



# STATE UNIVERSITY SYSTEM *of* FLORIDA

## Board of Governors

## E-Learning Overview

Richard P. Stevens  
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[www.flbog.edu](http://www.flbog.edu)

# Distance/E-Learning Defined

**Confusion in Terminology** - Distance Learning, E-Learning, Online Learning, Off-Campus, On-Campus, Mixed Modality, Hybrid, Blended Learning, Classroom, Lecture, Lab, Independent Study, etc.

- All refer to various Instructional Delivery Methods
- Some are often used interchangeably
- Some can be defined along a continuum of technology use
- Some can be defined by space utilization
- Some can be defined by proximity of instructor/student
- Reference to Distance Learning programs often misleading



# Distance/E-Learning Defined

**No common definitions nationally creates problems:**

- Measuring scope of e-learning offerings and enrollments
- Making meaningful comparisons across institutions and states
- Having meaningful policy discussions

**Florida Distance Learning Task Force Report (2009) recommended:**

- “At least 80 percent of the direct instruction of the course is delivered utilizing some form of technology when the student and faculty member are separated by time, space, or both.”
- Adopted into s. 1009.24 (17) F. S. authorizing distance learning fee
- Hybrid/Blended courses defined as 50 to 79 percent of the course is delivered utilizing some form of technology



# Components of E-Learning

## People and Things

- Students + Instructor
- Mentors (for certain courses)
- Student Technical Support (24/7)
- Instructional Design Team (content & delivery)
- Course Management Software & Support
- Internet Development & Support (24/7)
- IT Hardware & Support (24/7)
- Library Access & Support (24/7)



# E-Learning Opposing Cost Assumptions

Costs Less Because you can teach more students without adding faculty or classroom space.

- Cost abatement related to facilities
- Hybrid courses allow flexible space utilization
- Student/Faculty ratios cannot expand indefinitely - more one-on-one interaction
- Use of mentors and external vendors provides some scalability - balance to maintain quality
- Facility costs amortized across decades - personnel costs are recurring



# E-Learning Opposing Cost Assumptions

Costs More Because you increase development and support costs on a recurring basis.

- Course development and maintenance is a team effort - faculty, designers, IT staff
- 24/7 Student support services
- 24/7 Technical support for students and faculty.
- Updating software and hardware
- Recurring costs above subject to inflation
- Still need facilities for faculty, staff, and equipment



# E-Learning Students

## Characteristics

- Traditional on-campus, degree-seeking students (*90% in SUS*)
- Adult first-time, degree-seeking students otherwise unable to attend college
- Professionals seeking career advancement or courses for just-in-time learning
- Non-degree seeking students for personal enrichment
- Demographic mix similar to all SUS students



# E-Learning Students

## 21<sup>st</sup> Century Skills for Students

- Improved technology literacy
- Effective Internet research
- Effective online communication
- Effective online collaboration
- Comfort with virtual learning and working environments
- Prepared to be life-long learners





# E-Learning By The Numbers

## Unduplicated Student Headcount - 2009-2010

**172,000** Enrolled in at least 1 course:

54% of SUS total headcount for fall 2009

F = 60% M = 40% B = 11.25%

*(SUS F=56.5% M=43.5% B=13.7%)*

**26,024** Enrolled only in distance learning courses:

Equivalent in number to FAU

9,201 Graduate Level

3,359 Appear to be non-degree

Average age = 35

66.6% Female

SOURCE: 2009-  
2010 data files



# E-Learning By The Numbers

## Unduplicated Student Headcount - 2009-2010

UNIV	Lower UG	Upper UG	Begin Grad	Advance Grad	Non-Degree	Univ. Total
FAMU	41	83	0	0	0	124
FAU	1039	5436	2546	188	798	10007
FGCU	3677	3548	969	62	579	8835
FIU	3628	13775	2366	176	665	20610
FSU	2440	3984	2491	192	455	9562
UCF	7101	26288	4480	489	849	39207
UF	10516	15797	6918	1654	1720	36605
UNF	916	2090	485	32	120	3643
USF	5186	21235	4317	334	1666	32738
UWF	2862	4952	1458	233	1164	10669
<b>TOTALS</b>	<b>37406</b>	<b>97188</b>	<b>26030</b>	<b>3360</b>	<b>8016</b>	<b>172000</b>

SOURCE: 2009-2010 data files



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# E-Learning By The Numbers

- 23,356 Individual Course Sections (2009-2010)
  - 9,131 are Hybrid Courses (Technology Secondary)
- 65 Baccalaureate Programs, 29 complete (2011)\*
- 158 Graduate Programs, 62 complete (2011)\*
- 175 Certificate Programs, 88 complete (2011)\*
- Most programs fully integrated with on-campus offerings (*not stand-alone*)
- Some programs only available online

\* Programs having 51% or more of their courses available via distance.

SOURCE: 2009-2010 data files and program data request to universities February 2011.



# E-Learning By The Numbers

## 2009-2010 Fundable and Non-Fundable Semester Credit Hours for Distance Learning and Hybrid Courses

University	Fundable SCH	Non-Fundable SCH
FAMU	351	24
FAU	50,709	4,673
FGCU	275,299	3,870
FIU	205,553	5,641
FSU	48,998	7,029
UCF	377,777	7,035
UF	343,114	46,119
UNF	247,089	4,513
USF	243,011	6,543
UWF	170,155	6,848
<b>TOTALS</b>	<b>1,962,056</b>	<b>92,295</b>

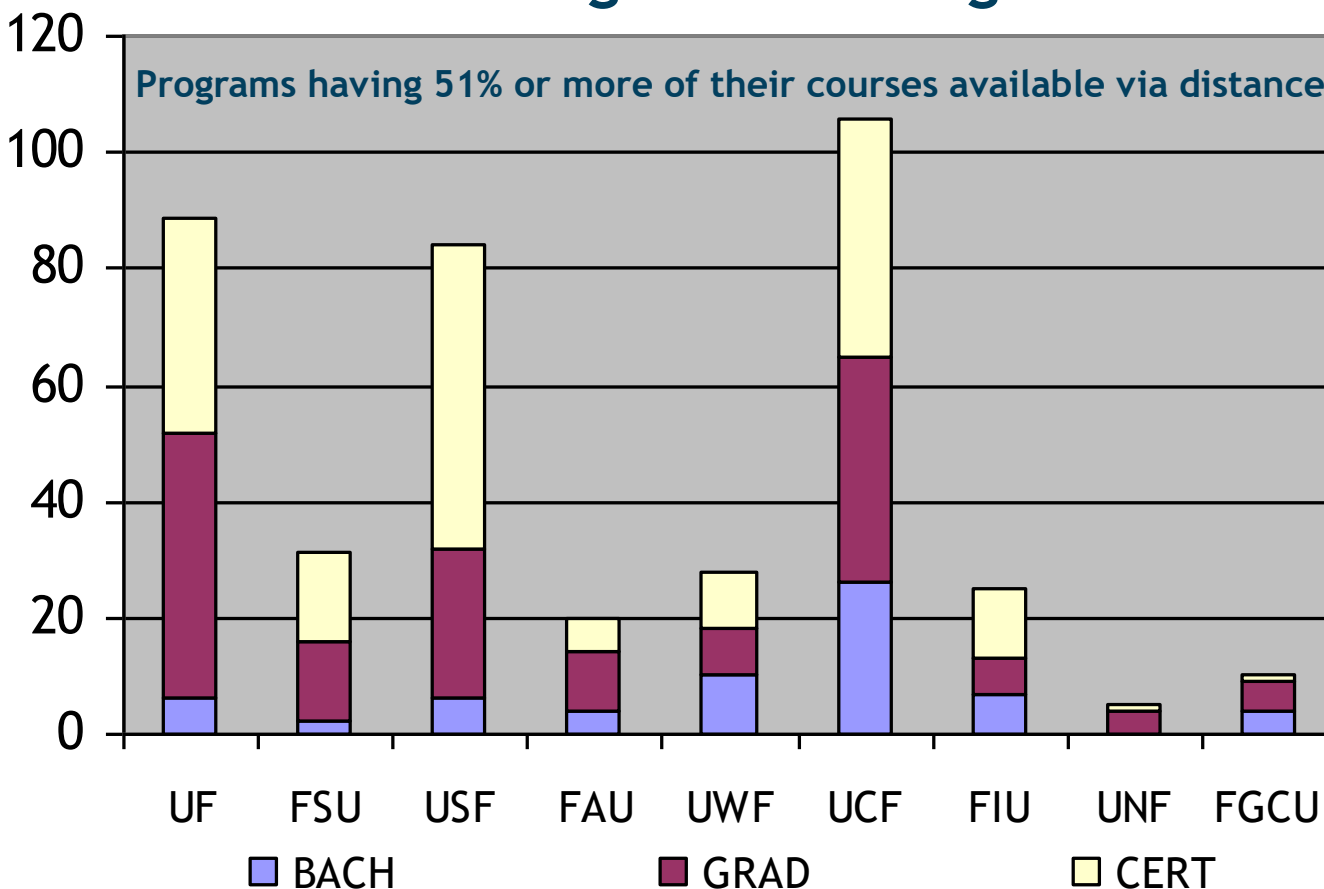
SOURCE: 2009-2010 data files



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# E-Learning By The Numbers

## Academic Program Offerings - 2011



NOTE: FAMU has three programs under development. NCF does not offer distance learning.

SOURCE: Program data request to universities February 2011.

