic year.

## UF Online



Established by statute in 2013 and launched in Spring 2014, UF Online offers fully online undergraduate degree programs that are delivered by UF faculty and are rich in student engagement and support.

- In 2016-17, UF Online’s headcount grew by 34 percent and student credit hours grew by 38 percent; 2,939 students were enrolled.
- A new Evolutionary Biology lab was introduced in Fall 2016 and two online physics labs were launched with custom physics lab kits shipped to enrolled students. These kits enable students to collect and analyze data in real-time for course assignments as part of the UF-developed lab curriculum that calls for experiments conducted in their homes.
- 322 students graduated from UF Online in 2016-17, bringing the cumulative number of graduates to 965.
- Courses were taught by over 360 instructors in 23 majors and academic pathways.

### PATHWAY TO CAMPUS ENROLLMENT

UF saw increases in the Pathway to Campus Enrollment Program (PaCE), UF’s hybrid undergraduate experience in which students are admitted to UF Online for their lower division coursework, then may complete their degree requirements on campus in any of the 52 programs that have space for them. In Fall 2016, 427 PaCE students enrolled, up from 259 enrolled the prior year. Additionally, 88 PaCE students successfully transitioned to the UF campus in FY 16-17.



# Complete Florida



**Complete Florida** is Florida's degree completion initiative established by the Florida Legislature to serve Florida's more than 2.8 million citizens who have earned some college credit, but have not earned a degree. During 2016-17, Complete Florida continued its statutory responsibilities to recruit, recover and retain students to completion of a degree through partnerships with colleges, universities and Independent Colleges and Universities to offer an array of accelerated offerings to help adult students obtain degrees preparing them for jobs in Florida's most high-demand fields: business and management, education, information technology and healthcare.

## Complete Florida Military

**Complete Florida Military** was created in 2015 with funding from Florida's Defense Support Task Force (FDSTF) and in 2016-17 continued to provide targeted, tailored support to the 75,000-plus members of Florida's active-military and veteran community and their dependents.

## Innovative Strategies

### COMPETENCY-BASED EDUCATION (CBE)

Complete Florida has launched competency-based programs through its partnership with public and private postsecondary institutions in Florida. The purpose of competency-based education (CBE) for Complete Florida is to provide a pathway for adult degree completion where students demonstrate what they know through guided CBE and assessments. When successful, adult students can accelerate forward using a self-paced CBE approach to reduce time to graduation.

### ADAPTIVE LEARNING

Adaptive learning is a computer-based instructional strategy that personalizes the educational experience of learning and assessment for each individual student, based upon his/her own unique strengths, weaknesses, and performance. Adaptive learning can be deployed for a variety of reasons, including improving student success and retention, allowing acceleration through a curriculum, and providing targeted remediation when necessary.

Adaptive learning can be extremely useful in helping institutions provide a high-quality, personalized educational experience for each student at scale. Researchers at the University of Central Florida, where the strategic implementation of adaptive learning has been expanding for several years, have not only found that many students succeed at higher rates but that they also evaluate the experience highly on affective measures. To date, UCF's adaptive learning pilot has impacted 23 courses, 48 faculty, and more than 11,000 students.

In February 2017, the University of Florida hosted the Engaged and Personalized Learning Conference for both UF faculty and others across Florida to discuss the current state of the art in personalized and adaptive learning, explore best practices, and meet with commercial providers. Other schools, such as FIU, have also begun piloting adaptive learning systems.

While still an emerging strategy, adaptive learning remains a key area of emphasis for delivering a high-quality, personalized digital education at scale for Florida students.

### MASTER COURSES

The master course (shared course) concept has found traction in a number of state systems; the motivation has often been affordability with a secondary benefit of quality consistency.

The Innovation and Online Committee and the full Board of Governors approved the recommendation made by the Online Programs Workgroup concerning the establishment





of a repository containing the State Core General Education courses for use by faculty who are creating or enhancing their courses. The Master Course Repository will be hosted by UF on behalf of the SUS and will enable the sharing of full Master Courses, specific learning objects, or course elements such as question banks. A funding request to support the creation, vetting, and sharing of Master Courses was developed for inclusion in the 2018-19 LBR.

## STEM LABS

A system-wide task force, chaired by UF, was created in the Fall of 2016 to examine the current state of labs for online students and offer recommendations to ensure the availability of high-quality Science, Technology, Engineering and Math (STEM) lab courses for the State University System's online students. An inventory of SUS STEM lab courses revealed that 91 labs for online students exist across the System and most are tied to the individual preferences or initiatives of faculty. The task force found that the current STEM lab offerings for online students lack a comprehensive design to ensure online students have a robust academic core of STEM labs in the accessible formats they need. Recommendations will be developed during 2017-18 for presentation to the Board of Governors Innovation and Online Committee.

## Unizin

Having joined the Unizin consortium in July 2015, the State University System institutions are able to participate in programs and receive services that support Florida access and affordability efforts. Currently available Unizin products and services include:

- The **Unizin Data Warehouse** provides data hosting, access and supports Unizin tools.
- **Engage** is an eText delivery tool that also provides learner usage analytics.
- The **Unizin Data Platform (UDP)** is currently under development and will provide member institutions with a foundation for learning and analytics tools.
- **Pressbooks** is an eText authoring and hosting tool useful for the creation of Open Educational Resources (OER).
- **Course Monitor** is an early warning analytics tool that uses Learning Management System data to identify students who may be at risk of failing so that appropriate support can be made available.
- The learning analytics/student success tool **LoudSight** is a Barnes and Noble product provided to member institutions at reduced cost.

Unizin is currently developing the following tools and services:

- The Course Development Suite which includes:
  - **Collections** will allow institutions to curate, catalog and publish learning objects and content to their University ecosystem.
  - **Course Libraries** will make it possible for users to work collaboratively to organize content and course delivery through their Learning Management System (LMS).
  - **Discover** will enable users to locate, download and adopt content.
- The **Unizin Order Tool** will make it possible for faculty to identify the heavily discounted publisher digital learning materials for course adoption and delivery through Engage.

SUS institutions are currently using or piloting tools and services available through Unizin. In addition, Unizin has negotiated member pricing for vendors such as TopHat and Cengage. Member-driven initiatives such as the collaborative creation of question sets for key general education courses round out the current activities of the consortium.





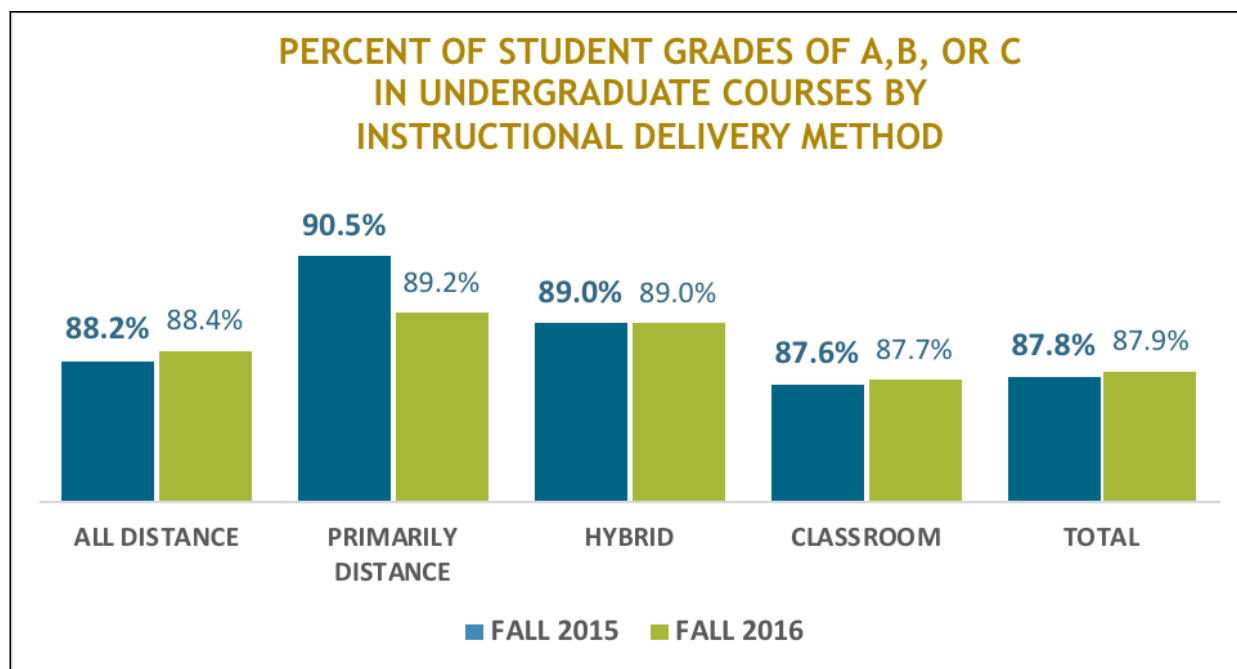
# State Authorization Reciprocity Agreement (SARA)

The 2017 Legislature authorized Florida’s participation in a reciprocity agreement with other states for the delivery of postsecondary distance education, stating in Section 1000.35, Florida Statutes, that “Each member state or institution participating in a reciprocity agreement must accept each other’s authorization of accredited institutions to operate in their state to offer distance educational services beyond state boundaries.” The

State of Florida plans to submit an application to the Southern Regional Education Board in August 2017 to join the State Authorization Reciprocity Agreement (SARA). When approved, the State, through the statutorily created Postsecondary Reciprocal Distance Education Coordinating Council, will begin accepting applications from accredited degree-granting public and private institutions that wish to participate in SARA. Institutions that are approved to participate will be able to offer distance education courses and programs in other states without obtaining additional authorization from - or paying additional fees to - other states that participate in SARA.

## Grade Comparison

The percent of undergraduate students receiving grades of A, B, or C in distance education courses was similar to – but slightly higher than - the percent of students receiving those grades in classroom courses. This was true for both types of distance education courses, those offered 100% at a distance and those offered primarily at a distance (80%-99%).



SOURCE: BOG staff analysis of SUDS-EGmarts, extracted 2017-12-28.

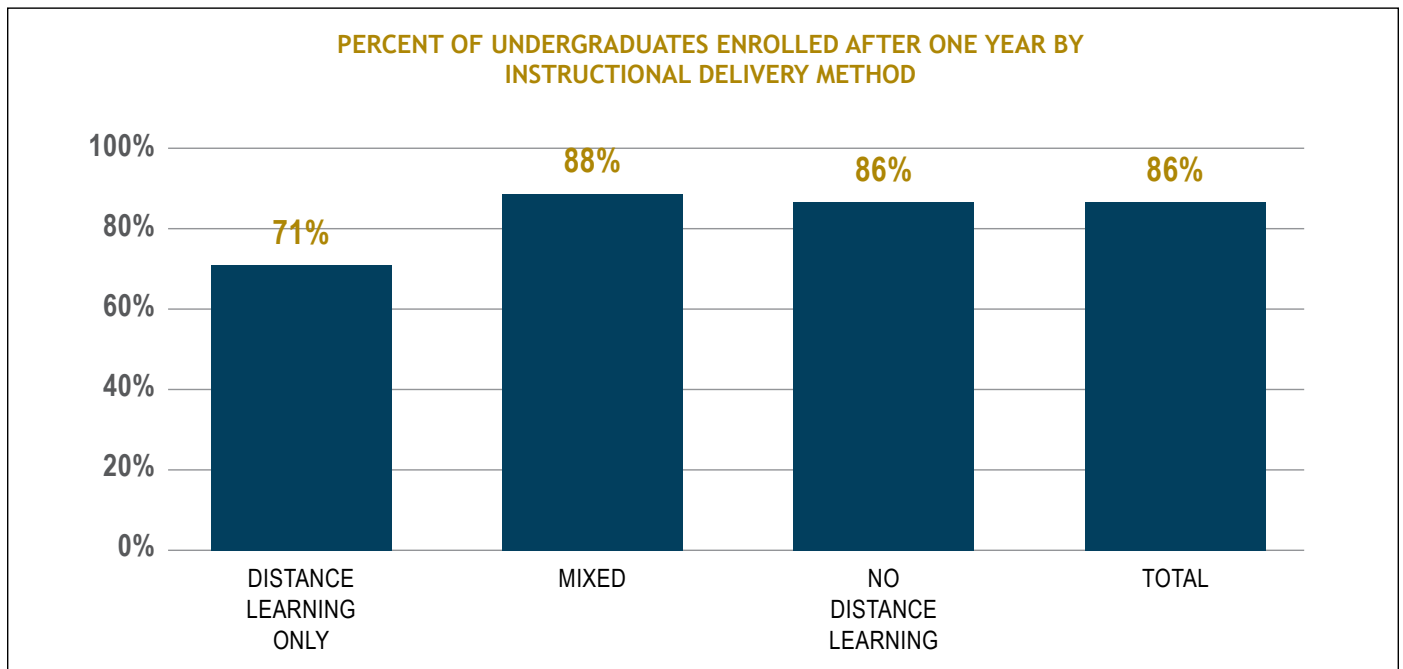
Notes: Undergraduate courses include Lower- and Upper- division only – excludes unclassified students. All plus/minus grades are included. Course grades of “W” (withdraw) were not included in the denominators for calculating percentages. Delivery Method categories are based on element #2052.



# Retention

Seventy-one percent (71%) of undergraduate students who enrolled only in distance learning courses in Fall 2015 were also enrolled in Fall 2016. Additional research is needed to determine if those distance learning students who were not retained in Fall 2016 enrolled in a subsequent semester, transferred to another institution, or had been transient students with a different home institution in Fall 2015.

Students who took a mix of distance learning and non-distance learning courses had a slightly better retention rate than either students who took only distance learning courses or those who took no distance learning courses.



Source: Board – Office of Data & Analytics, extracted 2018-01-18. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2015 term. The percentages report the proportion of the Fall 2015 undergraduates who were enrolled during Fall 2016. Students who graduated between Fall 2015 and Summer 2016 were removed from both the numerator and the denominator.

“Our online students have benefited immensely from our programs. I have had students who were deaf, yet able to succeed and land good jobs because of the power of content transcription and other technological advancements in online programming. Other students have benefited because they have been able to manage well-paying jobs while expanding their education, giving them the means to secure access to lucrative career opportunities.”

DR. DEANNE BUTCHEY, FIU DIRECTOR, ASSURANCE OF LEARNING PROGRAM AND SENIOR LECTURER



# Time to Degree

As in last year's report, students who took both distance learning courses and non-distance learning (classroom and/or hybrid) courses generally graduated faster than students who took no distance learning courses.

## AVERAGE YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

% DL	2015-16			2016-17		
	N	%	MEDIAN	N	%	MEDIAN
0%	2,214	9%	4.33	1,572	7%	4.08
1-20%	13,515	57%	4.00	12,867	54%	4.00
21-40%	6,314	26%	4.00	7,117	30%	3.92
41-60%	1,703	7%	3.92	2,001	8%	3.75
61-80%	147	1%	*	227	1%	3.75
81-99%	20	0.10%	*	20	0.10%	*
100%	3	<0.1%	*	2	<0.1%	*
<b>Total</b>	<b>23,916</b>	<b>100%</b>	<b>4.00</b>	<b>23,806</b>	<b>100%</b>	<b>4.00</b>

SOURCE: BOG ODA analysis of datamarts, extracted 2017-12-18.

Notes: 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 2015-16 and 2016-17 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 generalize to other populations.

*I have been so thrilled to find out about a program such as Complete Florida – it seemed to have been designed just for me. The program assigns you a Coach that will walk the walk with you. By looking at what I have done in my life and my transcripts, they were able to fast-forward my time to the finish line.”*

BECKY, COMPLETE FLORIDA STUDENT

*Completing my MBA through the UWF online program prepared me for my career advancement goals. I feel the additional education gave me the necessary qualifications to execute my duties as the new CFO.*

SANDY LUTYENS, AIR FORCE ENLISTED VILLAGE, INC., CHIEF FINANCIAL OFFICE



# Professional Development

The *2025 Strategic Plan for Online Education* emphasizes quality in the design, development and delivery of online courses and the professional development of the instructors and staff. To successfully fulfill those goals, the following tactics are being addressed.

## INSTRUCTIONAL DESIGNERS

Quality Tactic 1.2.1 in the *SUS 2025 Strategic Plan for Online Education*, “Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education” was implemented through the design and development of an instructional designer page on the FLVC website in December of 2016. The site provides research, reviews on software and products used in course design and development, updates on quality reviews, and professional development opportunities specifically for instructional designers in the State of Florida.

## INSTITUTIONAL LEADERS

In response to Quality Tactic 1.2.2, to “enhance professional development opportunities offered by the Florida Virtual Campus for institutional leaders in online education,” the first Professional Development Workshop for online leaders was held at the University of South Florida in June 2017. The workshop focused on Online Course Accessibility and was attended by online leaders in the SUS as well as the Florida College System. Topics for discussion included ADA Policy from a Legal Perspective, Incorporating Accessibility into Faculty Training, and shared

online experiences from students with disabilities. The next workshop will be held in May 2018 and will focus on the Florida Quality Course Review process.

## FACULTY CERTIFICATION



## PROFESSIONAL DEVELOPMENT STAFF

The Teaching Online Preparation Toolkit (TOPkit) was launched in February 2017, with its first workshop held in March 2017. TOPkit is an online toolkit and annual workshop for institutional staff who are responsible for professional development activities for faculty who teach online courses. It was developed in response to Quality Tactic 1.2.3, which supports the *SUS 2025 Strategic Plan for Online Education*'s goal to create a culture of quality for online education, and is hosted by UCF in partnership with other institutions in the SUS and Florida College System.

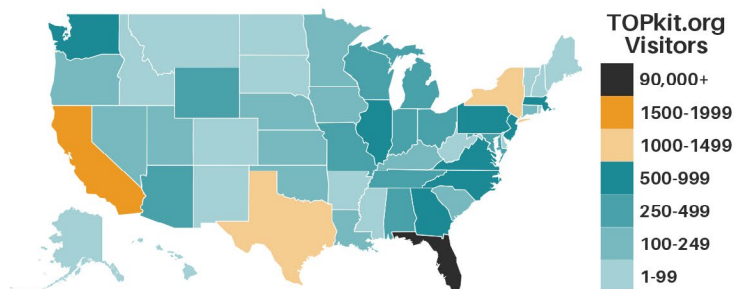
Since going live, the TOPkit site has received over 6,000 unique visitors from around the world and 44,775 page views. After the Home page, the most frequently visited pages are the community forums, checklists & rubrics, and the sample courses. Currently 269 users have taken the extra step to register on the site, which allows them to participate in the community of practice. In addition, there are 570 subscriptions to the TOPkit Digest, which goes out monthly via email. TOPkit has been presented at several conferences, including Online Learning Consortium's Accelerate, Florida Distance Learning Association, and the Sunshine State Teaching & Learning conferences. The 2nd annual TOPkit Workshop will be held in March 2018.

## ENGAGEMENT

Since the launch of TOPkit.org on February 1, 2017, visitors have made tremendous use of the resources.

- **266** registered users
- **5599** new visitors (56%)
- **4403** returning visitors (44%)
- **42,254** pageviews

Analytics/Data from February 1, 2017 to December 31, 2017



## Quality Courses

During 2016-17, the system-wide Quality Workgroup, tasked with addressing quality issues in the 2025 Strategic Plan for Online Education, continued its work to establish a Florida Quality Course Review as part of an overarching Florida Quality Review Initiative. Both Affordability Tactic 1.2.1 and Quality Tactic 1.1.3 in the Plan focus on two levels of online course design, “quality” and “high quality,” and the creation of a coding system to enable the listing of quality and high quality online courses in the FloridaShines online course catalog. The Florida Virtual Campus course catalog is expected to start displaying online course design designations by the end of the 2018 calendar year. The Quality Workgroup continues to work on Quality Tactics 1.1.1 and 1.1.2, which focus on the design of a statewide peer-reviewed awards program for excellence in online teaching.

## Research

The research consortium, which was created in 2016 and is chaired by a research faculty from the University of Florida, has identified ongoing strategies to enable collaboration and dissemination of research in the domain of online teaching and learning. Initial recommendations approved by the Steering Committee to be considered for implementation in 2018 include:

1. Periodic electronic dissemination of research briefs encapsulating research results, research in progress, and calls for research interest.
2. Periodic (annual) meetings in conjunction with meetings sponsored by the Innovation in Florida Online Learning (IFOL) initiative for presentation regarding research in progress, research recently completed, and research challenges/opportunities.

*I have found that the students who have graduated from our online Criminal Justice program and are now in our graduate programs have a number of skill sets they may not have developed had they not studied online. They have developed particular strengths in demonstrating initiative, study skills, and managing assignment deadlines.*

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DR. CATHERINE KAUKINEN, UCF PROFESSOR AND CHAIR OF CRIMINAL JUSTICE

*[Assistant Chief] John [Verwey, UF Online '17] was a rising star in our company, and in charge of many different areas from Watch Operations to recruit training. As he was completing his degree with the University of Florida we recognized that he would be the future of our department with analytical skills and a can-do attitude that most did not exhibit. That forward thinking and work ethic pushed John to the top of the pack, and he was appointed to Assistant Chief last summer. Even though he went to college online, it has been evident to me that his education and experiences from the University of Florida have been key to his success.*

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JOEL CARTER, JAILS DIVISION CHIEF, JACKSONVILLE SHERIFF'S OFFICE



## Cost of Online Education Report

Presented to the Board's Innovation and Online Committee in October 2016, the Cost of Online Education report produced by the Affordability Workgroup found that the average incremental cost of online learning was \$41.48 per credit hour, with 42% of incremental costs for the development of the online course and 58% for the delivery of the online course.

The analysis of the 2015-16 data showed that Institutions' increased costs for developing and delivering online education were from the investment in staffing, the cost of creating online courses with high interaction levels and media rich content, and the technology infrastructure. The report found that the development and delivery of online education requires additional human resources and technology resources that are not necessary for face-to-face education, increasing the cost of online education.

## Common LMS

Led by FSU on behalf of the SUS, a competitive selection process in 2015 resulted in a master agreement that could be used by institutions in both the SUS and Florida College System for a common, opt-in learning management system. All twelve state universities are either continuing to use or transitioning to the common LMS, as are several institutions in the Florida College System.

## Impact of Online Enrollments on Facilities

In January 2017, Board Chair Tom Kuntz requested that the Innovation and Online Committee and Facilities Committees jointly consider the impact of increased online enrollments on capital funding plans. Towards that end, a joint meeting of the two committees was held on May

12, 2017, with each university, as well as Board staff, presenting information pertinent to this topic. It was found that online enrollments affected the space needs formula for facilities in multiple ways. In response to the results of the joint meeting and subsequent discussions with university staff, Board staff developed a new Dynamic Capital Planning (DCP) model as a replacement for the 1995 Space Needs Generation Formula. The DCP removes distance learning FTE from teaching labs, gymnasium, and auditorium space types, thereby decreasing the amount of funds needed to meet minimum required space standards.

Distance learning FTE are not – and have not been – included in the space needs formula for classrooms. A review of the formula in 2016 showed that if all distance learning credit hours were to be taken on campus, there would be a need system-wide for an additional 641,847 GSF of classroom space for a cost of \$184.3 million.

## Infrastructure

Quality Goal 2 of the *2025 Strategic Plan for Online Education* is to “provide the infrastructure needed to support the development and delivery of online education.” To assist institutions in reviewing their infrastructure to ensure they have the technology and associated processes in place to provide quality online instruction, the Infrastructure Workgroup developed a Technology Scorecard, which will be completed by institutions during the Fall 2017 term. The Scorecard includes quality indicators for operations, support, security policies, and disaster recovery, and was developed as a management tool for institutions.

In response to Affordability Tactic 1.1.2, “Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency,” the Infrastructure Workgroup found that institutions often work independently to explore, test, and implement educational technology and that collaboration





would reduce duplication of effort in technology adoption and selection. In March 2017, the Workgroup recommended to the Board's Innovation and Online Committee that a state education licensing committee be formed to facilitate collaborations system-wide.

The Committee and the full Board approved the recommendation, and the Workgroup has formed the State Educational Licensing Committee (SELC) to enable discussions via quarterly meetings regarding the exploration, evaluation, and procurement of technology, software, and/or shared services to help reduce costs and/or promote quality.

During 2017-18, the Workgroup will be collaborating with FLVC to develop a structure to facilitate collaboration in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness across the SUS and the Florida College System. A website will be developed to serve as a focal point for gathering resources on executed contracts and agreements, where institutions can leverage master contracts to quickly adopt a software or service at a reduced cost.

*[Lucy] Golden was enrolled in the online RN to BSN program at the same time her oldest son, Peter, was enrolled in a criminal justice program. Her twins, Dean and Eugene, were about to start attending high school. She was also working full-time for the Department of Defense at the Navy Hospital Pensacola. She now works as a psychiatric-mental health nurse with the U.S. Department of Veterans Affairs.*

*The online format was perfect because I could work it around my schedule. “My twins were still teenagers, 13 or 14 and not driving, so I had to drive them around, take them to places — to the ROTC program and games. It worked really well — that was the beauty of it. I loved being able to do my classwork whenever I wanted. It doesn’t matter whether I was up night or day; I could get to it.*

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LUCY GOLDEN, GRADUATE, UWF ONLINE RN TO BSN PROGRAM

*“I have seen a direct benefit to the students with regard to overall satisfaction and engagement in the online courses. Current students expect multi-media and interactive interfaces that promote interest and learning of the subject; online courses allow this to occur. In addition, our students are prepared to go into the workplace that expects familiarity and comfort with digital content by completing courses in an online format. Students like the flexibility that the online courses provide while maintaining the academic rigor that is expected by the University.”*

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ANDREA SMITH, USF, INTERPRETER TRAINING UNDERGRADUATE PROGRAM COORDINATOR, CO-UNDERGRADUATE PROGRAM DIRECTOR, INSTRUCTOR - LEVEL I



# Resources

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Unizin. (n.d.). Retrieved from: <http://unizin.org/about/>



# Appendix A

## STEERING COMMITTEE

### **Dr. Joseph Glover (Chair)**

Provost and Senior Vice President for Academic Affairs  
University of Florida

### **Dr. Ken Furton (2/2017)**

Provost and Executive Vice President  
Florida International University

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Innovation and Online Education  
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**Dr. George Ellenberg (1/2017)**  
Provost and Vice President  
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### **Dr. Ralph Wilcox**

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# Appendix B

DATA ELEMENTS	COURSES - DEFINITION
<b>Fully Distance Learning Course</b>	100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus.
<b>Primarily Distance Learning Course</b>	80-99% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.

The SUS also adopted definitions for "Fully Online Programs" and "Primarily Online Programs," which were needed for development of an inventory of online programs:

TERMS	PROGRAMS - 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.

