STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2025 Strategic Plan for

Online Education

Amended March 30, 2022

ACCESS

Through this plan, the Board of Governors has assumed that the system will continue its rapid growth in online education and has established enrollment projections for 2025, along with strategies for reaching those projections. Separate enrollment projections for the number of student credit hours in distance learning, their corresponding full-time equivalents (FTE), and the percentage of total student credit hours delivered via distance learning have been established at the graduate and undergraduate levels.

The student credit hours and their corresponding FTE projections appear in the graphs below:

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Actual						Projected (Approved goals from 2021 Accountability Plan)				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
DL as % of Total FTE	24%	26%	28%	30%	33%	83%	35%	35%	35%	35%

		2016	2017	2018	2019	2020	Projected (Approved goals from 2021 Accountability Plan)				
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
DL as % of Total FTE		25%	27%	29%	31%	32%	45%	33%	34%	34%	34%

In order to meet these enrollment projections, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework, as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.

14%
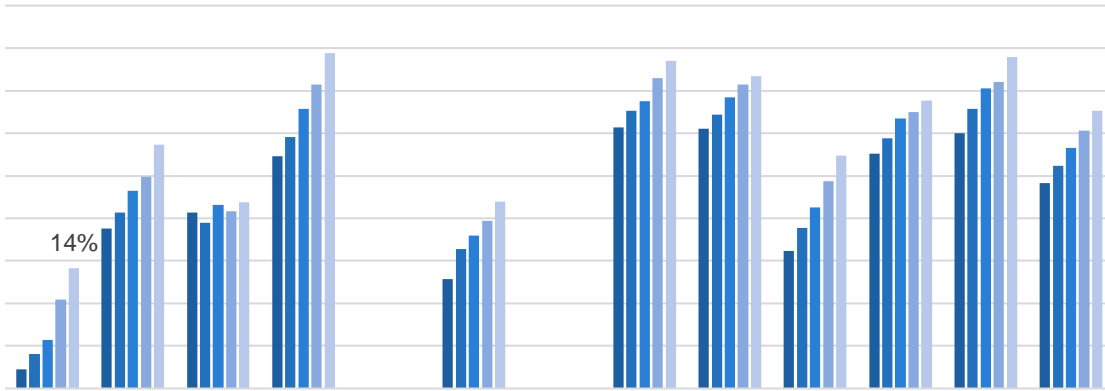
AFFORDABILITY

Strategies are outlined for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies include collaborative ventures among institutions, such as resource sharing and joint development of online programs.

Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or attempting alternative models such as competency-based education

VISION FOR ONLINE EDUCATION

The State University System 2025 System Strategic Plan has established a system goal to produce 78,000 baccalaureate degrees per year by 2025, with 45,000 of those being in areas of strategic emphasis, Online education, taken to scale across the SUS, affords the system a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for

Goal 2. The State University System will provide a foundation for quality online education.

Strategy 2.1	**Conduct and share research about online education to improve quality.**	
Tactics	2.1.1	Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.
	2.1.2	Develop a process to share research-based best practices that are occurring across the different institutions.

Strategy 2.2	**Provide the infrastructure needed to support the development and delivery of online education.**	
Tactics	2.2.1	Using the Technology Scorecard or a similar process, each institution will ensure that it has the technology needed to provide quality online education.
	2.2.2	Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.
	2.2.3	Using the Technology Scorecard or a similar process, universities will review their infrastructure to confirm that students, including students with disabilities, can appropriately access their online instruction.

Tactics	**1.1.2**	Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory. Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online.
	1.1.3	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction.
	1.1.4	Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes.
	1.1.5	Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System.
	1.1.6	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	1.1.7	Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models.
	1.1.8	

Goal 3. The State University System will harness the power of online education to help meet the economic development needs of the state.

	Strategy 3.1	In collaboration with the Florida College System, meet the educational needs of employers in the state.
Tactics	3.1.1	Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.
	3.1.2	Universities will continue to use need and demand data when considering programs for online delivery.

AFFORDABILITY

Goal 1. The State University System will enhance shared services to support online program

	1.2.5	Encourage institutions to opt into the selected common Learning Management System.

Goal 2. The State University System will r educe the costs of educational materials for students.

Strat egy 2.1 **Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida .**

Tactics	2.1.1	D

Strat egy 4.2

PERFORMANCE INDICATORS

The performance indicators below will assist the Board of Governors in monitoring the SUS's progress toward achieving the Board's goals for online education. Each university's progress toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Quality

Performance Indicators	2025 Goals
Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality review or an approved institutional process.	100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.
Each university that offers online education establishes a process to annually recognize exceptional online teaching.	President Awards presented annually by institutions offering online instruction.
Percentage of faculty teaching online courses participating in professional development	90% of faculty teaching online courses complete professional development related to online education
Number of institutions sharing research in online education	100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.
Online student success (receiving a course grade of A, B, or C)	Online student success rate is comparable to the rate for classroom courses.
Online student withdrawal rate	Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses.
Student satisfaction with online education	Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.

Access

Performance Indicators	2025 Goals
Percent of undergraduate FTE in online	

Percentage of students enrolling in one or more online courses in the Fall term	60% (projection)
Online Programs/ Majors - TBD	TBD

Affordability

Performance Indicators

APPENDIX A - DEFINITIONS

For the purposes of this strategic plan, the following definitions are used.

Metric	Courses - definition	Metric	Programs - definition
Fully Distance Learning Course	100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus.	Fully Online Program	100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus.
Primarily Distance Learning Course	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.	Primarily Online Program	80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.
Hybrid Course	50-79% 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.	Hybrid Program	50-79% 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.
Primarily Classroom Course	Less than 50% 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. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, labs, etc.). These course sections are required to have records on the COURSE MEETINGS table.	Primarily Classroom Program	Less than 50% 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.
Flex Course	Any course section that is delivered using both face-to-face and remote modalities that allows students to switch between modalities during the term. These course sections are required to have records on the COURSE MEETINGS table.		

APPENDIX B – TASK FORCE MEMBERSHIP

Following is a list of the members of the 2015 Task Force for Strategic Planning for Online Education.

Name	Title
Dr. John Hitt, Chair	President, University of Central Florida
Dr. Judith Bense	President, University of West Florida
Marcella David, J.D.	Provost, Florida A & M University
Harrison DuBosar	Student, Florida State University
Dr. Shawn Felton	Assistant Professor, Florida Gulf Coast University President, FGCU Faculty Senate Trustee, FGCU Board of Trustees
Dr. Kent Fuchs	President, University of Florida
Dr. Judy Genshaft	President, University of South Florida
Dr. Jim Henningsen	President, College of Central Florida
Dr. Sally McRorie	Interim Provost, Florida State University
Dr. Pam Northrup	Associate Provost, Academic Innovation Exec. Dir, Florida Virtual Campus and Complete Florida University of West Florida

Appendix C – Distance Learning E