

## AGENDA

## **Advisory Board for UF Online**

Room 226, Tigert Hall University of Florida Gainesville, Florida October 13, 2016 10:00 a.m. – 3:00 p.m. or upon adjournment

Chair: Mr. Carlos Alfonso Members: Vice Chair Ned Lautenbach, Mr. Ernie Friend, Dr. John Watret

1.	Call to Order and Opening Remarks	Chair Carlos Alfonso
2.	Approval of Minutes of Meeting held April 7, 2016	Chair Alfonso
3.	UF Online Annual Report	Ms. Evangeline Cummings
4.	Comprehensive Business Plan	Ms. Cummings
	<ul><li>a. Implementation Path Forward</li><li>b. Enrollment and Recruitment Trends</li></ul>	Dr. Zina Evans
5.	New Marketing Team and Recruitment Center	Ms. Harper & Ms. Emmett
6.	Working Lunch: Non-material Amendments	Ms. Cummings
	Meeting location for the afternoon: Criser Ro	n TBD
7.	UF Online Academic Programs	
	a. A look inside the UF Online Classroom	Dr. Lora Levett
	b. Academic Advising online students	Mr. Glenn Kepic
8.	Student Engagement: UF Plaza Demo	Dr. Jeannie Starobin
9.	Operating Procedures	Chair Alfonso
10.	Election of Chair and Vice Chair	Chair Alfonso
11.	Public Comment	Chair Alfonso
12.	Guided Tour of UF Online Recruitment Center	Ms. Cummings
13.	Concluding Remarks and Adjournment	Chair Alfonso

## STATE UNIVERSITY SYSTEM OF FLORIDA BOARD OF GOVERNORS Advisory Board for UF Online October 13, 2016

## SUBJECT: Approval of Minutes of April 7, 2016, Meeting

## PROPOSED ADVISORY BOARD ACTION

Approval of summary minutes of the meeting held on April 7, 2016.

## **BACKGROUND INFORMATION**

Advisory Board members will review and approve the summary minutes of the meeting held via conference call on April 7, 2016.

**Supporting Documentation Included:** Summary Minutes for November 30, 2015

**Facilitators/Presenters:** 

Chair Carlos Alfonso

## MINUTES STATE UNIVERSITY SYSTEM OF FLORIDA ADVISORY BOARD FOR UF ONLINE CONFERENCE CALL

## April 7, 2016

### 1. Call to Order

Chair Carlos Alfonso convened the meeting at 9:02 a.m. on April 7, 2016, with the following members present: Mr. Ernie Friend, Mr. Ned Lautenbach, and Dr. John Watret.

### 2. Minutes

Dr. Watret moved that the Advisory Board approve the minutes of the meeting held on November 30, 2015, as presented. Mr. Friend seconded the motion, and the members concurred.

### 3. Updates and Discussion

Ms. Evie Cummings, Director of UF Online, provided updates on marketing, recruitment, and advising. She said the Pearson contract was terminated in December 2015 and UF Online is in a one-year transition period. She mentioned her intent to update the business plan with updated enrollment projections.

She indicated that UF Online has a new Director of Marketing, Kathy Harper, and a new vendor for marketing, 160over90. Ms. Cummings has plans to bring additional people in-house, which will give the institution more autonomy to determine what is working and what needs to be changed.

Ms. Cummings said the Division of Enrollment Management has stood up a new recruitment center located on campus. UF Online's enrollment services shop has two main components: (1) a one-stop shop for UF Online students, including admissions and financial aid, and (2) a recruitment center.

She said that Pearson had provided coaches and now UF's academic advising center, with additional hires, has absorbed that function and is providing in-house advising. Ms. Cummings said she was planning to hire an Associate Director of Student Success and Engagement.

Governor Lautenbach asked if SUS institutions had a plan for marketing. Dr. Nancy McKee mentioned that marketing was a part of the SUS Strategic Plan for Online Education. The Florida Virtual Campus is taking the lead on developing a marketing plan and is scheduled to present it to the Steering Committee in June.

Mr. Friend requested that the new UF Online organizational structure be shared with the Advisory Board, and he asked if funds that had been used to fund Pearson were now being used to fund the new UF Online Recruitment and Outreach Center. Ms. Cummings said yes, UF Online now has a core set of services being provided, including enrollment management.

Mr. Friend asked how UF Online would be focusing on the national audience. Ms. Cummings said a new marketing campaign was pushed out February 11. She said the majority of marketing resources will be targeted out of state.

Ms. Harper explained new enhancements on the marketing side of the house. The biggest change is with the tools they now have in place, which provide immediate feedback on the performance of the marketing campaign, from e-mails to responses to advertisements to what pages on the website people have visited. There is no problem with recognition or knowing of the quality of UF Online's programs in-state, but there is a challenge with the out-of-state market.

Ms. Harper said UF Online is launching a multimedia campaign, but will also use traditional forms of media, such as billboards and radio. Seventy percent of funds are targeting out of state markets. There are certain targeted geographic areas for marketing out of state, such as metropolitan areas where UF has a lot of alumni, and where there is already general interest. She said they are also reaching out to specific groups, such as transfer students, people in the military, and people who influence students' decision-making, such as parents and guidance counselors, and students with specific majors. She said everything is mobile-friendly. Ms. Harper said there will be a big push for marketing ahead of the June 1 application deadline, but there will continue to be advertising afterwards.

Ms. Harper said that within 48 hours of the time students have reached out to UF Online, students have been emailed twice.

Ms. Cummings said there has been a leveling off of students this summer, but hopes enrollment will increase this fall. This is the second year that UF Online has offered students a place in the PaCE program, and anticipates more students accepting than accepted last year.

She said this fall there will be a one-day in-person orientation for PaCE students, which will be a more efficient approach than last year's one-on-one orientation.

Ms. Cummings said they will implement the optional fee package in fall 2016.

There will be a launching of the UF Online Plaza to allow all UF Online students to be engaged. Ms. Cummings said about 20% of UF Online students live in Alachua County and about 50% of PaCE students live in Gainesville.

Ms. Cummings said UF Online will be designing programs for ROTC students.

She said that UF Online will continue to grow programs at two per year, rather than the original five per year. Currently, UF Online has 14 online majors and 3 minors. A new nursing major was offered this spring, and 13 online undergraduate certificates are being made available to degree-seeking students at reduced tuition rate for only UF Online students. Two new majors will be coming this fall: (1) Digital Arts and Sciences and (2) Public Relations. Work is underway for engineering, but she does not anticipate bringing engineering online for a couple of years. Dr. Watret asked if the original engineering programs had been pushed back. Ms. Cummings said the launch would have been premature; she does not see engineering being brought online within the next two years. She said UF Online will continue to grow programs, but will slow down the pace.

Ms. Cummings said the original enrollment projections were not realistic. She said UF Online would continue to grow, but not at the rate Pearson had projected.

She has asked her faculty advisory committee to see where UF Online stands with virtual labs. She will provide seed money to pilot virtual labs. She is also asking a faculty group to help think through the best models to deliver scalable, quality online courses. How do faculty ensure they have the support they need? She is hoping to shift the funding model from an overload model to an inload model to ensure UF Online can continue to grow.

Ms. Cummings sees three phases in UF Online:

- Phase I Launch of program
- Phase II Making sure growth is sustainable
- Phase III Continue to grow.

Chair Alfonso suggested looking at the business plan in the three phases she mentioned.

Ms. Cummings shared the new strategic goals she is considering, based on campus listening sessions:

- Strategic Deployment of Premiere Online Programs;
- Continual Innovation in Undergraduate Online Learning
- Faculty Leadership in Online Teaching
- Student Success and Engagement
- Commitment to Academic Integrity
- Smart Recruitment

The revised business plan will be for the years 2016-2020.

She has seen the growth in the PaCE program and in tuition waivers. The initial projections were not realistic, though. People do want to come and UF Online is experiencing growth, but not on

par with the original projections. Right now, she expects the proportion of out-of-state students to be no more than 15%.

Ms. Cummings said UF Online is trying to market smartly, targeting qualified applicants.

Mr. Friend said he would like to see the behind-the-scenes process UF Online uses to select people to focus on. Chair Alfonso agreed.

Dr. Watret asked how expenses had been changed to reflect the lower amount of tuition collected. Ms. Cummings said they were bringing on programs less costly to build, spending course production money on courses that were really needed. UF Online is not refreshing every course, and tuition is no longer being shared with Pearson.

Mr. Lautenbach made a motion to allow Evie to continue to tailor and evolve the business plan. Dr. Watret seconded. The motion was approved.

Chair Alfonso suggested the Board have an in-person meeting in August, with the intent of taking the revised business plan to the Board of Governors in September. Evie said an annual report would be ready in that timeframe, as well.

## 4. Public Comment

There were no public comments.

6. Concluding Remarks and Adjournment

Chair Alfonso adjourned the meeting at 10:07 a.m.

Carlos Alfonso, Chair

Nancy C. McKee, Executive Director

# UNIVERSITY OF FLORIDA ONLINE ANNUAL REPORT

Academic Year 2015-2016

Presented to the UF Online Advisory Board

October 13, 2016



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## MESSAGE FROM THE DIRECTOR

The University of Florida is a comprehensive learning institution built on a land-grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

~ University of Florida Mission Statement

The University of Florida delivers on this mission through its commitment to teaching, research, scholarship, and service. A leader in the state for premier academics, the University was proud to launch the UF Online program in January 2014 as the means to expand the Gator Nation further to reach students across the state, the country and around the world with an unparalleled undergraduate education in a versatile, online format. The successful launch of UF Online, the growth in online academic offerings, and the currently thriving online student body are testaments to the strength of Gator innovation and the power of our students and faculty.

Looking across the country to our academic peers, the University of Florida rises above with a unique online model at the undergraduate level. Our online programs deliver the same degree as our on campus colleges thanks to the very same faculty who teach and inspire our students on campus. We are at the forefront of public universities rising to meet the needs of students seeking a premier, reputable online degree experience that will lead to real success in their chosen career paths.

## MESSAGE FROM THE DIRECTOR CONTINUED

This past year has been a time of significant change here in the University's online realm. We have continued to welcome a growing online student community with enrollments up over 30% while we simultaneously transitioned away from a private partner that was a key player in our initial launch back in 2014. We have worked hard to ensure this vendor shift remains invisible to our students, and even while transitioning, we have delivered improvements to the UF Online student experience.

I hope you enjoy reading through this year's annual report. I invite you to join us on our journey to provide students with a remarkable and dynamic online undergraduate experience as they pursue their academic goals in the format, timeframe, and life stage of their choosing. These pages reflect the hard work of a campus wide endeavor. UF faculty truly lead the charge for greater student access to UF academics in the now more expansive, digital classroom. In these many accomplishments, you will find the University's longstanding commitment to students coupled with the continual Gator spirt and drive to excel, innovate, and forge new pathways. We at the University of Florida always rise to the challenge and will always deliver the best for our students. They deserve it, and we are proud to welcome them into the Gator Nation online.

#### Go Gators!

**Evangeline Tsibris Cummings** Assistant Provost and Director of UF Online

## INTRODUCTION

This year marks a turning point for the University of Florida (UF) Online program. Proudly serving over 2,000 new students, since its inception, the UF Online program has seen a rise in programs, students, and revenue and now welcomes a growing number of alumni. As we mature as a program, we are able to shift our attention to ensuring our continued sustainable growth and dynamic evolution. This year's annual report describes the major management strategy shifts instituted over the past year to ensure our continued success. This year also marks a turning point for the online student experience, the continued growth of new programs, and new options for student fees that reinforce our commitment to the affordability and the flexibility of UF Online for all of our students – current and future.

#### A DYNAMIC PROGRAM

UF Online is a driving force of discovery and innovation in online higher education in Florida, providing the best and most versatile online programs from a nationally recognized university with a proud land grant mission. Our online academic programs are among the best in the country. For UF Online to continue to grow, evolve, and remain on the cutting edge of teaching technology and digital learning, its management foundation must be strong yet nimble. Our management structure must be analytic and data-driven, empowering of ideas and yet connected so that as a campus system, we can fuel innovation, modulate investments in critical areas such as marketing, while also preparing as a campus each semester to welcome a growing number of students. To accomplish this, the University online program must have the information it needs to excel, to eliminate administrative waste, and to invest in what is working most effectively as it grows. Fundamentally, our foundation is that of academic integrity, embedded in the traditions and spirit of the entire University and its commitment to academic excellence. This year the University took significant steps to ensure that the UF Online program was on the best path possible with these needs in mind.

#### **PHASES OF GROWTH**

The UF Online comprehensive business plan guides us as we move UF Online through its phases of maturation as a program. UF Online's growth can be described in three basic phases. First, the University began UF Online during its "Launch Phase" from 2013-2015. Building on the University's long legacy of distance learning, the expedient launch of UF Online for the Spring 2014 term was a remarkable accomplishment for students, faculty, this University, and the State

of Florida that invested in this now successful model for undergraduate learning. A private partner aided in this initial launch and provided critical support services during our early semesters. UF Online's second phase, "Excellence in all Operations to Ensure Sound Growth" began midway through 2015 as the University began work to integrate all major program functions back into University hands. Encompassing the next several years, this critical second phase will see a transformation of operations to ensure nimble delivery to a growing student body through significant campus-wide empowerment albeit in a connected manner. Our goal is to position the University ultimately to invest in and to fuel our expansion in Phase III beginning in or around 2018. Also articulated in the comprehensive business plan, we anticipate that the results from this intensive, campus wide commitment to online undergraduate programs will result in shared benefits across all university platforms, including the teaching and learning that occurs on our resident campus.

#### **CORE MANAGEMENT STRATEGIES**

UF Online continues to implement the strategies articulated in the comprehensive business plan thru these phases. These tried and true, core management strategies have guided the accomplishments of UF Online to date, the transition efforts this past year, and they frame our focus going forward. These management strategies guiding our sustainable growth include:

#### **BOOSTING REVENUE**

Highlights of actions we have taken this year - UF Online's new, in-house marketing functions and a new online student recruitment center position UF Online to boost the enrollment of highly qualified applicants. Following a significant vendor transition and the launch of a new spring marketing campaign, we have seen an increase in student enrollments by over 30%. We also see promising trends in the increase of out of state student applications, admits, and enrollments as we work to increase the geographic diversity of our student population while generating tuition revenue to fuel course production and delivery. UF has also launched the second year of the Pathway to Campus Enrollment (PaCE) and saw confirmations for the fall 2016 term almost double by May 1, 2016. Separately, new revenue streams were established into online student services that enable students to opt into additional student services at their choosing with the new fees directly funding the services they wish to utilize.

#### CUTTING COSTS AND ELIMINATING WASTE

Highlights of actions we have taken this year - UF Online continues to evaluate every expenditure to ensure the highest value use of every dollar of state appropriated funds and tuition revenue. Following concerns with

performance, UF Online opted to terminate a contract with its largest vendor partner in December 2015. Following the termination, UF has seen a significant decline in costs and a substantial gain in retained tuition revenue due to the halt of the contract's tuition revenue share provisions. UF Online now targets needs for vendor expertise and no longer relies on an umbrella provider of services we were not fully utilizing given the program's maturation. By shifting many student services in-house, we have improved our impact on prospective and current students and enabled connectivity of many in house functions as an added benefit. UF Online has also built a significant inhouse infrastructure to frame every business line and link it back to core data and student information. This new infrastructure now underpins UF Online's recruitment, marketing and advising services, ultimately improving our support of students, academic advisors and best assisting colleges in curriculum planning needs.

#### **INVESTING IN HIGHEST-VALUE AREAS**

Highlights of actions we have taken this year - Where we have realized savings, we are targeting those monies for reinvestments in higher value priorities. This year we were able to take cost savings and divert them to fund a new piloted, virtual lab tool to deliver an upper division biology lab for the first time to our online students. Separately, where we see peak demand and limited capacity, UF Online has been able to divert costs savings to fund additional faculty salaries in the departments with the greatest demand. Ultimately, this strategic use of our funds better supports our faculty and students through high-quality online course content.

#### LEVERAGING PARTNERSHIPS AND CAMPUS EXPERTISE

Highlights of actions we have taken this year- Working with partners across campus, we are able to serve online students with the same level of service and support as our on campus students. UF has a strong legacy of undergraduate student support, engagement, and service. This year, partners in the Division of Student Affairs, the Academic Advising Center, and the Colleges designed and delivered the first-ever, in-person online student "preview" or orientation. Comprised of both a welcome orientation plus group and one-on-one academic advising with faculty and real-time registration, this program focused the expertise on campus into the online realm and to the benefit of online, first time in college students. Focused on the second class of incoming PaCE students joining UF Online in Fall 2016, we anticipate replicating and expanding this model in future years with these same campus partners.

These strategies encapsulate the framework in our comprehensive business plan and these highlights demonstrate their value. UF Online continues to focus in these four areas to deliver on our goals as a program as we proceed through UF Online's phases of growth.

#### **DISTANCE LEARNING AT UF**

UF Online is part of a much broader picture of distance learning at the University of Florida. It is important to note that, while UF Online students enroll in fully online courses, the percentage of all UF students taking online classes has increased steadily since 2008 as shown in the table and chart below. While this trend encompasses both graduate and undergraduate education, UF Online has an important role to play in the expansion of online education across the undergraduate student body. Many of the courses paid for and developed specifically for UF Online are used in a broader context across the undergraduate curriculum. In addition, many of the innovations, lessons learned, and processes established to serve the needs of UF Online are helping to fuel this growth. UF Online is proud to be a part of the vigorous cycle of continuous improvement in online education and pedagogy at UF.



### **UF Fall 8 Year Trend** Percent of Total Students Enrolled in Distance & Non-Distance Courses

#### **ORGANIZATIONAL STRUCTURE**

The UF Online program is a network of faculty, staff and administrators across the entire campus, all focused on delivering online programs and serving this entirely new online student body. When reviewing the organizational structure of UF Online, most importantly the colleges and departments of the University implement and deliver the online teaching for UF Online's students just as they do for UF's on campus students. During this past year, the University of Florida centralized its entire management function of UF Online into a core team with a new Director. This small, administrative office provides leadership and maintains the strategic operational functions to ensure the conditions are ripe for the colleges to deliver successfully a growing number of UF Online programs. Since the termination of the contract with the private partner, UF Online has expanded its centralized staff to manage the functions previously handled by that partner. Most notably an office of Marketing and Communications which reports directly to the Director of UF Online has been added. Additional staff have also been added within UF's Division of Enrollment Management to handle all recruitment and outreach efforts.



#### **MODERNIZING UF ONLINE OPERATIONS**

Over the past year, UF Online has instituted new systems to manage the entire lifecycle from lead generation to admitted student. The UF Online OneStop had been using a constituent relationship management (CRM) system on a limited basis to manage some aspects of the admissions process and ongoing student support. The CRM used was Salesforce. Building on the nascent Salesforce expertise already found in the OneStop, we decided to build a more robust and expanded implementation of the CRM. The initial expansion targeted two functional areas at either end of the recruitment and application cycle:

#### → 1. Lead generation and cultivation

All lead generation and cultivation had been handled by the private partner within their own CRM so an immediate need was recognized for these functions. We selected a marketing automation tool (Pardot) which couples tightly with Salesforce. This marketing automation tool allows us to run large-scale, automated campaigns which help to generate leads and cultivate interest among prospective applicants.

#### → 2. Admissions data and processing

The formal application and admissions processes are handled through official enterprise systems. However, we needed a unified system for managing applicants from the point of initial contact all the way through the application process to the point of admission and beyond. As a result, applicant and admissions data are synchronized between the CRM and the canonical enterprise data sources. This synchronization provides admissions officers and student support personnel a unified view of applicants and admitted students.

Once we established these two critical pieces of the UF Online CRM, we have been expanding the functionality and usage of the system targeting such functions as lead conversion, application completion, and admitted student yield efforts. Additionally, this infrastructure is the foundation upon which we are building expanded online student engagement systems.

## ACADEMIC PROGRAMS

This year UF Online offered fully online majors, minors and certificates and continued the PaCE program. The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online for our students as well as the programs targeted for inclusion in future academic years.

## **UF ONLINE PROGRAMS**

OF UNLINE PROG	RAMO	
Majors and Tracks	Minors	Certificates
Up to fall 2016		
<ol> <li>B.A., Anthropology</li> <li>B.A., Biology</li> <li>B.S., Business Administration</li> <li>B.S., Computer Science</li> <li>B.A., Criminology &amp; Law</li> <li>B.S., Environmental Management</li> <li>B.A., Geography</li> <li>B.A., Geology</li> <li>B.S., Health Education &amp; Behavior</li> <li>B.A., Psychology</li> <li>B.A., Public Relations</li> <li>B.S.N., Nursing</li> <li>B.A., Sociology</li> <li>B.S., Sport Management</li> <li>B.S., Telecommunication Media &amp; Society</li> </ol>	<ol> <li>Anthropology</li> <li>Business</li> <li>Geography</li> <li>Mass Communication</li> <li>Sociology</li> </ol>	<ol> <li>Environmental Horticulture Management</li> <li>Geomatics</li> <li>Landscape Pest Management</li> <li>Medical Entomology</li> <li>Pest Control Technology</li> <li>Urban Pest Management</li> </ol>
New additions in spring 2017		
<ol> <li>B.A., Business Administration - Anthropology Specialization</li> <li>B.A., Business Administration - Computer &amp; Information Science Specialization</li> <li>B.A., Business Administration - Criminology Specialization</li> <li>B.A., Business Administration - Economic Geography Specialization</li> <li>B.A., Business Administration - Educational Studies Specialization</li> <li>B.A., Business Administration - Geology Specialization</li> <li>B.A., Business Administration - Sociology Specialization</li> <li>B.A., Business Administration - Sport Management Specialization</li> </ol>		
2017-2018		
<ol> <li>B.S., Communication Sciences &amp; Disorders</li> <li>B.S., Fire &amp; Emergency Services - Emergency Management Track</li> <li>B.S., Fire &amp; Emergency Services - Fire Management Track</li> <li>B.S., Fire &amp; Emergency Services - Emergency Medical Services Management Track</li> <li>B.S., Microbiology &amp; Cell Science</li> <li>B.A., Educational Studies</li> </ol>	<ol> <li>Accounting</li> <li>Biology</li> <li>Educational Studies</li> <li>Entomology &amp; Nematology</li> <li>Family, Youth, &amp; Community Sciences</li> </ol>	<ol> <li>7. Emergency Management</li> <li>8. EMS Management</li> </ol>
2018-2019		
<ol> <li>B.A., Advertising</li> <li>B.S., Agricultural Education &amp; Communication</li> <li>B.S., Applied Physiology &amp; Kinesiology</li> <li>B.S., Computer Engineering</li> <li>B.S., Entomology &amp; Nematology</li> <li>B.S., Finance</li> </ol>	<ul><li>11. Advertising</li><li>12. Food &amp; Resource</li><li>Economics</li></ul>	<ul> <li>9. Environmental Management</li> <li>10. Public Relations</li> <li>11. Sports Management</li> <li>12. Computer Science</li> <li>13. Criminology - Law Enforcement</li> </ul>

#### **PATHWAY TO CAMPUS ENROLLMENT MAJORS**

Starting in fall 2015, the University of Florida launched the PaCE program to welcome first time in college students into a new, hybrid program. These PaCE students complete the first part of their degree online and later may transition to campus at the upper division without having to reapply. The University has seen positive growth in PaCE and the 50+ majors included in the program. The table below contains the list of majors included in the PaCE program as of September 2016. This list is maintained online at: http://www.admissions.ufl.edu/learn/pace/majors.

## **Pace Program Majors**

Col	lege of Agricultural & Life Sciences (18)		
1.	Agricultural Education and Communication Tracks include Communication and Leadership Development or Agricultural Education	12.	Forest Resources and Conservation Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban
2. 3.	Agricultural Operations Management Animal Sciences		Forestry or Watershed Science and Management
	Tracks include Equine or Food Animal	13.	Horticultural Science Tracks include Horticultural Production, Horticultural Science,
4.	Botany, General Botany		Organic Crop Production or Plant Molecular and Cellular
5.	Dietetics		Biology
6.	Entomology and Nematology Tracks include Basic Science, Biosecurity, Ecotourism, Plant	14.	Microbiology and Cell Science
	Protection or Urban Pest Management		Natural Resource Conservation
7. 8.	Environmental Management in Agriculture and Natural Resources Environmental Science (BA)		Nutritional Sciences Plant Science Tracks include Community Food Systems, Crop Ecology, Garden Design and Management, Landscape and Nursery
9.	Family, Youth and Community Sciences Food and Resource Economics		Horticulture, Plant Genetics, Plant Health, Restoration Horticulture or <sup>Sustainable Food Production</sup>
	Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics	18.	Wildlife Ecology and Conservation Tracks include Wildlife Ecology and Conservation
11.	Food Science		Specialization
Col	lege of the Arts (4)		
19.	Art	21.	Digital Arts and Sciences
20.	Art History	22.	General Theatre
Wa	rrington College of Business Administration (1)		
23.	General Studies (BABA)		

## **Pace Program Majors**

College of Design, Construction & Planning (5)	
24. Architecture	27. Landscape Architecture
25. Construction Management	28. Sustainability and the Built Environment
26. Interior Design	
College of Health & Human Performance (3)	
29. Health Education and Behavior	31. Tourism, Events and Recreation Management
30. Sports Management	
College of Journalism & Communications (4)	
32. Advertising	34. Public Relations
33. Journalism	35. Telecommunications
College of Liberal Arts & Sciences (18)	
36. African American Studies	45. Linguistics
37. Anthropology	46. Mathematics
38. Classical Studies	47. Philosophy
39. Computer Science	48. Religion
40. English	49. Sociology
41. Exploratory	50. Spanish
42. Geography	51. Statistics
43. Geology (BS)	52. Sustainability Studies
44. History	53. Women's Studies



## **ADMISSIONS & ENROLLMENT**

#### **APPLICANTS AND ADMITTED STUDENTS**

This academic year saw continued growth. The total number of applications increased from the prior year by just over 100% while the total number of newly admitted students increased by nearly 70%. The strongest area of year over year growth was among out of state students with over 181% more out of state students admitted this academic year than in the prior year. This growth is encouraging, but the total number of out of state students is still relatively low. We remain committed to recruiting qualified out of state students. The numbers below reflect a 45% overall admit rate and an 82% yield rate.

		Applied			Admittec	I		Newly E	nrolled	
Term6	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total	PaCE
2014 Summer	195	26	221	75	1	76	73	0	73	
2014 Fall	596	106	702	328	28	356	304	15	319	
2015 Spring	429	69	498	254	20	274	226	11	237	
AY 2014-2015	1,220	201	1,421	657	49	706	603	26	629	
2015 Summer	490	123	613	191	24	215	158	11	169	
2015 Fall	1,093	286	1,379	541	68	609	464	42	506	258
2016 Spring	773	121	894	427	35	462	359	20	379	
AY 2015-2016	2,356	530	2,886	1159	127	1,286	981	73	1,054	
AY YOY Growth	93%	164%	103%	76%	159%	82%	63%	181%	68%	







#### FALL 2015 STUDENT DEMOGRAPHICS

Age		Full/Part Time	%	Description	<i></i> %
< 20	19.45%	Part time	55.24%	White (non-Hispanic) incl. middle-eastern peoples	64.82%
20 - 24	25.73%	Full time	44.76%	Hispanic	16.71%
25 - 29	19.33%			Black (non-Hispanic)	8.35%
30 - 34	12.74%			Asian (incl. Indian subcontinent)	4.63%
35 - 39	8.54%	Residency	%	Not reported	3.35%
40 - 44	5.98%	FL Resident	92.50%	American Indian or Alaskan Native	1.22%
=> 45	8.23%	Non-FL Resident	7.5%	Nonresident Alien	0.61%
Average o	age is 28	Non TE Resident	1.370	Hawaiian Pacific Islander	0.30%
Gender	%	Transfer/FTIC	%		
Female	56.52%	Transfer	73.47%	* Includes PaCE students admitted in fall 2015.	
Male	43.35%	First Time in College <sup>3</sup>	* 26.52%		

The table below contain demographic information about the students enrolled in the fall 2015 semester.

#### FALL TO FALL PERSISTENCE RATES

The table below contains fall to fall persistence rates comparing the fall of the prior academic year (2014) with the fall 2015 academic year.

Major	Fall 2014 Enrolled	Fall 2014 minus Grads	Fall 2015 Enrolled	Persistence Rate
Criminology & Law	104	81	57	70.4%
General Business	541	402	316	78.6%
Geology	7	7	4	57.1%
Health Education & Behavior	93	76	58	76.3%
Environmental Management	21	16	13	81.3%
Psychology	45	45	32	71.1%
Sport Management	76	53	35	66.0%
Telecommunication	4	4	2	50.0%
Total	892	685	517	75.5%

#### GRADUATES

The table below contains the number of graduates from UF Online by term and college.

Term	CALS	WCBA	HHP	JM	CLAS	NR	Total
2014 Spring	1	40	16		2		59
2014 Summer		49	11		3		63
2014 Fall	1	58	15		7		81
2015 Spring	3	43	8		12		66
2015 Summer	1	39	18		5		63
2015 Fall	1	55	17		10		83
2016 Spring	3	42	24	1	20		90
2016 Summer		31	16	2	19	22	90
Total	10	357	125	3	78	22	595

## **REVENUES & EXPENSES**

Net Margin	(\$593,937)	\$104,556
Total Expenses	\$8,162,700	\$9,741,131
RCM Taxes		\$272,944
Facilities Operations		\$5,543
Proctoring		\$172,743
Marketing		\$1,406,928
Student Services	\$1,281,422	\$1,583,614
UFIT	\$383,352	\$285,09
Overhead	\$24,832	\$160,42
Pearson Services	\$2,874,390	\$1,846,445
Direct Administration	\$693,200	\$738,23
Enrollment Management	\$248,029	\$419,379
Delivery	\$1,008,258	\$1,723,539
Production	\$1,649,217	\$1,126,24
Expenses:		
Total Revenue	\$7,568,763	\$9,845,68
State Subsidy	\$5,000,000	\$5,038,438
Total Tuition Revenue	\$2,568,763	\$4,807,248
Out of State	\$359,627	\$961,450
In State	\$2,209,136	\$3,845,799
Tuition:		
	FYE June 30, 2015	FYE June 30, 2010

## COURSE PRODUCTION & DELIVERY

UF Online course production welcomed a new Associate Director in January 2016 to oversee the production and timely delivery of online offerings. Working closely with faculty leadership to ensure UF Online's course production remains on the cutting edge, the new Associate Director convened fourteen sessions across campus to engage the faculty leadership of each major in UF Online. The goals of these meetings were to plan strategically the departments' needs for new development, course refresh, and to put in place 3-year curriculum plans that match the needs of students, faculty and course production resources. This critical work continues UF's efforts to merge online course planning into the fundamental fabric of college and department faculty effort planning and curriculum sequencing. We continue to focus on the needs of faculty to delivery premier online learning.

This emphasis in 2016 on funding strategic course production needs enables UF Online to mature its course production operations. This year UF Online transitioned course production operations from the initial launch fervor with significant production volume to ensure initial capacity to now a measured and strategic production schedule with greater predictability and up front planning and department engagement. These strategic management shifts are taking place all while fueling course innovations and pilots to continue to infuse UF Online courses with the latest technology and digital pedagogical techniques. In doing so the Associate Director focuses on adopting standard operating procedures, improving production efficiencies, enhancing faculty support, and infusing courses with innovative approaches. This strategic management shift in course production is taking place all while the number of enrolled students have continued to grow, as have the number of courses and sections taught through UF Online. The unique number of instructors teaching in UF Online has also increased from the prior academic year by over 80%.

Term	Courses	Sections	Instructors
2014 Summer	50	61	64
2014 Fall	89	102	85
2015 Spring	108	109	98
AY 2014-2015	247	272	162
2015 Summer	73	90	83
2015 Fall	163	170	172
2016 Spring	186	191	198
AY 2015-2016	422	451	297
AY YOY Growth	71%	66%	83%

#### **INNOVATIONS IN COURSE PRODUCTION**

While advancing the strategic operations of UF Online course production, we also remained dedicated and focused on the continual delivery of premier online learning. In the spring of 2016, the UF Online Director engaged the UF Online Faculty Advisory Committee, comprised of faculty from each college delivering UF Online courses and programs, and sought their continued and direct involvement in the growth in UF's premier online programs. The faculty committee was eager to continue their role to inform UF Online's ongoing efforts. The UF Online Director requested their insights in the areas of virtual labs for online students and the best models to support and foster online teaching efforts across the UF faculty over the coming years. Lastly, while the faculty committee launched two areas of inquiry and advice for UF Online, we also focused on the immediate needs of students and took deliberate steps to fund, build, and deliver a completely new virtual upper division biology lab offering for the Fall 2016 semester. These efforts are described in detail below.

#### **UF FACULTY VIRTUAL LAB TASK FORCE**

As part of the ongoing leadership role served by the UF Online Faculty Advisory Committee, the UF Online Director requested the committee's insight and asked the faculty group to launch a new effort aimed at a deep analysis and strategy on the future of virtual labs across UF. With the Faculty Advisory Committee's support and involvement, the UF Online Director launched a university wide Virtual Lab Taskforce comprised of faculty experts across 5 UF colleges to study the state of virtual labs at UF and in the field in order to provide both near and long term recommendations for the appropriate piloting and application of virtual lab technologies in UF Online. Findings and recommendations are anticipated by January 2017.

#### The charge of the Virtual Lab Task Force is to:

- Review UF's experience and lessons learned to date with virtual labs at UF.
- → Review and inventory the "best in show" approaches from peer institutions to inform UF's approach.
- Review the market of current vendors and identifying a reasonable set of vendors that may provide virtual lab services of interest to UF.
- Identify a set of near term and longer term recommendations for the UF Online Director so that UF may work to deliver virtual lab offerings of top quality to online students.

#### **UF FACULTY TEACHING TEAMS TASK FORCE**

Similarly, the Faculty Advisory Committee supported the initiation of a second, faculty-led effort to inform the future focus of UF Online in the continual support of UF faculty that deliver online teaching. The UF Online Director launched a Teaching Networks Workgroup to review and recommend options for ensuring the continued strategic engagement faculty have access to the support and expertise needed to produce high-quality online courses.

#### The charge to this group is to:

- → Review and inventory UF's experience in deployment and support of teaching teams to date.
- > Review and inventory models for faculty support at peer institutions.
- To provide both near term and long term recommendations so that UF Online may continue to ensure the ongoing fortification of critical faculty networks and teaching teams.

#### VIRTUAL LAB CUSTOM CO-DEVELOPMENT PILOT

This year UF online entered into a pilot with Labster Inc. to custom develop a fully online virtual biology lab. While there are virtual lab products on the market for purchase, they do not always meet the needs of UF Online courses. The strength of Labster Inc. is that they are grant funded, greatly reducing development costs. They also have the necessary scientific expertise on hand to work with the instructor in developing the labs. This pilot is designed to determine if custom co-development with Labster Inc. is a viable option for developing labs that currently do not exist. Delivery of this new lab was planned for the Fall 2016 semester.

## MARKETING

The 2015-2016 academic year was one of transition for UF Online marketing. The three major changes were:

- Terminating the private partner marketing services and retaining a new marketing and advertising vendor
- > Developing and launching a new marketing campaign with new creative and a revitalized brand
- Hiring a new Associate Director of Marketing and Communications

As UF terminated the contract with the private partner there was a direct impact on marketing and recruitment services. UF Online selected a new marketing agency and began building its internal team. We tasked the new agency 160over90 with two major initiatives: (1) developing new creative assets to distinguish and highlight the brand identity for UF Online; (2) developing and implementing an advertising campaign. During this same time, we established a new internal position to lead the marketing and communications functions for UF Online and conducted a search to fill the position. The Associate Director of Communications and Marketing for UF Online joined the team in late January of 2016 and began building internal processes and structures.



#### **BRAND DISTINCTION**

160over90, the new agency selected by UF Online, is also the agency that led the overall University of Florida rebranding in 2014. That work was used as a foundation for the revitalized UF Online brand. The discovery process was extensive and included interviews with staff, faculty and students. Additionally, there was an extensive review of current marketing assets and a competitive analysis of the online education market. The research revealed three values that were already found in the program but also aspirational. These values translated into UF Online's unique selling proposition.

The messaging for UF Online focuses on recruitment and reputation. The tone words to guide messaging are: attentive, innovative, interesting, adaptive, selective, proud, gritty, and elite. Key audiences were defined and creative guidelines were established to compliment the new focus.



The new creative takes a fresh approach, while also falling in line with the University's overall branding. The imagery is aspirational and active. It showcases our students, who are hard-working individuals, and their enthusiasm to take on new challenges while celebrating the decisions they made to advance their education. The creative assets show the students pursuing their education in their own environment while also highlighting UF's campus and rich history. This campus connection adds to UF Online's distinction from fully online programs that do not have a brick and mortar foundation. Photo overlay effects add color

and amplify the personal transformation that UF Online Gators go through. Versatile hexagon shapes are used to highlight and provide focus and visually represent how student are moving to a brighter future through their studies at UF Online. This direction and style was applied to each UF Online major. The creative assets highlight the unique nature and learning aspects of each major.

## University of Florida Online

Written by I76 Solutions [?] April 11 at 1:20pm · @

Evolve the way you see all living things as a biology major through UF Online



#### Take on Biology at UF UF biology majors gain a comprehensive foundation, along with the chance to

explore specializations. Grads can pursue careers in education, the allied health professions and interdisciplinary fields. Learn More



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Sport Management





#### A NATION THAT DOES MORE BY BEING MORE

The passion of our talented students and faculty fuels our preeminence. Discover why Gators excel in everything they do by checking out some of their storie:





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	Start Here

#### **ADVERTISING AND PROMOTIONS**

UF Online marketing had two major categories of expenses – general marketing and agency/advertising. We spent the general marketing dollars on tools to run marketing activities, promotional items and brochures, and support for live and online recruiting events. The agency funds covered a maintenance advertising campaign to bridge the gap between ending the relationship with the private partner and the launch of new campaigns, the rebranding and creative, and the spring campaigns for the fall admissions cycle.

#### **OVERALL MARKETING BUDGET**

General Marketing	
Marketing Automation	\$13,720
Webinar Service	\$678
Recruiting Events	\$4,356
Brochures	\$5,688
Promotional Items	\$7,660
Subtotal	\$32,102
Agency/Ad Investments	
Maintenance Campaign	\$125,000
Spring Campaign	\$905,000
Agency Fees: transition maintenance	\$31,080
Agency Fees: Spring 2016 Campaign	\$317,210
Production	\$121,710
Subtotal	\$1,500,000
Total	\$1,532,102

#### Channel Amount % Facebook \$159,000 18% Pandora \$59,000 7% Transit Shelters \$71,000 8% Twitter \$88,000 10% \$59,000 Spotify 7% **Great Homeschool Conventions** \$3.500 0% American School Counselor Association \$12,000 1% 10% **Google Search** \$88,000 **Display Remarketing** \$17,500 2% Email \$47,000 5% Direct Mail \$53.000 6% **Email Retargeting Display** \$12,000 1% WAZE \$71,000 8% Geo-Targeted Mobile \$53,000 6% Billboards \$100,000 11% NPR \$12,000 1% \$905,000 Total

**INVESTMENTS BY CHANNEL** 

The advertising spend took a multimedia approach. Digital channels (Facebook, Twitter, WAZE, Google Adwords, etc.) were the primary focus. However, investments were also made in outdoor (billboards, transit shelters), radio and direct mail as detailed in the table on the left.

#### **GROWING INTERNAL CAPABILITIES**

Upon hiring, the Associate Director of Communications and Marketing focused on two key areas – Lead Generation and Lead Development. Lead generation is the focus of the advertising and recruiting activities. Lead development is handled through the implementation of a marketing automation system – Pardot. All leads are funneled through Pardot, which was directly tied to the CRM tool used by the recruiting team, Salesforce.

Once in Pardot/Salesforce, leads are assigned to a recruiter based on the desired major. Once that designation is made, leads are put on automatic email campaigns from the assigned recruiter. Leads then receive messages that encouraged future students to take steps that would allow interest to be gauged – e.g. respond to an email, call the recruiter, sign up for a virtual information session, start their application. Additionally, we send email blasts to inform and remind prospects about key deadlines or events. More than 500,000 emails have been sent using the marketing automation tool. The marketing automation tool also allows for segmentation of leads based on desired major, projected start date and other factors. Additionally, the system can monitor behaviors and then score prospects based on this activity – allowing recruiters to identify the "hot" prospects for proactive outreach.

#### **MOVING FORWARD**

Looking ahead to the next year, the marketing and communications team is focusing on:

- Refining the advertising buys based on lead generation
- Creating more sophisticated automated campaigns including a self-service pathway for prospects
- Devising and implementing new marketing campaigns
- ➔ Boosting UF on campus communications.

## RECRUITMENT

Firming up the foundation of UF Online for continued sustainable growth requires the creation of efficient systems focused on streamlining processes where needed and merging entities together to maximize output. During the launch of UF Online, application processing, file reviewing, and evaluating transfer credits were completed through the residential Office of Admissions. This year saw the growth in new dedicated functions within UF Online focused on the unique needs of online student recruitment.

#### **UF ONLINE RECRUITMENT AND OUTREACH CENTER (ROC)**

Recognizing that the needs of distant learning students vary greatly from residential students and the need to firm up the efficiency of the application process, the UF Online Recruitment and Outreach Center (ROC) was established during the 2015-2016 academic year. The ROC is a new business unit within the Division of Enrollment Management and closely aligns with the UF Online OneStop Center. The mission of the ROC is to develop and implement outreach to prospective students in order to build a vigorous learning community that supports the goals and values of UF Online. Providing quality service to prospective students increases the rate of completed applications. Throughout the entire admission process, UF Online applicants receive personalized assistance from UF Online Enrollment Services using multiple communication modalities. Upon application submission to final decision, applicants have online access to a real time update regarding their application status.

With less than a year since its launch, the ROC is executing a recruitment methodology that is unique to UF Online, with support from a stable technology infrastructure that will allow for future growth with student demand and encourages evolutionary methods of reaching and connecting with prospective students. The ROC staff serve as personal guides to prospective students throughout the entire admissions process. The Admissions Officers are the first point of contact for prospective students and are subject matter experts on the program's degree portfolio. Once prospective students apply, an Application Assistant helps the prospective student complete their admissions file for review. Admitted students receive an Enrollment Assistant to guide them through the pre-enrollment process and provides transition communication to the admitted student respective academic advisor. The ROC communicates with prospective students through a variety of channels, and the office maintains extended hours to accommodate the needs of both traditional and non-traditional students.

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As UF Online works toward the future and we build and expand our engagement opportunities, our long term recruitment strategy includes:

- Building brand-awareness with influencers within the wider educational feeder system, (i.e. high schools and community colleges)
- Developing relationships with corporate partners
- → Engaging the University of Florida's expansive alumni network.

In addition, we are expanding from almost exclusively phone/email based interactions with prospective student to include targeted in-person recruitment events. As the ROC operation matures and we expand our marketing efforts to a wider audience and in different channels, the university will continue to evaluate our recruitment resources, processes, technology, and tools to ensure that prospective students (and those who influence their decision making process) are well informed about the our strengths in the competitive landscape of online higher education.

As UF Online enrollment increases, the University will continue to evaluate resources, processes, technology, and tools to ensure that UF Online current students and campus partners continue to receive high quality service. The university's multi-year Campuswide Modernization Program to Advance Student Services (COMPASS) will significantly enhance the UF Online student experience and the OneStop's operational efficiency by unifying student service systems for master data management (see image to the right).





## ACADEMIC ADVISING

The University of Florida has an enviable record in the field of academic advising and has been recognized with the highest honors by the Global Community for Academic Advising (NACADA). The standards and practice for distance advising are somewhat unique, but UF has already developed experience in the field through the efforts of the several 2+2 programs that have been in place for several years

The Academic Advising plan for UF Online utilizes best practices in the field. Advising students in online degree programs encompasses almost every aspect of the student's academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree planning and certification. The success of UF Online, whether measured by student satisfaction, retention, time to degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services. UF has continued its primary role in providing our students with academic advising and has absorbed the coaching function previously provided by the private partner by increasing our advising workforce in-house. UF continues to provide unparalleled academic advising to our online students and now solely with in-house advising experts.

#### **TRANSITION ADVISING**

Once admitted to UF Online, our academic advisors work with students to help them understand how their previous coursework applies to their UF degree and how to plan their remaining time in UF Online. Campus involvement is critical to retention, and this is true for UF Online as well. Academic advisors partner with the Dean of Students Office in offering a fully on-line orientation program and live programs for selected groups of students such as PaCE. The academic advisors also are critical in educating UF Online students regarding access to support services (the "whens" and "hows") such as financial aid, bursar, registrar, IT support, CRC, DSO, DRC, and Counseling Services, among others.

#### **MAJOR AND COLLEGE ADVISING**

Distance learners expect access to advisors when needed, sufficient time available during advising sessions, and reliable and timely information. These needs are most effectively delivered through an "assigned advisor" model, in

which admitted students are assigned immediately to an advisor in their college, who then becomes a consistent point of contact throughout their time at UF, and who becomes responsible for initiating regular contact with the student. Students will be most successful when they are immediately and directly attached to a college-level advisor. Each UF Online College will have a designated advisor (s) for online students with the plan of maintaining a maximum 250:1 limit.

#### **GROUP ADVISING**

Group advising is critical to success with online students. Relevant activities will include active and directed online chats with distance students, as well as online workshops led by advisors (delivered synchronously and asynchronously). These efforts are a critical part of building community among distance learners. They are also an efficient way of delivering quality advising to large numbers of distance students. Live group sessions are also offered to cohorts of students who are able to make it to campus. Successful live group advising sessions have been utilized during the live College of Business Orientations and for local PaCE students.

#### **ADVISOR AVAILABILITY**

Distance learners have greater expectations on how and when they should be advised. Realizing this expectation, academic advisors regularly evaluate the effectiveness of their services. The use of extended hours outside the normal 8-5 work day are utilized as needed. Further, advising services are provided through a combination of delivery methods including: video advising, phone advising, e-mail and instant messaging. Local students also have the opportunity to meet with their designated advisor face-to-face on campus. In addition, colleges utilize the learning platform, Canvas, to create information hubs that provide advising-related information to their students.

## STUDENT SUCCESS & ENGAGEMENT

This past year UF Online has focused on enhancements to the online student experience. The University supports every student as they pursue and realize their academic goals and will continue to expand its support and engagement for our growing online student community.

#### **OPTIONAL FEE PACKAGE**

In April 2016, the University announced that online students would be eligible to opt in or remain out of a set of student activity fees. Starting in fall 2016 semester, students who opted in would have access to additional services and options. This optional package keeps costs low, puts UF Online students in the driver's seat, and funnels revenue directly to the services online students would like to utilize. UF Online looks forward to continuing to support these choices for online students as part of our affordable and premier online academic program.

#### **STUDENT AFFAIRS**

This past 2015-2016 academic year was one of immense growth and innovation for the Division of Student Affairs and the ways in which UF Online students engaged in the student experience. This included a total overhaul of UF's Online orientation program, Links, integrating more than 15 new videos and streamlining information to better meet student needs and expectations. In addition, New Student and Family Programs created three new orientation programs for UF Online/PaCE students including two on campus programs for both students and families and an additional online preorientation program.

In addition, pre-enrollment communication efforts increased. Potential new student and family chats increased by 30% with New Student & Family Programs hosting 12 chats, with 329 participants, totaling 168 hours of staff time. In addition to PaCE admissions chats, New Student & Family Programs also hosts regular new student chats geared towards special topics for all UF Online students. Areas of focus included: newly instituted UF Online Optional Fee Package Program, PaCE transition planning, student involvement and engagement, and campus integration. In order to create a dynamic and specialized orientation for incoming PaCE students, programmatic specific publications and a mobile app have been developed for incoming PaCE students.

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Supporting new students through their transition, New Student & Family Programs was able to increase enrollment during the 2015-16 academic year in Online First Year Florida course by more than double the previous year. In response to this, and increased enrollment, a specific PaCE section of Online First Year Florida will be offered for the first time in the Fall of 2016.

During the 2015-16 year, the Career Resource Center was able to move services previously only available in person, to the online platform. Services such as career planning appointments, academic and career fairs, information sessions, and employer consultations and interviewers were made available online to students at a distance. These services have proven beneficial in terms of providing convenient access to services and resources when it is convenient for the student. In support of the Optional Fee Package, New Student & Family Programs took a programmatic lead in communicating the roll out of this new plan to students and family members. A signification amount of staff time was devoted to drafting and editing communication plans, hosting online information chats, and collaborating with campus partners on creating a new business process to allow students to opt in.

In response to the increased number of online/distance students who will be participating in on campus activities, a selective immunization requirement is being developed for the 2016-17 academic year. The creation of the immunization requirement for UF Online students has required the Division of Student Affairs to work with campus partners in order to change the business process for managing how immunizations holds. Implementing this hold for students who live in Alachua County, or who will be opting into the UF Online Optional Fee Package, will bring these students in line with other on campus students, and in compliance with state regulations.

To comply with Federal Title IX regulations, during the 2015-16 academic year, the Division of Student Affairs implemented a comprehensive online and interactive training program focused on making healthy decisions and promoting a positive and safe culture on and off campus. This is the first in a series of trainings designed to help students policies and decision making related to Title IX and the Campus SaVE Act while doing to in a non-judgmental and interactive environment.

Efforts with family engagement for UF Online families has also increased during the 2015-16 year. During that time frame, students and their family members attended the family reception at New Student Convocation, and participated in Family Weekend events during the Fall and Spring terms. Family members were also offered regular newsletters, as well as online chat forums with professional staff members. These initiatives were driven by New Student & Family Programs,

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#### **UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016**

and are important aspects to creating a supported network of family members, who are able to return that support to their students.

#### Area of Growth for 2015-16:

- → Revamped orientation, Links 2.0, for UF Online
- New in person orientation for PaCE 2015 and PaCE 2016 admits
- > New in person orientation for family members of PaCE students
- Increased pre-enrollment communication initiatives
- Added Online First Year Florida opportunities
- Made available career services through online platforms
- Implemented UF Online Optional Fee Package program
- > Employed immunization requirement for selective groups of UF Online students
- New CampusClarity training requirement
- Family Programming: New Student Convocation, Family Weekend, Family Newsletters, Online Family Chats

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# LOOKING AHEAD: CHALLENGES

As we move ahead, the future is bright for UF Online as a premier academic online program and student community for undergraduates. UF Online continues to grow while remaining dynamic and true to the core management strategies articulated in the comprehensive business plan. As UF Online grows and moves through its phases of maturation as a program, UF Online eyes key challenges common to other institutions growing their online programs yet also some distinct challenges as we grow UF Online as part of the fabric of a large, public and leading research university. These areas are articulated below and shape our future focus.

#### → MAINTAINING AFFORDABILITY WHILE EXPANDING PROGRAM OFFERINGS

The University of Florida has risen to and met the challenge of offering premier online academic options at an affordable tuition level for Floridians far below that of our on campus students. We are proud to welcome students from across the state, the country and around the globe. Although we anticipate that our out of state online student population will continue to grow over the next several years, it will likely not outpace the growth of UF Online's in state student population. Original projections by our previous partner relied too heavily on assumptions that the University would modify or lower entrance criteria for these online students and in particular for out of state online applicants. We have proudly welcomed over 2,000 students into UF Online while upholding the University's commitment to appropriate admissions standards. Within this framework of clear admissions standards, we have also seen greater than anticipated demand for UF Online across the state, and we believe this trend will continue. UF Online will then grow the number of new program offerings as revenue allows.

#### → LABS FOR ONLINE STUDENTS

Lab solutions for the fully-online student will vary by academic discipline, specific lab offering, intended learning outcomes, and available funding and technology. UF Online is now focusing dedicated faculty effort on the assessment of this area to inform future investment as revenue allows. UF Online is also interested in working with peer institutions across the state to leverage partnerships and insights where possible to serve online students with the best lab offerings. The Director of UF Online has been appointed the chair of a statewide taskforce investigating options for virtual labs as part of the 2025 SUS Strategic Plan for Online Education.

#### → STUDENT EXPERIENCE

UF Online sees considerable growth in the area of student services given national and local trends whereby online students are remaining within 100 miles of their home for their online education. Beyond geographic proximity, UF Online will work to foster a greater sense of community across the online student body regardless of location. UF Online will review the impact of the new optional fee package and work to ensure continual options for online students to engage each other, their faculty and to feel connected to the campus community and Gator Nation across the country and around the world, including UF's vast alumni network. No longer are online students wishing to remain at a complete distance. Technology and networks now allow large universities to engage with students wherever they may be. This is an exciting area of growth for UF Online students but one we must address alongside other pressing needs in our funding model.

#### **UF ONLINE ANNUAL REPORT ACADEMIC YEAR 2015-2016**

#### LEVERAGING PARTNERSHIPS

UF Online anticipates and welcomes greater partnership to realize its mission to enhance access to UF academic programs via the most affordable means. This coming year UF Online will focus on establishing employer partnerships to ensure future students are aware of UF Online offerings as they determine the best use of their tuition assistance benefits from their employers. In subsequent years, UF Online would like to focus greater attention on partnerships across the state of Florida to welcome greater first time in college students that could most benefit from our lower tuition offerings.

#### MARKETING COSTS

UF Online offers students a unique option to get a premier academic degree, online and at an affordable price yet penetrating the national market poses challenges. While we have seen steady gains in out of state applications given our new marketing campaign even while decreasing the marketing spend, it also remains clear that marketing is a clear area of continued investment for UF Online. Marketing must comprise a sizeable percentage of UF Online's overall budget. UF Online enters a market dominated by for-profit institutions which spend considerable advertising dollars and as such our marketing spend must targeted. We are also seeking a highly qualified prospective student. Given these factors, we must spend considerably on marketing while continuing to refine our marketing over time to boost the quality of the leads we generate.

#### → GENERATING ADDITIONAL REVENUE AND PROVIDING GREATER STUDENT OPTIONS

Over time UF Online may explore alternative ways to generate revenue and serve student academic needs including optional summer institutes and other credit-granting experiences. Primarily these would be ways for online students to engage and network with each other and faculty face-to-face. Second, these programs could boost student engagement and generate critical revenue to fuel additional offerings for students. UF Online will continue to consider these and other opportunities to achieve both aims.

#### → ACADEMIC INTEGRITY AND SECURITY IN A DIGITAL MARKETPLACE

UF continues to focus efforts on campus and online to prevent cheating and academic fraud. The online space poses similar yet unique challenges as the marketplace now sees the rise in private sector services tailored to online program cheating. UF Online continues to rely upon UF's strong legacy and framework in this area to monitor and prevent cheating and academic fraud of any kind. At the same time, UF Online has strongly encouraged colleges to put in place more stringent requirements for online proctoring for high stakes testing and we plan additional steps to leverage face- to- face orientations and other means to verify student identify within the framework of existing UF policy and standards in this area.

# CONCLUSION

Each year UF Online is proud to report on its annual results, growth, and positive impact on the academic careers of our students. This year marked a significant rededication to the core management principles and strategies in the comprehensive business plan along with a major transition from the private partner. While embarking on this important transition for UF Online, we continue to evolve and grow our operations to ensure UF Online remains dynamic and nimble while supporting faculty leaders and the academic goals of our students. The University of Florida welcomes students into the Gator Nation – online and on campus – by ensuring they have the best academic options available and now further choices to tailor their own student services and keep costs low. As we progress through this transition and continue to fortify the foundation of UF Online for long-term sustainable growth, we will continue to learn and grow in our service to students seeking a premier online education.

#### STATE UNIVERSITY SYSTEM OF FLORIDA BOARD OF GOVERNORS Advisory Board for UF Online October 13, 2016

#### SUBJECT: Amendments to Comprehensive Business Plan

#### PROPOSED ADVISORY BOARD ACTION

Approval.

#### **BACKGROUND INFORMATION**

UF Online is proposing the following nonmaterial amendments to its comprehensive business plan:

- 1. Public Private Partnerships
- 2. UF Online Pathways and Programs
- 3. Enrollment Projections

Supporting Documentation Included:	<ul><li>(1) Amendments to the UF Online</li><li>Comprehensive Business Plan</li><li>(2) UF Online Comprehensive Business Plan</li></ul>
Facilitators/Presenters:	Evie Cummings

# Amendments to the UF Online Business Plan

# Introduction

The University of Florida continues to grow its delivery of premier online programs since the adoption of the comprehensive business plan in fall 2013. The proposed amendments to the comprehensive business plan outlined below address key sections of the business plan that warrant revision at this time. Specifically, these three amendments focus on prior vendor relationships, the scope of online pathways and programs, and the inclusion updated, evidence-based enrollment projections. These updates are guided by experience, innovations, and reflect trends in student behaviors and preferences in the online learning environment at the undergraduate level. These amendments are appropriate to ensure the business plan remains a living and relevant document into the future. We propose the following amendments:

### Amendment 1: Public-Private Partnership

The University proposes the following text to serve as an amendment to the comprehensive business plan. Proposed text follows:

### Public-Private Partnership Termination in December 2015

When UF Online was originally conceived, the University of Florida recognized that partnering with a private online enabler would provide the resources and expertise needed to launch UF Online on the aggressive timeline stipulated by legislation. As a result, UF entered into a contract with Pearson. Pearson was to provide marketing and recruitment services as well as coaching support for enrolled students and course resources. By the second year of the partnership, the University determined that the partnership was no longer necessary to continue the important mission of UF Online. A number of the key performance indicators stipulated in the contract were not being met which triggered negotiations to terminate the contract. By December 2015, the contract between UF Online and Pearson was terminated.

### Post-Termination

Coinciding with the contract termination, the University began work to ramp up a significant set of in-house functions fully staffed by University personnel. This transition focused on a build of strategic in house functions in areas most critical to UF Online's continued success. This transition period presented a great opportunity for the University to assess what functions and services are most relevant and in turn, the University has been focused on the tenets of the business plan to guide the build of only the most necessary in-house needs. For example, given that Pearson's services related to course resources for faculty were not heavily utilized, UF did not replicate those in-house. Instead, given that UF Online did rely heavily on Pearson's marketing and recruitment services, UF has focused significant strategy on the creation of a new in-house marketing team and recruitment center.

Beyond the value of ensuring, continuous key services following termination, the University has found that building these inhouse functions also brings additional benefits including efficiencies and synergies across the entire UF Online program. To best realize these efficiencies and synergies UF now relies upon a new, in-house digital infrastructure that provides real-time communication flow across business lines including UF Online's marketing, recruitment, enrollment and student service functions. Ultimately the University benefits from both the significant savings from the vendor termination but also the great improvements in operational efficiencies and overall effectiveness. With all key functions and experts now residing in-house, each benefits from seamless communication, joint priority setting, and direct feedback loops on the most valuable approaches.

Thru the termination the University also recaptures additional tuition revenue and we are able to divert those directly to our greatest investment needs instead of enabling the vendor to allocate the University's limited tuition dollars out to vendor services that the University did not find advantageous to utilize. The University will continue to implement the business plan and continue to identify and execute the best management strategies to continually deliver the best online academic programs and services for our online students.

### Amendment 2: UF Online Pathways and Programs

The University has experienced significant change in the offering of pathways and programs for online students that were not originally referred to in the comprehensive business plan. We remain committed to including programs in UF Online focused on workforce needs and student demand and therefore wish to amend the comprehensive business plan to reflect our significant growth and proliferation of diverse online offerings in this area. The original business plan called for 30 programs by 2018-19 and 35 by 2019-20. We wish to amend the business plan to reflect the launch and growth of the PaCE program and its over 53 major offerings that now far exceed these original benchmarks. Recognizing that PaCE majors are hybrid major programs, the University has also grown its stand-alone, UF Online degree programs and grown its offering of online minors and online certificates for UF Online students. We project that UF Online major programs offered in 2018-19 will meet or exceed the original benchmarks with continued growth to meet or exceed the 2019-2020 benchmark of 35 as well. We wish to amend the business plan to include the charts below to capture how far we've come and in particular the much more diverse set of choices afforded students in the UF Online program and our projected growth in offerings in subsequent academic years. The University proposes the following text and accompanied charts as an amendment to the comprehensive business plan to reflect this growth:

### Pathway to Campus Enrollment Majors

Starting in fall 2015, the University of Florida launched the Pathway to Campus Enrollment (PaCE) program to welcome first time in college students into a new, hybrid program. These PaCE students complete the first part of their degree online and later transition to campus at the upper division without having to reapply. The University has seen positive growth in PaCE and its over 50 majors. The list below reflects the list of majors included in the PaCE program as of September 2016. This list is maintained online at: <a href="http://www.admissions.ufl.edu/learn/pace/majors">http://www.admissions.ufl.edu/learn/pace/majors</a>.

College of Agricultural & Life Sciences (18)					
<ol> <li>Agricultural Education and Communication Tracks include Communication and Leadership Development or Agricultural Education</li> <li>Agricultural Operations Management</li> <li>Animal Sciences Tracks include Equine or Food Animal</li> <li>Botany, General Botany</li> <li>Dietetics</li> </ol>	<ol> <li>Forest Resources and Conservation Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry or Watershed Science and Management</li> <li>Horticultural Science Tracks include Horticultural Production, Horticultural Science, Organic Crop Production or Plant Molecular and Cellular Biology</li> <li>Microbiology and Cell Science</li> </ol>				

<ol> <li>Entomology and Nematology Track include Basic Science, Biosecurity, Ecotourism, Plant Protection or Urban Pest Management</li> <li>Environmental Management in Agriculture and Natural Resources</li> <li>Environmental Science (BA)</li> <li>Family, Youth and Community Sciences</li> <li>Food and Resource Economics Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics</li> <li>Food Science</li> </ol>	<ol> <li>Natural Resource Conservation</li> <li>Nutritional Sciences</li> <li>Plant Science         <ul> <li>Tracks include Community Food Systems, Crop Ecology, Garden Design and Management, Landscape and Nursery Horticulture, Plant Genetics, Plant Health, Restoration Horticulture or Sustainable Food Production</li> </ul> </li> <li>Wildlife Ecology and Conservation         <ul> <li>Tracks include Wildlife Ecology and Conservation Specialization</li> </ul> </li> </ol>
College of the Arts (4)	
19. Art 20. Art History	<ul><li>21. Digital Arts and Sciences</li><li>22. General Theatre</li></ul>
Warrington College of Business Administration (1)	
23. General Studies (BABA)	
College of Design, Construction & Planning (5)	
<ul><li>24. Architecture</li><li>25. Construction Management</li><li>26. Interior Design</li></ul>	<ul><li>27. Landscape Architecture</li><li>28. Sustainability and the Built Environment</li></ul>
College of Health & Human Performance (3)	
29. Health Education and Behavior 30. Sports Management	31. Tourism, Events and Recreation Management
College of Journalism & Communications (4)	
32. Advertising 33. Journalism	34. Public Relations 35. Telecommunications
College of Liberal Arts & Sciences (18)	
<ul> <li>36. African American Studies</li> <li>37. Anthropology</li> <li>38. Classical Studies</li> <li>39. Computer Science</li> <li>40. English</li> <li>41. Exploratory</li> <li>42. Geography</li> <li>43. Geology (BS)</li> <li>44. History</li> </ul>	<ul> <li>45. Linguistics</li> <li>46. Mathematics</li> <li>47. Philosophy</li> <li>48. Religion</li> <li>49. Sociology</li> <li>50. Spanish</li> <li>51. Statistics</li> <li>52. Sustainability Studies</li> <li>53. Women's Studies</li> </ul>

### UF Online Academic Programs

The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online for our students as well as the programs targeted for inclusion future academic years.

Maj	ors and Tracks	Min	ors	Cert	tificates
Up t	o 2015-2016				
11. 12.	<ul> <li>B.A., Anthropology</li> <li>B.A., Biology</li> <li>B.S., Business Administration</li> <li>B.S., Computer Science</li> <li>B.A., Criminology &amp; Law</li> <li>B.S., Environmental Management</li> <li>B.A., Geography</li> <li>B.A., Geology</li> <li>B.S., Health Education &amp; Behavior</li> <li>B.A., Psychology</li> <li>B.A., Sociology</li> <li>B.S., Sport Management</li> <li>B.S., Telecommunication Media &amp; Society</li> </ul>	1. 2. 3. 4. 5.	Anthropology Business Geography Mass Communication Sociology	<ol> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	Environmental Horticulture Management Geomatics Landscape Pest Management Medical Entomology Pest Control Technology Urban Pest Management
New	additions in spring semester 2017				
<ol> <li>15.</li> <li>16.</li> <li>17.</li> <li>18.</li> <li>19.</li> <li>20.</li> <li>21.</li> <li>22.</li> <li>23.</li> </ol>	<ul> <li>B.A., Business Administration - Anthropology Specialization</li> <li>B.A., Business Administration - Computer &amp; Information</li> <li>Science Specialization</li> <li>B.A., Business Administration - Criminology Specialization</li> <li>B.A., Business Administration - Economic Geography</li> <li>Specialization</li> <li>B.A., Business Administration - Educational Studies</li> <li>Specialization</li> <li>B.A., Business Administration - Geology Specialization</li> <li>B.A., Business Administration - Geology Specialization</li> <li>B.A., Business Administration - Geology Specialization</li> <li>B.A., Business Administration - Sociology Specialization</li> <li>B.A., Business Administration - Sport Management</li> <li>Specialization</li> <li>B.S.N., Nursing</li> <li>B.A., Public Relations</li> </ul>				
	7-2018				
25. 26. 27. 28.	<ul> <li>B.S., Communication Sciences &amp; Disorders</li> <li>B.S., Fire &amp; Emergency Services - Emergency Management Track</li> <li>B.S., Fire &amp; Emergency Services - Fire Management Track</li> <li>B.S., Fire &amp; Emergency Services - Emergency Medical Services</li> <li>Management Track</li> <li>B.S., Microbiology &amp; Cell Science</li> <li>B.A., Educational Studies</li> </ul>	6. 7. 8. 9.	Accounting Biology Educational Studies Entomology & Nematology Family, Youth, & Community Sciences	9.	Emergency Management EMS Management
201	8-2019				
31. 32. 33. 34.	<ul> <li>B.A., Advertising</li> <li>B.S., Agricultural Education &amp; Communication</li> <li>B.S., Applied Physiology &amp; Kinesiology</li> <li>B.S., Computer Engineering</li> <li>B.S., Entomology &amp; Nematology</li> <li>B.S., Finance</li> </ul>		Advertising Food & Resource Economics	12. 13. 14.	Environmental Management Public Relations Sports Management Computer Science Criminology - Law Enforcement

# **Amendment 3: UF Online Enrollment Projections**

The original enrollment projections were developed by our vendor partner with limited data and experience in recruiting a fully-online undergraduate degree student population with the same academic frameworks of a large, public, research, land grant institution similar to the University of Florida. Since the launch of UF Online in January 2014, the University has developed additional expertise in administering a highly-selective, online bachelor's program to offer improved projections. We propose the following text and chart as an amendment to the comprehensive business plan:

### UF Online Enrollment Projections thru 2019

We expect to see continued growth in demand for UF Online and are finding considerably more demand in-state than originally projected. With our continued proliferation of premier online programs and pathways, coupled with rising demand for a highly-reputable, affordable, and workforce-relevant online undergraduate degree program, we project steady growth with our ongoing commitment to ensuring the greatest academic success of our students through appropriate admissions standards on par with our campus programs. The University of Florida will continue to recruit students across the country and around the world to grow our out of state student body while we remain committed to serving the needs of Floridians with premier online academic programs in a versatile and affordable format.

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020
New PaCE	300	350	400	425
New Transfer & FTIC (non-PaCE)	1,500	1950	2475	3100
New Headcount Subtotal	1,800	2,300	2,875	3,525
Continuing Headcount Subtotal	1,534	2,334	3,244	4,283
New & Continuing Headcount Total	3,334	4,634	6,119	7,808
% In State of New & Continuing	92.0%	91.5%	91.0%	90.0%
Student Credit Hour In State	52,849	73,057	95,942	121,079
Student Credit Hour Out of State	4,596	6,787	9,489	13,453
Student Credit Hour Total	57,445	79,844	105,430	134,532
Tuition In State	\$5,813,415.78	\$8,036,280.48	\$10,553,580.04	\$13,318,652.16
Tuition Out of State	\$1,746,322.53	\$2,578,955.39	\$3,605,718.65	\$5,112,209.92
Tuition Total	\$7,559,738.31	\$10,615,235.87	\$14,159,298.69	\$18,430,862.08

70%	Continuation rate percentage of prior year students minus graduates and stop-outs
17.23	Average number of credits per student per year based on the number SCH divided by the number of unique students from the 2015-2016 academic year
\$110	Average in state tuition per credit hour
\$380	Average out of state tuition per credit hour



### UF Online Comprehensive Business Plan 2013-2019

For Consideration by the Board of Governors

**September 27, 2013** 

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#### SECTION ONE EXECUTIVE SUMMARY

#### **OVERVIEW**

The mandate to provide four year online baccalaureate degrees for higher education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to the state's economy that will have a deeper, better prepared talent pool to handle the challenges of the future.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state's higher education system in the vanguard of disruptive innovation. We will be among the few game changers. The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us, and those we serve, well.

UF Online is committed to its vanguard assignment. We will be an idea generator as well as an idea capture activity, and we will research, test and pilot any and every idea that can contribute to high-quality affordable post-secondary education. The advances we make -- and we will make many -- will be shared with colleagues in the State University System and Florida College System.

Finally, we anticipate that the results from this intensive involvement in online education will be an improvement in pedagogy across all platforms, including the teaching/learning that occurs on our resident campus.

#### BACKGROUND

The 2012 Legislature provided funds to the Board of Governors to obtain the services of a consulting firm that would study online education in Florida. A contract was awarded to The Parthenon Group and its report, "Postsecondary Online Expansion in Florida", was submitted to the Board. The Board's Strategic Planning Committee recommended that the Board of Governors use the Strategic Plan's preeminence metrics to designate a university to create a separate arm that provides online degree programs of the highest quality. The recommendation included a request for funds to support such an effort. The preeminence metrics would be those passed by the 2012 Legislature and approved by the Board for use in the 2012-13 university work plans. The Board of Governors approved the Committee's recommendation at its meeting on February 21, 2013. The 2013 Legislature enacted CS/CS/Senate Bill 1076 (Chapter 2013-27, Laws of Florida) thereby creating an online institute at a preeminent university and providing the appropriation of funds needed to support it. The law directs the public postsecondary institution that achieves all 12 metrics, the University of Florida, to submit by September 1, 2013, a comprehensive plan to expand the offering of high-quality, fully online baccalaureate degrees at an affordable cost. The law requires the university to begin offering fully online, four-year baccalaureate degrees by January 2014. 4

#### **IMPLEMENTATION**

The implementation of this alternative campus, UF Online, will call on all aspects of the enterprise to adapt, to change and to enhance. The plan for the UF Online as elaborated in the following pages includes the following components.

- Markets and marketing
  - The student population to be served will be those seeking an undergraduate degree, either first time in college or transfer; in-state or out of state.
  - The eligible student will meet the same admissions standards the applicants for the resident campus must meet.
  - Marketing will be both informative and attractive and will use experienced marketing firms with knowledge and expertise in the local, national, and international online education market.

#### Organizational Structure

The UF Online will have an Executive Director who reports to the Provost, and who will have assistance from a number of associate directors and supporting staff. The Executive Director will have first call on distributed assets across the campus as needed to accomplish the assigned mission.

Enrollment Management

The Enrollment Management (EM) team, will establish a contact center that will be a dedicated hub of online student information. All questions of applicants regarding admissions, registration and financial aid will be answered on a personalized basis using all reasonable modalities with extended hours. A central website will integrate UF Online resources and information and a distance education customer related system (CRM) will be implemented to capture all relevant data for analysis and process improvement.

- Curriculum and Curricular Plans
  - Program inclusion in the UF Online curriculum will be focused on workforce needs and student demand. The ramp-up process will begin with five programs (majors) and increase to 30 by 2018-19 and 35 by 2019-20. Program content will be comparable to the resident campus and standards for success and rigor of the major will be the same. The UF faculty will have content responsibility in terms of origin, delivery and oversight.
    The five programs available January 2014, come out of existing 2+2 programs which will be folded into the UF Online. Additional programs that meet the demand/need criteria will be introduced each year.
  - The lower division (General Education) and major pre-requisite courses will be sufficient to meet the needs of the initial students and increase continuously in numbers as the number of students and programs increase.
- Production and Course Development
  - The University has five production sites, 50 production technicians and 10 years of production experience in online learning. The ADDIE Production Model combined with the UF Standards and Markers of Excellence will result in courses that meet our Programs of Excellence standards.
  - Faculty training is a necessary part of producing the desired outcome, and we have established a training curriculum informed by the Quality Matters Program that

prepares faculty to achieve their teaching potential in an online environment. The maxim "good courses start with good teachers" is a cornerstone of our production process.

- The course management system (CMS) is an important element in course quality and the UF Online has opened up to the option of one of the newest and best, Canvas. Resident students are served by Sakai, but the online instructors may choose to use Canvas- a choice that is expected to be unanimous within the first year.
- Quality Assurance will be systematized so that it is an ongoing process that provides "many eyes" review with appropriate standards at inception and throughout delivery. Annual course review and three-year refreshment will be standard.
- Student Affairs
  - The education experience of the UF Online student will not be bounded by the for-credit curriculum. Their co-curriculum will start with an orientation module on success in the online world, a sense of the UF culture, and an introduction to becoming an active part of the institution.
  - This support package expands to include career resources, health and wellness, student engagement and personal support as well as 24/7 access to a mental health counselor.
  - There is a proactive academic advising plan for UF Online that will include personnel dedicated to transition advising in addition to major advising. The latter will be based on an "assigned advisor" model, which establishes a consistent proactive academic adviser who initiates and maintains contact with the student throughout his/her academic journey.

#### ➢ Libraries

The UF libraries have provided a dedicated Online Librarian to facilitate digital pedagogy efforts of the faculty and to facilitate the effective support of the online student.

Information Technology

UFIT will provide the technology orientation needed by the online student and provide the robust backbone necessary for efficient and effective technology assisted learning. The 24/7 helpdesk will provide on-demand technology assistance for learning and secure identity access for assessment.

#### Academic Integrity

The resident model for promoting the highest standards of honesty and integrity will be adapted to the UF Online through the use of community, prevention and identification. The UF Online students will be held to the same standards as the resident students.

- Tuition
  - Tuition limits for in-state students of no more than 75% of resident tuition (\$112 per credit hour) will be the initial tuition position of UF Online. We are considering various incentivizations including block and differentiated.
  - Out-of -state tuition will look to market rates. The relevant market will have to do with comparable brand values and program similarities. A survey of peer institutions suggests \$450 to \$500 per credit hour rate would be appropriate.

#### Budget

The 10 year forecast based on an enrollment of approximately 24,100 in the 10th year, with a 57/43 mix of in-state/out-of-state students will produce a \$14.5 million net margin in the last year. The forecast would indicate a negative net margin in 4 of the early years. However, the cumulative fund balance at the end of 10 years is expected to exceed \$43.5 million. Major recurring costs include marketing, recruitment and retention and, delivery expenses. The forecast indicates current-year self-supporting reached by year 7.

Program Evaluation

Student and program analysis will be used continuously and extensively to evaluate student and program success. Student analysis will lead to intervention where necessary and adaptive personalized learning where useful. Program analytics will align efficiencies with demand and if program/course fail the need/demand test after introduction, sunsetting will be a valid option. A lean responsive curriculum is the goal and a necessity for financial viability.

#### > Research

The opportunity to work on the leading edge of educational development demands research commitment. UF Online will respond with a Research Center and research programs dedicated both to discovery and application. The current nascent notion of adaptive learning, modular terms, and personalized learning pathways will be placed in the implementation "bucket" for pilot and application even as we push further in the use of technology and the knowledge of neuroscience. Research is never complete without dissemination and application. The resident programs will be the early recipients of well-developed research; research advances which will be subsequently shared nationally. However, our online students will not be "guinea pigs"; the advances we incorporate will have passed the tests of experimentation and value added.

#### Public/Private Partnership

A partnership with an outside vendor will bring to the UF Online deep resources and an experiential base that will be critical in achieving excellence in all aspects immediately. The deliverables we are seeking include market research and assessment; marketing services, at-risk tracking and retention support; learning design (on demand); digital content, training and development, and joint research and development. The relationship would be built around compensation that is revenue based and relevant key performance indicators.

#### > Ten years from now:

24,152
103,494
310,482
\$76,621,846
\$14,539,696
\$43,587,518

7

#### **TIMELINE – MAJOR MILESTONES**

To begin operations by January 2014, a series of important milestones must be achieved on a timely basis. These milestones are shown in Figure 1.



**Figure 1:** UF Online major milestones required to begin delivering courses in January 2014.

#### SECTION TWO DESCRIPTION OF UF ONLINE

#### LEGISLATIVE LANGUAGE AND PLAN REQUIREMENTS

Chapter 2013-27, Laws of Florida, requires the establishment of a Preeminent State Research University institute for online learning. The University of Florida, by virtue of its designation as the "preeminent state research university," will host and administer this institute which is charged with offering "high-quality, fully online baccalaureate degree programs at an affordable cost."

The law requires by August 1, 2013, the Board of Governors convene an advisory board to support the development of high quality, fully online baccalaureate degree programs at the university. By September 1, 2013, the law requires the university to submit a comprehensive plan to the advisory board. The law provides \$10 million in nonrecurring funds and \$5 million in recurring funds to the university for fiscal year 2013-14 contingent upon recommendation of the plan by the advisory board and approval by the Board of Governors.

This " UF Online Comprehensive Business Plan" provides the strategy the university will utilize to implement, beginning in January 2014, undergraduate online degree programs that are offered completely online with the exception of those courses that require clinical or laboratory accommodations; accepts full-time, first-time-in-college and transfer students; have the same admissions requirement as the equivalent on-campus programs; offer curriculum of equivalent rigor as on-campus programs; offer rolling enrollment; and accept transfer credits as outlined in existing policy.

#### Components of Section 46, Chapter 2013-27, Laws of Florida

#### The plan shall include:

- Existing on-campus general education courses and baccalaureate degree programs that will be offered online.
- New courses that will be developed and offered online.
- Support services that will be offered to students enrolled in online baccalaureate degree programs.
- A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.
- A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.
- A budget for developing and marketing the online baccalaureate degree programs.
- Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

#### STRATEGIC PLANNING AND MANAGEMENT TEAM

The responsibility for the strategic planning and implementation design was established by the Provost immediately after the enabling bill was signed by the Governor (May 2, 2013). The Committee is chaired by W. Andrew McCollough, Associate Provost, and includes decision makers from all aspects of the online degree initiative.

Since its inception, the group has met weekly to put into effect the plans and procedures required to deliver four year baccalaureate degrees consistent with the quality standards of the University and with the affordable boundaries established by the legislation. The crucial areas identified by the committee were assigned a manager who led the strategizing and implementation relevant to their area.

These included:

Enrollment Management, Vice President and Associate Provost Zina Evans

Student Affairs, Vice President David Kratzer

Tuition and Budgets, Chief Financial Officer Matthew Fajack

Technology Interface, Chief Information Officer Elias Eldayrie

Production and Course Development, Associate Director UF Online Jennifer Smith Director Distance Learning Brian K. Marchman

University Relations, Assistant Vice President Dan Williams

Library Services, University Librarian Patrick Reakes

Academic Affairs, Associate Provost Andy McCollough

Members at large:

College of Agricultural and Life Sciences, Dean Teri Balser

College of Agricultural and Life Sciences, Associate Dean Allen Wysocki

This team will continue in its advisory capacity following the selection and installation of the UF Online Executive Director. Its breadth and experience will be an important foundation for the decision processes necessary in the start-up period for UF Online.

See Appendix A for the Strategic Planning and Management Team biographies.

#### MARKET OVERVIEW AND EMERGING TRENDS

A growing number of public universities have achieved competitive scale and enroll more than 10,000 students annually in post-secondary online education. The field includes both inclusive universities that accept most students who apply and a smaller number of selective public universities, e.g., Penn State and UMass. Both types of entities are aggressively expanding online programs and enrollment. While the market is highly competitive for the inclusive

institutions, Parthenon estimates that significant growth opportunities exist for the selective and highly selective universities based on a number of factors and trends<sup>1</sup>:

- As a result of competition, students are becoming more sophisticated consumers and factors such as price per credit hour will influence choice.
- Students appear willing to pay a premium price for stronger, more selective brands.
- Program-specific enrollments and brand are becoming major drivers in the market. According to Parthenon, online student applicants consider program first and a specific brand second.
- Students are focused on employment and are attracted to institutions that connect program specific branding to employment opportunities.
- Student success (retention, graduation, job placement) will drive future referrals.
- Successful institutions will prioritize and maintain quality, above all other factors, while expanding enrollment.

#### Future and Current Trends: Research, development and impact on UF Online

The University of Florida seeks to move beyond creating online versions of current educational models. The university is focused on creating new value and assets that provide a foundation to build new educational models and implement tools that transform outcomes, funding and performance. For this purpose, the university is focused on opportunities and challenges resulting from innovation technologies in the educational sector.

Close attention is being placed on the transformation brought about by mega technology drivers of change, including massive unstructured information sources (Big Data), group behavior and socially constructed knowledge (social media), rapid provisioning and integration (cloud services) and consumer oriented technologies (consumerization /mobile). The infrastructure that results from these drivers may create unique opportunities in the educational space to improve educational outcomes and reduce costs.

Industry and education experts and observers seek to identify current trends that occur in teaching and technology [See text inserts for Briggs (2013), Grajeck (2013), and Lowendahal (2013)]. The University of Florida will carefully assess the value and risks associated with emerging technology, and continuously evaluate 11

# Gartner Inc. Hype Cycle for Education\* (Lowendahl, 2013b)

#### **Technology** Trigger

- 1) Mashware (5-10 years)
- 2) Open microcredentials (5-10 years)
- 3) Education Tablet (5-10 years)
- 4) Affective computing (5-10 years)
- 5) Student retention CRM (5-10 years)

#### Inflated Expectations

- 1) Learning stacks (2-5 years)
- 2) Adaptive eTextbooks (5-10 years)
- 3) Gamification (5-10 years)
- 4) MOOCs (2-5 years)
- 5) Adaptive Learning (5-10 years)

#### **Trough of Disillusionment**

- 1) mLearning (mobile) handsets (2-5 years)
- 2) Social Learning Platforms (2-5- years)
- 3) eTextbook

#### **Enlightenment and Productivity**

- 1) Hosted virtual desktops (2-5 years)
- 2) Open Source Learning Repositories (2-5 years)
- 3) Lecture capture and retrieval tools (2-5 years)
- 4) Gaming Consoles as Media Hubs (<2 years)
- 5) Mashups (< 2 years)

(\*) This is a sample of technologies presented by Lowendahl.

the possible outcomes generated by these technologies.

Towards this purpose the University is investing in research and pilots in the following areas:

- <u>Mobile Learning</u>. A strategy was implemented to create the infrastructure and tools necessary to support learning. This strategy and outcomes have drawn national attention (Pirani, J.A., 2013).
- <u>Hosted virtual desktops</u>. The university has implemented a virtual environment to provide software to students (<u>http://apps.ufl.edu</u>) as a virtual desktop. The ability to access complex (and otherwise expensive) software for the UF Online student is essential.
- 3) <u>eTextbooks</u>. The university has partnered with online publishers to provide faculty and student with quality textbook materials online. The main goal of this initiative is to bring down the escalating students expenses related to textbook materials. The university is a major participant in the Orange Grove electronic textbook project for the State of Florida. Given the cost of education materials and the stated goal of UF Online of delivering an affordable education to our citizens, this particular technology can be a major contributor towards achieving that purpose.
- 4) <u>Gaming Consoles.</u> UFIT and the university's Digital World Institute have partnered to develop an immersive 3D experience for distance education students using gaming consoles. The Digital World Institute/'s staff is using xBox and Kinect to bring students from diverse locations into a virtual classroom.

#### EDUCAUSE Top-Ten IT Issues (Grajeck, 2013)

- 1) Leveraging the wireless and device explosion on campus
- 2) Improving student outcomes through an approach that leverages technology
- Developing an institution-wide cloud strategy to help the institution select the right sourcing and solution strategies\*
- Developing a staffing and organizational model to accommodate the changing IT environment and facilitate openness and agility
- 5) Facilitating a better understanding of information security and finding appropriate balance between infrastructure openness and security
- 6) Funding information technology strategically\*
- 7) Determining the role of online learning and developing a sustainable strategy for that role
- Supporting the trends toward IT consumerization and bring-your-own device\*
- 9) Transforming the institution's business with information technology\*
- 10) Using analytics to support critical institutional outcomes\*

\*Also one of the 2012 Top-Ten IT Issues

#### 10 Emerging Educational Technologies Blog (Brigs, 2013)

- 1) Cloud Computing (12 Months or Less)
- 2) Mobile Learning (12 Months or Less
- 3) Tablet Computing (12 Months or Less)
- 4) MOOCs (12 Months or Less)
- 5) Open Content (2-3 Years)
- 6) Learning Analytics (2-3 Years)
- 7) Games and Gamification (2-3 Years)
- 8) 3D Printing (4-5 Years)
- 9) Virtual and Remote Laboratories (4-5 Years)
- 10) Wearable Technology (4-5 Years)
- 5) <u>Big Data</u>. This is arguably the most deep reaching investment that the university is making towards improving teaching and learning. UFIT has partnered with the College of Education to create the access channels to large amounts of unstructured data. This ability will empower research and development towards useful applications of technologies such as sentiment analysis, learning analytics and potential results of applications of neuroscience.
- 6) <u>Analytics</u>. Currently, UFIT is engaged in a major effort to create the services and platforms necessary to invest in the development of analytics useful at different levels of the organization. This effort is focused on using semiotic approaches, Big Data,

Business Intelligence and techniques such as data mining, artificial intelligence, neural networks, semantic analysis and others.

7) <u>Adaptive Learning</u>. The vision of adaptive learning is to create a learning experience tailored to the level of knowledge, competence and mood of the learner. Currently, the university is conducting a pilot on using adaptive learning tools (with Knowillage, Inc.) in undergraduate education. Although this technology is far from perfect, it is rapidly evolving and moving towards the goal of creating a learning environment that is highly effective and efficient.

The technologies listed above are a sample of the educational technologies that are being studied and/or implemented at the University of Florida. Research and development related to education is being conducted by many disciplines and will continue to evolve.

#### The Research Opportunity

The mandate to provide four year online baccalaureate degrees for Higher Education in Florida is an extraordinary opportunity for the University of Florida. The beneficiaries of these efforts, beyond the institution, range from the talented students who will have access to an excellent education at an affordable price, to a state's workforce with a deeper, better-prepared talent pool that can handle the future challenges of Florida's economy and improve the quality of life of its citizens.

The electronic platform is not an end, but a means to track the leading edge, a doorway to the pedagogy of the future, the technology interface of education, and the increased understanding of the neuroscience of learning. This initiative puts the state's higher education system in the vanguard of disruptive innovation. The "dogs of creativity" have been loosened on education, and we will be among the few "game changers". The challenges are many, and as we embrace the new, we must use care not to denigrate the core values of quality and accessibility that have served us well.

The UF Online of 2017 will have the same core values but the tools and techniques, the pedagogy and technology will have evolved. We expect to have fully captured the following learning tools in the UF Online course ware.

- 1. Adaptive learning: systems deliver instruction that is tailored to individual student needs and preferences (initial testing currently underway):
- 2. Modular terms: support flexibility through shorter term length (currently testing)
- 3. Social learning<sup>2</sup>: students learning from and with each other
- 4. Mobile learning: anytime anywhere availability help students to fit education into busy schedules (currently developing)
- 5. Personalized pathways: learning is expanded to non-traditional methods and varied learning accomplishments are valued
- 6. Competency-based learning: provide students with flexibility to progress once mastery has been demonstrated

The table below outlines the proposed review, testing and implementation schedule of the methodologies and technologies listed above.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Adaptive Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Modular Terms	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate
Social Learning	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Mobile Learning	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate	Implement as appropriate
Personalized Pathways	Literature review	Review/ initial test	Expanded testing	Pilot with select courses	Implement as appropriate
Competency Based Learning	Review/ initial test	Expanded testing	Pilot with select programs	Implement as appropriate	Implement as appropriate

UF Online is committed to its vanguard position and to ensure it remains a leader in the field, it will establish a Research Center dedicated to teaching and technology during the 2014-15 academic year. The Research Center will provide the strategic direction and systematic implementation to garner synergistic benefit, increased efficiency, and coherent direction from the multi-faceted research energized by the online "event". The University will integrate this research when appropriate with the goals and mission of UF Online.

#### SECTION THREE OPERATIONAL STRUCTURE OF UF ONLINE

#### **OVERVIEW**

The enabling legislation assigned UF a vision that was consistent with the strategic statement outlined in the University's 2013-14 Work plan as approved by the Board of Governors in June, 2013.

#### **ORGANIZATIONAL STRUCTURE AND STAFFING**

UF Online will be a differentiated structure housed within the Office of Academic Affairs of the University. The Executive Director will report directly to the Provost and have direct report Associate Directors as well as the appropriate support staff. The Associate Directors will have responsibilities for Production/Development, Course Management, and Student Retention. There will be a core group of quality assurance personnel that will report directly to the Executive Director. The Associate Directors will initially work across organizational lines to gain the cooperation and achieve coordination within the distributed model currently in place. Over time (three year timeline) the central cell delivering online distance degrees or courses will have space and personnel to deliver efficient, effective, high-quality content and support services for distance students and the distributed assets will focus on resident space.

In addition, the current Strategic Planning Management Team will continue as an advisory group for the Executive Director. Periodic meetings will provide the Director the opportunity to discuss vision, strategy, and implementation plans with a group of academicians who have vested interest in the success of UF Online.

UF Online will have "dotted" line relationships with the major support units of the University, IT, Enrollment Management, Student Services and Undergraduate Affairs. These units will have in-unit expertise dedicated to the online programs and students with a clear responsibility to provide the quality support consistent with online programs of excellence.

UF Online curriculum will be subject to the governance structure of the University including appropriate review by curriculum committees, the Faculty Senate and the policies and practices that are mandated for any program leading to a UF degree.

Any changes or variations in the original design of the UF Online will be reviewed by the advisory committee and the Executive Director and be subject to final approval by the Provost.





#### Public/Private Partnership

The University is negotiating with a firm in the private sector to assist with the process of bringing UF Online into existence and to move it to a place of preeminence in the world of online learning. The University's commitment to a program of distinction and quality, accessibility and affordability will be reinforced by the resources and expertise of the private partner. The criteria for reaching out to the private sector is "Can we, in house, perform the same function with the same quality as efficiently and effectively as the partner under consideration." The timeline for measurement is the short run if not immediately. The deliverables that would be of interest include:

- A. Market Research and Assessment
  - Use of proprietary analytics and research and publicly available data to provide course and programmatic innovations.

- Validate market demand and provide recommendations as to how to tailor programs to enhance marketability.
- Participate in analysis and discussion to identify the optimum program portfolio that is distinctive and in demand.
- B. Marketing services
  - Provide all inclusive marketing services that will systemize and optimize multimedia approach.
  - Work with University and its partners to maintain and enhance UF brand.
- C. Enrollment management support services
  - Provide concierge support services that include lead follow-up/qualifications, prospect development, enrollment, admissions counseling, and student support throughout the enrollment process from inquiry to 2<sup>nd</sup> week of enrollment.
- D. Persistence/Retention programs
  - The most successful fully online programs in terms of retention/persistence rates employ proactive Retention Specialists. This activity which is not part of the typical resident program has been well developed and successfully employed by educational service firms. In fact, the UF Online prospective partner has realized an average persistence rate of 92% across the several programs they service. Their "Program Coordinators" have no role in content delivery or in learning assessment. Rather they follow a pro-active personalized prevention based program to connect with and support each student from admissions to graduation.
  - The pro-active support includes weekly email and telephone contact, course activity monitoring, and periodic checks. They look for "at risk" indicators such as:
    - 1. Not logged in within 12 hours;
    - 2. Poor performance on last quiz, test, class;
    - 3. Consistently late assignments and take, after faculty consultation, intervening actions to encourage persistence.
- E. Proprietary digital content.
  - As noted, one of the major value added factors associated with the public/private partnership is access to the partner's digital content and services. One of the partners under consideration is the world's largest provider of digital education content and services. An agreement with this firm will provide access to this content including MyLabs, eBooks, CoursePacks, etc. These digital learning objects are now widely used by UF students at an average price of \$100 per item. These would be provided without cost at the discretion of the faculty on an as-needed basis to the students of UF Online.
- F. On-demand student support
  - The private partner under consideration will provide tutoring services at a time when needed to support the learning process and enhance retention and success. The services include on-demand tutoring, prescheduled session, asynchronous support and an online writing lab.
- G. Joint research and development
  - Collaboration with the public private partner on research and innovation projects in the field of online learning will strengthen the university's efforts to be on the cutting edge and to be known as the leading provider of the highest quality online education.
  - Joint research efforts may lead to key developments that could be leveraged to enhance the university's online programs as well as generate revenue opportunities.

#### H. Learning design support

• On demand support for course development and production, FTE limited back-up but expandable on request. The expertise can be commissioned at an appropriate time throughout the partnership to provide expandable or back-up support for the course development tools.



Figure 3: UF Online Governance Structure

#### VALUES, GOALS, AND STRATEGIES

#### UF Mission Statement (Work plan)

UF is a public land-grant, sea-grant and space-grant research university and encompasses virtually all academic and professional disciplines. It is a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: **teaching** at the undergraduate and graduate level; **research and scholarship** integral to the educational process and the expansion of our understanding of the natural world; and **service** that reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

#### **UF Online Mission Statement**

UF Online is committed to bringing access to high quality online undergraduate degrees to Floridians and nonresidents at an affordable cost. UF Online will build on the university's already substantial record in distance education programs to accomplish this. UF Online will strive for continuous improvement in the quality and innovation of our courses, programs and support services.

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#### **UF Online Vision Statement**

UF Online is committed to bringing the highest quality, most innovative online baccalaureate degree experience to students in Florida and around the world.

To accomplish this vision and mission, UF Online will implement best practices to:

- Provide for continuous assessment of courses, programs and learning outcomes
- Strike the balance between delivering efficient online courses and services without adversely affecting high-quality educational outcomes
- Utilize state-of-the-art technology and best-in-class design teams for developing courses
- Develop new degree programs that incorporate labor market feedback and anticipate Florida, national and global employment data and labor market needs
- Provide access to courses in asynchronous and synchronous modalities
- Provide 24/7 access to support services for engaging students and enhancing the online student experience
- Utilize analytics to track student performance and intervene proactively

#### **UF ONLINE COMMUNICATION PLAN**

A clear communications plan to inform university faculty, administration, and stakeholders is essential for the successful implementation of UF Online. The Associate Provost's Office has been responsible for guiding the initial communications and has used a variety of mechanisms to ensure updates are provided to the different audiences as follows:

Target audiences:

Senior Vice Presidents Deans Associate Deans Academic Advisors Faculty Senate Currant 2+2 Administration

Timeline:

May – December 2013

Deans meet monthly- second Tuesday of the month Director of course production meets weekly with production team Director of strategic planning meets weekly with team members Final Presentation for Deans Retreat –August 2013

This initial communication plan has been extended through monthly faculty meetings with the Provost, a University wide convocation (December 2013), workshops with the Faculty Senate and a dedicated website <u>http://ufonline.ufl.edu/</u>.

#### **ENROLLMENT MANAGEMENT, ADMISSIONS & INFORMATION TECHNOLOGY**

#### **Distance Learning Contact Center**

A central contact center dedicated to supporting all enrollment needs will be established in collaboration with our online partner. The contact center will be open extended hours and staffed with personnel trained to provide assistance with:

- Admissions
- Financial Aid
- Registrar functions
- Course registration

The contact center will have the ability to communicate with prospective and current students 24/7 through virtually every modality to include, but not be limited to: Web, phone, Skype, Face Time, email and real-time chat.

#### Website and Customer Relation Management System

A central website will integrate UF Online resources. It will provide specific enrollment management services related to UF Online student's experience. This will include: information on all Division of Enrollment Management services (Admissions, Financial Aid, and Registrar) and direct contact information to contact center staff. Students will have direct access to enrollment professionals. Additionally, a distance education specific customer relation management system (CRM) will be implemented to capture all relevant data needed to support the exchange of information from application to admission to enrollment and registration.

#### **Enrollment Support**

The Distance Learning Contact Center will be available to guide students through each step of the admission and enrollment process. The private partner is expected to have a significant role due to expertise in providing lead follow-up/qualification, prospect development, enrollment/admissions counseling, and student support throughout the entire enrollment process.

Applicants will not be permitted to apply for both the UF Online and residential campus admission. They must specify on the application the campus of choice.

The enrollment process is outlined below:

- 1. Prospective student is identified
- 2. Prospective student applies using online UF Online application
- 3. Prospective student applies online for financial aid
- 4. Prospective student is admitted
- 5. Prospective student receives financial aid award
- 6. Admitted student pays tuition deposit confirming attendance
- 7. Confirmed admitted student registers
- 8. Financial aid is disbursed to student
- 9. Student tuition is paid
- 10. Progress is monitored through academic term
- 11. Student receives grades

See Appendix B for detailed Enrollment Management Support Process.

#### **Admissions Process**

The UF Online admission process is no different from the process for students applying to oncampus programs. The admissions process is designed to consider all aspects of an applicant's academic record and personal experiences, and is not intended to admit applicants solely on the basis of grade point averages and test scores. Short-answer and essay questions, in particular, help admissions officers consider the applicant within the context of each applicant's own experiences with family, in high school and in his or her local communities. All factors that can distinguish an applicant's achievements and indicate the potential for success at the University of Florida are considered.

Transfer admission to the UF Online will follow the same process as the on-campus programs. Staff in the Office of Admissions will review files to determine whether they have met the minimum admissions requirements and staff in the college where the major is located will make the admission decision.

The application process is outlined below:

#### Freshman Admission

- Students visit <u>http://ufonline.ufl.edu/</u> to apply no later than November 1.
- Students submit a \$30 application fee
- Students arrange to have official ACT and/or SAT scores sent to UF from the testing agency
- Student ACT scores must include the writing portion
- The Office of Admissions will notify the applicant with a decision by February 14

#### **Transfer Admission**

Applicants who have earned 13 or more college credits after high school graduation are considered transfer students.

- Students apply online at <a href="http://ufonline.ufl.edu/">http://ufonline.ufl.edu/</a>. The application deadline varies by term. Information can be found online at <a href="http://ufonline.ufl.edu/">http://ufonline.ufl.edu/</a>.
- Students submit the \$30 application fee.
- Final decisions are released on a rolling basis.

#### International Admission

All official credentials including transcripts, examination certificates and diplomas in the native language should be mailed to the Office of Admissions. An official certified literal English translation must be attached to documents not issued in English. All credentials from non-U.S. institutions must also be submitted to a credential evaluation agency for a course-by-course evaluation and grade point average calculation. Credential reports must be sent directly to the Office of Admissions. Refer to <a href="http://www.naces.org/members.htm">http://www.naces.org/members.htm</a> or <a href="http://ies.aacrao.org">http://ies.aacrao.org</a> for credential services. For all other criteria, refer to freshman or transfer admission requirements.

#### **Role of Private Partner**

Throughout this process, the private partner, in coordination with Enrollment Management staff in the Distance Learning Contact Center, will ensure each student:

- understands enrollment process and timelines
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- completes application process
- is connected to key admissions staff, program directors and faculty
- is supported on questions and preparation
- is prepared to incorporate school into busy schedule

#### Important Dates

- By November 1st: Submit online application for priority consideration.
- Until March 1: From Nov. 2 until March 1, freshman applications accepted and reviewed on a space-available basis.
- By December 31: 1) Submit high school transcript if applied by Nov. 1. 2) Send your SAT/ACT scores to the Admissions Office
- January: Financial Aid application FAFSA
- February 14: UF admission decision released if applied by Nov. 1. Final decision for applicants after Nov 1 will be available last Friday in March.
- By May 1: \$200 tuition confirmation deposit due from admitted students.

See Appendix B for detailed admissions process.

#### **Registration and Records Access**

UF Online students will be coded to identify their degree program which would allow registration in online courses only.

See Appendix B for detailed registration and records process.

#### **Financial Aid Process and Scholarships**

Students enrolled in UF Online will be eligible for federal, state and institutional aid, including the Bright Futures scholarship for freshmen graduating from a Florida high school.

See Appendix B for detailed student financial aid process.

#### **Information Technology**

UF Information Technology provides enterprise level academic support, administrative and infrastructure services directly to UF Online and other university units that support UF Online. Classes of services include course production, support and training, course delivery, administration, infrastructure and metric and analytics. UF Online Associate Directors will coordinate UF Online activities and liaison with UFIT staff to ensure timely provision and quality of services. IT services required for UF Online will be in place and fully operational by January 2014.

#### **Computing Help Desk**

The UF Computing Help Desk is currently a unit within UFIT. It provides first tier support for all services provided by UFIT. Assistance is available through phone, e-mail, web and social media channels. The help desk hours will be expanded to midnight for January of 2014. Further expansion to 24/7 is scheduled for fall of 2014 to support the UF Online students.

#### SECTION FOUR EXISTING COURSES AND BACCALAUREATE DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 1. Existing on-campus general education courses and baccalaureate degree programs that will be offered online.

#### **OVERVIEW**

The University of Florida has an existing portfolio of online 2 + 2 programs. In the 2 + 2 curriculum, the first two years are delivered on campus, often at a state college or community college, while the curriculum for the last two years is delivered online. For the UF Online the entire degree program will be offered online with the exception of courses that require laboratory or clinical activities.

Programs have been chosen to launch in January of 2014 based upon the availability of courses that are ready to deliver online as well as potential student enrollment. While these programs have a significant quantity of material available online, some courses are lecture-capture only and will require modifications to meet the requirements of the UF Online. In addition, all programs will require development of lower division courses for online delivery.

- College of Agricultural & Life Sciences:
  - Bachelor of Science in Interdisciplinary Studies Environmental Management in Agriculture & Natural Resources
- College of Business Administration:
  - $\circ$   $\;$  Bachelor of Arts in Business Administration
  - College of Health & Human Performance:
    - o Bachelor of Science in Health Education & Behavior
    - Bachelor of Science in Sport Management
  - College of Liberal Arts & Sciences:
    - o Bachelor of Arts in Criminology & Law

#### **PROGRAM PRODUCTION SCHEDULE**

Courses will be developed one full term or more prior to the course launch. Course production is currently under way for the spring 2014 term. A proposed schedule of the first course offerings of the initial five programs is outlined below:

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
SPC 2608	ENY 3005 and	Elective TBA	SWS 4116	SWS 4905 or
ALS 3133	ENY 3005L or	FNR 4660	SWS 4223	SWS 4941
ALS 3153	IPM 3022	AOM 4643	Elective TBA	Elective
SWS 3022	SWS 4244	SWS 4730C	Elective TBA	
Elective	Elective	Elective TBA		
	Elective	Elective TBA		

### Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

#### **Bachelor of Arts in Business Administration**

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ECO 2013	ISM 3013	FIN 3403	ENT 3003	MAR 3231
ECO 2023	MAR 3023	GEB 3373	MAN 4504	
ACG 2021	GEB 3219	MAN 4301	GEB 3035	
ACG 2071	ENT 3003	BUL 4310	REE 3043	
MAN 3025	QMB 3250		ECO3713	
ISM3004				

#### Bachelor of Science in Health Education & Behavior

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
HSC 3102	APK 2105C	HSC 4302	HSC 4876	HEB Elective
HSC 3032	APK 2100 C	HSC 4800	HEB Elective	HEB Elective
MCB 2000	HSC 3201	HEB Elective	HEB Elective	
MCB 2000L	HSC 4713	HEB Elective	Elective	
SPC 2608	HUN 2201	Elective	Elective	

#### Bachelor of Science in Sport Management

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
ACG 2021	EME 2040	LEI 3921	SPM 4941C	SM Elective
SPC 2608	Elective	SPM 3306	SM Elective	SM Elective
SPM 2000	Elective	SPM 4515	SM Elective	
Elective	SPM 3204	SPM 4723		
SPM 3012	SPM 4154	FIN 3403		
SPM 4104				

#### Bachelor of Arts in Criminology & Law

Spring 2014	Summer 2014	Fall 2014	Spring 2015
CJL 2000	CCJ 4934	CCJ 4014	CCJ 4110
CCJ 3024	BUL 4310	PAD 3003	CCJ 4940
CJL 3038	CLP 3144	Elective (CCJ3701)	CCJ 4970
CCJ 3701	CCJ 3701	Elective	Elective
CJE 3114			Elective
CCJ 4930			

For a complete list of course names, refer to Appendix D.

#### **GENERAL EDUCATION AND OTHER REQUIREMENTS**

The initial UF Online General Education courses have been chosen based upon popularity, online availability and the needs of the first five programs. Of the 22 courses being prepared for launch in January of 2014, 12 courses have not been taught online before and require full development, 4 are at the redesign stage of their life cycle (courses are redesigned approximately every 3 years) and 6 will require updates only. The course production team will review multiple options for production and delivery of lab courses. These will include short onsite intensives coupled with online material and assignments. Lab opportunities will be coordinated with Research Education Centers and colleges throughout the state of Florida. National and international partners will be sought to provide appropriate laboratory and clinical experiences to support out of state learners.

The University currently has the following requirements that apply to all undergraduate students regardless of platform.

<u>General Education</u>	Credit Hours
Mathematics	6
Composition	3
Humanities	9
Social and Behavioral Sciences	9
Physical and Biological Sciences	<u>9</u>
Total	36

In addition, the student is required to choose from the required General Education curriculum courses which will also meet the Diversity (3 hours) and the International ( 3 hours) requirements.

And, the student must complete courses that involve substantial writing. The University of Florida requirement is a total 24,000 words.

The course offerings for UF Online will provide adequate options to allow successful completion of the aforementioned requirements. The courses to be delivered in January, 2014 could be used to meet the requirements as follows:
Category 0	Courses	Hours	Required Hours
Composition	3	9	3
Mathematics	5	15	6
Humanities	5	15	9
Social and Behavioral Sciences	8	24	9
Physical and Biological Science	es 6	18	9
Diversity	1	3	3
International	3	9	3
		Words	Required
Writing Requirement		42,000	24,000

# **General Education Courses**

SPRING 2014	SUMMER 2014	FALL 2014	
AMH 2020 American History since 1877	AEB 2014 Economic Issues, Food and You*	GLY 2030C Environmental and Engineering Geology	
ARC 1720 Architectural History	BSC 2010 Integrated Principles of Biology	BSC 2011 Integrated Principles of Biology II	
ARH 2000 Art Appreciation	BSC 2010L Integrated Principles of Biology Lab**	BSC 2011L Integrated Principles of Biology II Lab	
AST 1002 Discovering the Universe	CHM 2045 General Chemistry I	CHM 2046 General Chemistry II	
BSC 2009 Biological Sciences	CLA 2100 The Glory that was Greece*	GLY 3163 Geology of National Parks*	
BSC 2009L Biological Sciences Lab	ENC 2210 Technical Writing*	CHM 2045L General Chemistry I Lab**	
CHM 1025 Introduction to General Chemistry*	GLY 1102 Age of Dinosaurs	CHM 2046L General Chemistry II Lab**	
CHM 1083 Consumer Chemistry*	MEM 3300 Castles and Cloisters*	AML 2070 Survey of American Literature	
GLY 1880 Earthquakes, Volcanoes and other Hazards*	SYG 2010 Social Problems	ESC 1000 Introduction to Earth Science	
HUM 2305 What is the Good Life?	TBA P or B		
MAC 1105 Basic College Algebra	TBA P or B		
MAC 1147 Precalculus: Algebra and Trigonometry	THE 2000 Theatre Appreciation		
MAC 2233 Survey of Calculus I			
MGF 1106 Mathematics for Liberal Arts I*			
MUL 2010 Introduction to Music Literature*			
PHY 2020 Introduction to Principles of Physics			
PSY 2012 General Psychology			
REL 2121 American Religious History*			
STA 2023 Introduction to Statistics I			
SYG 2000 Principles of Sociology*			
ENC 1101 Introduction to College Writing			
ENC 1102 Introduction to Argument and Persuasion			

\*Require updates only \*\* One-credit labs potentially combined into a single three-credit course

# SECTION FIVE DEVELOPING/PRODUCING NEW COURSES AND DEGREE PROGRAMS

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 2. New courses that will be developed and offered online.

# **OVERVIEW**

Technology has become a catalyst for change in education. The UF Online initiative will provide opportunities to re-envision teaching and learning to produce quality outcomes. Successful online courses are typically not taught the same way as face-to-face courses. In keeping with recognized best practices, the UF Online courses will include the following features<sup>3</sup>:

- Scheduling flexibility
- Multiple and varied opportunities for students to interact with the course material
- Information delivered to students in a variety of formats (video, text, interactions)
- Student interaction with each other and the instructor

# **COURSE DEVELOPMENT**

The UF Online course production team will use the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model of course design. This model begins with an analysis of the students and the strengths and challenges they may face in the course. The learning objectives that students will need to meet to succeed in the course are determined by the instructor in the analysis phase. Assessments, instructional material and activities are aligned with the learning objectives in the design stage. Development includes the creation and integration of appropriate learning materials. The course implementation occurs during the pilot. The course is monitored during the pilot with any necessary updates put into place during the term followed by a complete evaluation after the semester ends.



Figure 4: ADDIE Model. This model summarizes the life cycle of a course.

# **COURSE DEVELOPMENT TEAM AND PROCESS – Best Practices**

Unlike traditional courses, which are often developed by a single faculty member, the most effective online courses are developed by a team of content experts and creative professionals that include faculty, instructional designers (IDs), librarians, videographers, graphic designers, and programmers. Clearly defining and delineating the roles and responsibilities of the faculty and the creative team will ensure the development of an engaging student learning experience that integrates content, pedagogy, and technology, while maintaining rigorous academic integrity of the course.

The tables below outline the process that is used for the UF Online course production as well as the team member responsible for each step.

#### Planning

Define course goals, learning objectives and learning activities.	Faculty
Align course goals to learning objectives.	Faculty
Align learning objectives to learning activities.	Faculty/ID
Develop method for evaluating and grading students.	Faculty/ID
Define expectations of students, such as policies for participation and late work.	Faculty

# Design

Identify appropriate instructional materials.	Faculty/Librarian
Design appropriate assignments and activities to achieve learning objectives.	Faculty/ID
Identify technology tools to support assignments/activities.	ID
Create course architecture.	ID/Faculty
Determine overall course appearance.	Graphic Designer
Create video/interaction outline.	ID/Faculty
Develop video/interaction budget.	ID

# **Pre-Production**

Develop video storyboard/interaction flowchart.	ID
Create scripts/PowerPoint files for audio and video.	Faculty/TA
Conduct casting for audio and video.	ID/Videographer
Select/create images and graphics.	Graphic Designer/ID/ Librarian
Identify potential ADA issues.	ID/Web Designer

## Production

Write assignment instructions and rubrics. Create appropriate tutorials.	Faculty/ID
Create quiz/exam questions.	Faculty
Record video/audio.	Faculty/Talent/ Videographer
Create interactive features, animations and simulations.	Programmer/ Graphic Designer/ Ed-Tech
Edit video/audio.	Video/Audio Editor
Closed captioning.	Captioning Coordinator
Course site setup.	Web Designer/ID/Ed-Tech
Course site review/ADA testing.	QA Committee/ID
Course site user testing.	Student Test Group

## **Course Pilot and Evaluation**

Monitor course during pilot.	Faculty/ID
After pilot, review course analytics, outcomes and surveys.	Faculty/ID/Evaluation Specialist
Revise content as needed.	Faculty/ID/Creative Team

A well-designed course provides a framework for students to interact with each other, the course material and the instructor<sup>4</sup>. The UF Online instructors will receive training in methods that will help them connect with students. The student/instructor relationships are one of the things that make teaching and learning rewarding.

# E-text

The UF Online plan is to move all courses, when possible, to e-text. The initial terms will have approximately 30% of the courses covered by e-text assignment and the percentage covered will approach 90% by 2017. The obvious advantages for the UF Online student will be:

- 1) Price normally 50-75% of the print version.
- 2) Convenience can be included as part of the CMS.
- 3) Integratable can be seamlessly integrated into the course management system.

# FACULTY DEVELOPMENT

New technologies provide faculty with an ever-changing array of tools for improving learning. Multiple development opportunities are available to help faculty rethink their teaching and make best use of new tools. UF Online faculty are required to participate in the University of Florida Faculty Institute. This online workshop takes approximately 7-10 hours and walks faculty through the course design process. Emphasis is placed upon pedagogy rather than technology. Features of the Faculty Institute include:

- How today's students prefer to learn
- How to create course goals and objectives
- Aligning assessment and course materials with learning objectives
- Assessment variety and academic integrity
- Promoting student engagement
- Developing community
- Determining technology

Additional development opportunities will be available to the UF Online faculty and teaching assistants:

- Teaching Assistant Institute (Mandatory)
  - Online workshop prepares TAs to assist with the UF Online courses (4 hours)
- UF Interface Faculty Seminar
  - <u>http://interface.at.ufl.edu/</u>

- Faculty share teaching innovations
- Attendees can participate on-site for the day-long event
- Presentations are recorded and are available online
- Presented twice yearly
- Teaching Excellence Workshop
  - Faculty present award winning courses
  - Presentation of Quality Matters courses
  - Keynote speaker presents on cutting-edge topic
  - o Workshops on pedagogy and technology
  - Attendees can participate on-site for the day-long event
  - Presentations are recorded and are available online
  - Presented yearly
- Teaching Excellence Workshops: Special Topics
  - $\circ$  Small sessions focused on single topics
  - o UF Online faculty share innovations and lessons learned
  - Student feedback sessions
  - One two hour sessions
  - Presented monthly
- Teaching Enhancement Symposium
  - $\circ$   $\;$  Presentations focused on pedagogy and technology
  - $\circ$   $\;$  Keynote speaker presents on cutting-edge topic
  - $\circ$   $\;$  Attendees can participate on-site for the day-long event
  - o Presented yearly

#### **Luncheon Series**

The Provost has established a schedule for hosting a luncheon series to meet with faculty members to discuss the future of online learning in higher education. The Provost requested the Deans of each college to nominate faculty to participate in these luncheons. A total of 200 faculty were nominated and invitations are sent with a request for response. The multiple opportunities to attend at least one, if not more, are intended to accommodate maximum participation. The purpose of the luncheons is to guide the campus through a dialogue around new and developing technologies and ways that such can be deployed to strengthen the educational process and learning experience of students. The dates for the "Faculty Lunch for Online Learning" are as follows:

- August 30, 2013
- September 13 and 25, 2013
- October 9 and 24, 2013
- November 6 and 22, 2013
- December 11 and 18, 2013
- January 8 and 24, 2014
- February 13 and 27, 2014
- March 13, 2014
- April 11 and 25, 2014

# Forum on "Online Learning and the Future of Higher Education"

On December 3, 2013, UF will host a major, two day forum that will be national in scope and focus on online learning and the future of higher education. The audience will include UF faculty, provosts from AAU schools, state leaders, leading academics in the field, relevant journalists, and private sector leaders. Streaming will be provided for a larger audience. Keynote addresses will include presentations on challenges posed by online education and ways to configure the experience that benefits both in-class and online education. They will be followed by discussion sessions.

A survey will be conducted by the Bureau of Economic and Business Research (BEBR) prior to the forum that assesses faculty and student perspectives regarding online learning and helps establish benchmarks for the future. BEBR will conduct a post-forum assessment that will be used to structure future forums.

# **QUALITY ASSURANCE**

The UF Online courses will make use of formative assessments throughout the term to identify areas where course materials may need immediate adjustment. Student surveys will be given during the offerings to gauge student perceptions as well as to identify potential issues.

Each offering of a UF Online course will be followed by a review to determine how the course may be improved. Course improvements are based on information collected through:

- Student surveys
- Discussion boards
- Assessments and learning outcomes
- Time-on-task data

The life cycle of a course may vary depending upon the discipline, technology and the needs of the curriculum. Disciplines that are supported by constant research may require more frequent course updates than those with fairly static content. A typical UF Online course will be reviewed and updated yearly with a complete revision every three years.

UF is in the process of establishing the UFIT Student Advisory Board for Digital Pedagogy and Online Learning (UFIT-SAB.) This group is charged with:

- Testing instructional prototypes
- Providing advice and recommendations from the student perspective
- Bringing student awareness to best practices in online learning

Student members of the UFIT-SAB will take part in focus sessions and workshops geared towards innovation in teaching and learning. The group will be comprised of resident and UF Online members.

The University of Florida has established guidelines for online course production. These UF Standards and Markers of Excellence (UFS&ME) form the foundation for the Faculty Institute, the online training for faculty who will be developing courses for the UF Online. The UFS&ME were developed by the university-wide Quality Assurance (QA) Committee after careful review of standards from institutions across the nation. General best practices and exemplary markers

in eight categories provide the foundation for quality course development. Recommendations cover the following main areas:

- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility
- Course Design and Evaluation

The full UF Standards and Markers of Excellence can be found in Appendix E or at <a href="http://teach.ufl.edu/resources/uf-standards/">http://teach.ufl.edu/resources/uf-standards/</a>

Each UF Online course will be reviewed by the Quality Assurance Committee to ensure that courses meet the guidelines. Any areas of concern will be discussed with the faculty member and instructional designer, and appropriate corrections will be implemented. The course is then reviewed by the department to ensure that the course material supports the curriculum and the course is as rigorous as the resident program. The quality assurance process is outlined below:

- 1. Primary instructional designer (ID) reviews course with the UFS&ME
- 2. Secondary ID reviews course with UFS&ME
  - Any recommendations are documented and sent back to primary ID to discuss with faculty and implement if appropriate
  - If no changes are recommended, the course goes to Quality Assurance committee
- 3. QA faculty reviewer evaluates course with a focus on the student experience
  - Recommendations are documented and sent to primary ID to discuss with faculty and implement if appropriate
- 4. Primary ID and developing faculty member meet with a departmental representative to review course
  - Departmental representative has access to course for further review if necessary
  - Departmental representative signs off to indicate course meets departmental curriculum and rigor requirements

Quality Matters (QM) is a nationally recognized leader in the certification of online and blended course design. The University of Florida is an institutional member. The UF Online course production team is certified to conduct internal QM reviews that will be done for each course. Official QM course evaluations conducted by external reviewers will be available to the UF Online faculty. The online institute will put forth courses for external review starting with four to six courses during the 2015 – 2016 academic year.

University policy is that all courses taught by a faculty member, including adjuncts and graduate assistants must be evaluated by the relevant students. This policy applies to in resident or online courses and the evaluations are required every time the course is offered. The numerical scores associated with the evaluations are made available to the faculty person and the chair of the subject department.

The student evaluation will include an assessment of the online platform, the delivery, and content. This evaluation data will be part of the input considered by the Quality Assurance Committee in its periodic review of all online courses. The results of these reviews are intended to be normative in nature and will be shared with the faculty and department chair.

#### **COURSE MANAGEMENT SYSTEM**

The University will offer the faculty participating in UF Online two Course Management Systems (CMS) to choose from:

Sakai - the CMS currently used in the resident programs.

Canvas – a newly introduced CMS that has interesting and useful features that facilitate online learning.

The faculty selection will focus on functionality that allows tracking learning outcomes, student progress, and time to task. Additional functionality that should be operative include:

- Accessibility for hearing and sight impaired students:
- Peer review tools
- Faculty can grade papers without downloading
- Assignments and assessment can be mapped to course and program outcomes.
- Ability to record video on the fly and attach to any assignment, email, or content page.

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GRAPHIC ANALYTICS REPORTING ENGINE



Figure 5: Canvas Graphic Analytics Reporting Engine

#### **COURSE PRODUCTION**

The course production teams will be overseen by the Director of Production and Course Development Services. Video production will be coordinated to ensure that all recordings meet appropriate standards. Campus instructional designers and video production personnel will meet periodically to share best practices, resources and workflow ideas. A course template that can be customized for individual programs will be created to ensure a consistent look and feel for the UF Online courses.

Units across campus have stepped forward to support the UF Online effort with expertise, facilities and personnel. Through campus collaborations, the UF course production teams have the capacity to meet the needs of the UF Online for instructional design, video production and Web design and development. External provider will be tasked to provide programming for simulations and interactions. It will also be necessary to partner with providers of proctored testing, both online and face to face. Additional partnerships may include:

- Peer review and benchmarking (Quality Matters)
- Online proctoring (ProctorU, Kryterion)
- On-site proctoring (Kryterion, Florida RECs, National Testing Centers)
- Tutoring services (Smarthinking/Pearson, StudyEdge)
- Courseware providers (Pearson, Plato Courseware, OpenTapestry)



Figure 6: Units across Campus Supporting Course Production

## FUTURE DEGREE PROGRAM CRITERIA

UF Online is committed to developing and delivering baccalaureate degrees that are of the highest quality and the greatest relevance to the needs of the state and its citizens. The programs that are scheduled for inclusion over the next five years have passed at least one of the following tests:

- Forecasted and/or presently among top 15 employment demand groups in the state.
- Among the top 15 most demanded majors at the University.

The only exception to these criteria was the initial choice of majors, which met a third and the dominant criteria for the initial offering—feasible within the time line.

Beginning with the Fall, 2018 term, the UF Online will offer 30 fully online degrees and 35 by 2019, more than one-third of which are STEM degrees as shown in the chart below. These degrees will call for some 400 courses per term at that time to provide the necessary courses for progress toward degree. The proper combination of courses to facilitate programs will require careful curriculum planning. Strict demand oversight will be maintained by the curriculum manager and any course that has been admitted to the UF Online catalogue that does not attract an average demand of at least 100 students per term within an academic year will be scheduled for retirement at the end of the next academic year.

Academic	Academic	Academic	Academic	Academic	Academic
Year	Year	Year	Year	Year	Year
2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Business Administration	<sup>1</sup> Biology <sub>2</sub>	<sup>1</sup> Industrial Engineering	<sup>1</sup> Chemistry	<sup>1</sup> Chemical Engineering	Food Science & Human Nutrition
Sports Management	<sup>1</sup> Mechanical Engineering	Accounting	Health Science	Journalism	Economics
Criminology & Law	Psychology <sub>2</sub>	Sociology	<sup>1</sup> Civil Engineering	Architecture	<sup>1</sup> Electrical & Computer Engineering
Health Education	Telecommunications	<sup>1</sup> Microbiology & Cell Science	Public Relations	<sup>1</sup> Computer Science	Animal Science
Environmental Management	Nursing	Physiology & Kinesiology	Elementary Education	Political Science	History

# Six Year Degree Plan

<sup>1</sup> Denotes Stem

<sup>2</sup> The rapid production of the courses required for the initial five programs will enable UF Online to accelerate portfolio development. As a result two additional programs, Biology and Psychology, which have the greatest demand on campus, will be added to the Fall, 2014 options.

# Timeline for Online Baccalaureate Degree Programs



Figure 7: Timeline for Online Baccalaureate Degree Programs

# SECTION SIX SUPPORT SERVICES

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 3. Support services that will be offered to students enrolled in online baccalaureate degree programs. 7. Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

#### **OVERVIEW**

To ensure the success of UF Online students, essential support services will be provided by four key areas: Student Affairs, Academic Advising, UF Libraries, and UF Information Technology. UF Online students will have access to state-of-the-art services that support their learning, engagement, knowledge acquisition, research, and leading-edge Web and mobile applications.

With assistance from our private partner, UF Online will be student-focused and outcomesbased to ensure students are engaged and excited about learning, encouraging them at all times to continue in their courses and complete their entire programs. UF Online, by leveraging the private partner's various learning technologies, services, and academic analytics, will monitor and analyze retention and persistence from initial marketing throughout the entire student lifecycle.

# **STUDENT AFFAIRS**

The mission of the Division of Student Affairs is to enrich student learning through leadership, service, engagement, and self-discovery, resulting in a well-qualified, healthy, and broadly diverse citizenry and workforce. UF Online students will receive quality enhancements to their non-academic experience for the same purpose. Each area has individual goals to continue to evolve student services for distance students to be engaging, educating, and optimizing for the students.

The Division of Student Affairs has organized an UF Online Student Services Committee to lead the efforts on behalf of the division in student services for distance students. Departments across campus have organized services for distance students and are examining more opportunities for the future. The current list of opportunities, with relevant links, is on the Student Affairs website at <a href="http://www.ufsa.ufl.edu/students/distance\_students/">http://www.ufsa.ufl.edu/students/distance\_students/</a>.

There are several services and programs available as of **September 1, 2013**, for the initial UF Online students:

• **Orientation**: The University's online students will log into an online learning module that will provide their orientation to UF. The orientation module consists of videos, interactive questionnaires, and information to orient new students. In addition to necessary information for students, including learning in an online environment and the University Honor Code, it provides students a sense of the culture of UF, instills school pride, and helps students feel that they are actively a part of our institution.

- **Preparing for the job market:** The Career Resource Center (CRC) uses Gator CareerLink for its online ability to provide job and internship listings, arrange career planning appointments via Skype or phone, and career information and resources. The CRC has other online modules available to students to assist with major selection, career planning, and an online certificate program, called Gator Certified Professional, to prepare students for an internship and job search. UF Online students will use the CRC materials, staff, and processes to assist in their planning, preparation, and job search.
- **Personal support:** Personal support is crucial to the success of students, and UF Online students have access to a 24/7 mental health counselor by telephone. As appropriate, the student will be referred through the Counseling and Wellness Center's network of professional mental health providers around the nation. Through the Dean of Students Office and the U Matter We Care initiative, online students will be supported throughout their academic career for personal issues that may affect their success.
- **Independent living resources**: There are also several online videos and resources through Off Campus Life, which produces the Gator Guide of successful independent living tips, such as budgeting and personal safety.
- **Health and wellness:** Recreational Sports offer personal fitness training videos called "Trainer Time" on their YouTube channel, led by students. The goal of this video series is to teach students how to perform certain exercises properly in any setting—home, while traveling, or at the gym—so that they have these lifelong skills. Other Student Affairs departments also provide additional personal support for health and well-being, including GatorWell Health Promotion Services for alcohol education, time management, stress reduction, and other health issues with online information.
- **Student engagement**: Online students who wish to start a student organization are able to do so through Student Activities and Involvement. The Center for Leadership and Service has collected ways to connect distance students to community service opportunities in their local areas. The UF Alumni Association (UFAA) is offering student membership to the UFAA and plans to provide community-building opportunities for those students.
- **Support for family members:** Family members are an integral part of student success, and are provided opportunities to connect via bimonthly online chats with campus representatives and fellow Gator family members. They will also receive the monthly student affairs family e-newsletter.
- **Mobile app:** Gatorway is a mobile application available to all students and family members that provides them on-the-go access to program information and university resources. Online students will access their own cohort guide providing quick access to campus resources, contacts, videos, and presentations.

There are several services and programs being developed for the first cohort of first-time-in-college (FTIC) students:

• **First Year Florida course**: The University of Florida offers a one-credit-hour transition success course, First Year Florida, co-taught by faculty/staff and undergraduate peer leaders. An online version of First Year Florida is in development and will launch in time for the first cohort of FTIC students.

- **Personal counseling:** The Counseling and Wellness Center is currently in development of online modules for counseling assistance, as well as a central online counseling resource hub that will be one of the most forward-thinking in the nation.
- **First-time-in-college student transition and support**: Several programs will be available as part of the Gator First Year experience for FTIC students, including the Common Reading Program, New Student Convocation (streamed live), and the Workshop Success Series.
- **Building community**: Student Affairs is developing additional opportunities for involvement, engagement, and leadership for students for the future, such as the ability to stream certain campus programs via the Internet. Housing and Residence Education is considering ways to create community via the Internet, similar to its campus-based living-learning communities.
- **Engagement:** As with all students at the University of Florida, student engagement with the institution is crucial to their persistence, development, and success. Decades of national research have shown that college student engagement, or what students do during college, counts more in terms of learning outcomes than who they are or even where they go to college (see Astin, 1993; Kuh, 2004; Pace, 1980; and Pascarella and Terenzini, 2005). To carry that forward to an online environment, Ehrmann (2004) argues that educators must utilize technology as a lever to promote student engagement in order to maximize the power of computers and information technology as a catalyst for student success in college. Accordingly, Student Affairs seeks to develop connections between students and UF, build community among students, and enhance the student experience with UF Online students.
- **Innovative Options:** Student Affairs continually reviews best practices from around the nation in student services for online education, and has enabled its staff to pursue innovative options for students. As the enrollment grows, we will be able to provide the appropriate services needed for UF Online students.

# **ACADEMIC ADVISING**

The University of Florida has an enviable record in the field of academic advising and has been recognized with the highest honors by the National Association of Academic Advisors (NACADA). The standards and practice for online advising are somewhat unique, but UF has already developed experience in the field through the efforts of the several 2+2 programs that have been in place for several years.

# The Academic Advising plan for UF Online will have three components.

- Transition Advising
- Major Advising
- Group Advising

Advising students in online degree programs encompasses almost every aspect of the student academic experience: transition to the university setting, scheduling and course selection, monitoring academic progress, academic probation, appeals and petitions related to academic status, the addition of minors or certificates, changes to degree programs, general education requirements, coursework beyond the major, career coaching, and degree certification. The success of Florida's UF Online, whether measured by student satisfaction, retention, time to

degree, graduation rates, placement in the workforce, or placement in graduate/professional school, will be critically dependent on academic advising and support services.

# **Transition Advising**

Students need help in managing a successful transition to becoming effective online learners. The process of managing that transition will begin very early on, with pre-admissions counseling and post-admissions orientation programs designed to help students evaluate their readiness for online learning, and to ensure that students have a realistic understanding of expectations. Transition advising during the first year will include monitoring of student engagement, one-on-one interactions with a transition advisor, and a series of online workshops that focus on organizational skills, study skills, time management, and other critical issues for success. Campus involvement is critical to retention, and this is true for the UF Online as well. Transition advisors will partner with the Dean of Students Office in developing a college success course for online learners, similar to the on-campus First Year Florida course, and would teach that course as well. The transition program and associated advisors will also be critical in educating UF Online students regarding access to support services (the "whens" and "hows") such as: financial aid, bursar, registrar, IT support, CRC, DSO, DRC, and Counseling Services, among others. These services will be handled through the College of Liberal Arts and Sciences Academic Advising Center with a dedicated staff of four.

# Major & College Advising

Online learners expect access to advisors when needed, sufficient time available during advising sessions, and reliable and timely information. These needs are most effectively delivered through an "assigned advisor" model, in which admitted students are assigned immediately to an advisor in their college, who then becomes a consistent point of contact throughout their time at UF, and who becomes responsible for initiating regular contact with the student. Students will be most successful when they are immediately and directly attached to a college-level advisor. Each UF Online College will have a designated advisor (s) for online students with the plan of maintaining a 250:1 limit.

# **Efficient and Effective Communication**

Group advising is critical to success with online students. Relevant activities will include active and directed online chats with students, as well as online workshops led by advisors (which will be delivered synchronously and asynchronously). These efforts are a critical part of building community among online learners. They are also an efficient way of delivering quality advising to large numbers of online students.

# **UF LIBRARIES**

The primary strategies the Libraries are focusing on to ensure the success of UF Online students include:

- Growth of our digital resources (eBooks/eJournals) to support the specific programs identified for inclusion in UF Online.
- Increasing Inter-Library Loan (ILL) Department and Course Reserves Unit functions.

- Expanding library faculty/subject specialist engagement with the instructional designers and teaching faculty during the course development process.
- Development/expansion of online support, including expanded real-time reference services, information literacy instruction (credit courses, online tutorials, etc.) and other alternative approaches to supporting the off campus undergraduate students research needs.
- Providing a dedicated Online Librarian position to facilitate the effective support of all UF courses and programs offered away from the main campus, account for the unique needs of the online students, and maximize UF Online retention and graduation rates. This position will facilitate the digital pedagogy efforts of other library faculty members as they develop dynamic and innovative course materials for fully online courses and ensure library service and learning resources provided to UF Online students and faculty are equivalent to those available to the on-campus community.

# **UF INFORMATION TECHNOLOGY**

UFIT currently provides support services in the following categories:

- 1) Course production. UFIT has the capability of producing high quality fully online courses. This includes all infrastructure, information systems, technical support, programming, web and instructional design services.
- 2) Support and training. UFIT provides students, faculty and staff with a series of comprehensive support services ranging from a service desk to advice on best practices in the use of technology for online learning. This includes several modes of instruction and training.
- Course delivery. UFIT supports all aspects of online course delivery, including Course Management Systems, streaming video, collaboration platforms and other tools commonly used in online delivery.
- 4) Administration and Infrastructure. Administrative information systems and services required to manage operations for UF Online are provided by UFIT, including the necessary infrastructure to support these services.
- 5) Metrics and analytics. UFIT is engaged in developing deep analytics competency. To help ensure success of the online students, descriptive, predictive and prescriptive analytics will be developed that are tuned to the characteristics of UF Online students.

The main suite of UFIT services supporting UF Online are shown in Figure 8.



Figure 8: UFIT Services Provided to UF Online.

# SECTION SEVEN MARKETING AND RECRUITMENT PLAN

Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 5. A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.

#### **OVERVIEW**

In partnership with 160over90 and external private partners, the university will build the UF Online brand as the higher education landscape continues to evolve at an unprecedented pace. Major efforts will be made to maximize exposure, awareness and interest in the university's high quality fully online programs in the state and nationally among FTIC students and degree completers.

#### **Primary communications objectives:**

- 1. Build timely, targeted top-of-mind awareness for UF Online overall
- 2. Differentiate UF Online from both for-profit and nonprofit competitors
- 3. Promote value of UF Online same credibility as residential degree at lower cost
- 4. Generate web traffic to acquire information
- 5. Drive applications
- 6. Develop relationship-marketing processes that convey individuals from prospect to graduation

#### Trends potentially influencing marketing:

- Demand for online education is expanding due to: inability of current higher education infrastructure to support demand; "information-age" students are comfortable with online delivery.
- Students want options that suit their circumstances and schedules. Convenience and speed are at the top of the list.
- Economic challenges in recent years have made residential options too expensive for many and required them to take jobs instead of entering college.
- Online learner profiles are somewhat different from residential profiles, skewing more toward older, female and minority. However, it is possible that a program focused on FTIC to bachelor's degrees might shift the profiles more closely to the residential student.
- Retention rates for online tend to be somewhat lower for online.
- Technological advances are making course delivery more effective and putting more emphasis on handheld devices.
- Online competition is increasing exponentially from both for-profit and nonprofit institutions.
- Expanding future global networks should make access universal and reduce costs.

## **Target Audiences:**

- First time in college (FTIC) students in Florida.
- Out-of-state FTIC students
- Completers and transfer students
- Returning military
- Homeschooled students
- Parents of prospective students
- Guidance counselors
- International students

#### **Instate Target Markets:**

- Miami
- Orlando
- Jacksonville
- Tampa

Out-of-state/international markets to be determined

#### Unique advantages/disadvantages:

- An online degree from UF is a degree from UF same credibility as residential degree
- Become a Gator
- First time in college (FTIC) to bachelor's from a public research university essentially a new, (untested) concept

#### Differentiating factors:

- UF is a major public research university
- UF/IFAS Research and Education Centers potentially offer wet lab capabilities to online students in Florida

#### **Buying motives:**

- Obtain a degree from a top public research university, online
- Obtain a degree from UF

#### **Purchasing influences**

- Become a Gator
- Specific degree tracks offered
- Ancillary benefits, such as UF's Career Resource Center

#### **Competition:**

- No obvious primary competition currently for a 4-year degree online institute, but more are anticipated in the near future.
- Secondary competition would include for-profits and smaller nonprofits offering online degree tracks.

## **COMMUNICATIONS STRATEGY**

#### Media Mix:

#### Digital

- Search (pay per click) key words including competitive schools; no geographic restriction
- Social (pay per response)
- Targeted display (demographic, contextual, behavioral)
- Retargeting (including lookalike)
- Selected Web publishers, e.g., local print outlet websites
- Consider "music" (e.g., Pandora)

#### Radio

• Targeted stations in key markets

#### Other

• For example, specific military outreach – digital; transition offices

#### Media Timing:

- Application deadline is November 1
- Anticipated 6 week campaign
- Build up to peak in the 2 weeks prior to deadline when interest/traffic/applications are highest

#### Media imperatives:

- Maximize impact/efficiency of all plans
- Match the message to the medium/environment
- Focus on pay for performance if possible
- Track in a timely way and adjust as indicated

# **CREATIVE STRATEGY**

- Communicate the equivalent value of the online degree by leveraging the size and power of The Gator Nation, and the appeal of becoming a Gator
- Create overall awareness and target messaging to the appropriate audiences for individual degree offerings
- Provide website that is engaging and easy to navigate. Theme should convey not only the degree information but "merchandise" the concept of becoming a Gator in every sense of the word.

# SECTION EIGHT TUITION, FEES AND BUDGET

#### Section 46, Chapter 2013-27, Laws of Florida

(4)(f) The plan shall include: 4. A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.

(4)(g)6. (k) The university shall establish a tuition structure for its online institute in accordance with this paragraph, notwithstanding any other provisions of law. 1. For students classified as residents for tuition purposes, tuition for an online baccalaureate degree program shall be set at not more than 75 percent of the tuition rate as specified in the GAA and 75 percent of the tuition differential. 2. For students classified as nonresidents for tuition purposes, tuition may be set at market rates in accordance with the business plan.

#### TUITION AND FEE STRUCTURE

The University of Florida will initially charge a tuition fee per student credit hour ("SCH"). The SCH tuition fee for in-state students is the maximum allowed by law which is 75% of the university's current tuition or \$112.50 per credit hour. The university is charging market rate tuition for out-of-state students. Initially, the university will charge \$425.00 per SCH for out-of-state students. The out-of-state tuition fee may change as the university conducts research on the rate necessary to maximize revenues and as market environments change.

The university is exploring various tuition plans for students of UF Online. Any variation on the traditional (initial) plan must pass the test of understandable, potential student savings, and adequate program support. Current possibilities and related timeline are as follows:

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Block Tuition	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Degree	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate	
Differential Tuition by Hours Enrolled	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Differential Tuition by Grade/Grade Improvement	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate
Annual Tuition	Review Literature	Review Initial Test	Expand Testing	Pilot with Cohort	Implement as Appropriate

#### BUDGET

The University of Florida is forecasting revenues, expenses and fund balance as displayed on Appendix F. This forecast is the university's initial budget, but the budget may change each year as the university gains experience with the UF Online undergraduate on-line programs.

The model is in real dollars and assumes revenues will increase as expenses increase. Therefore, there is no adjustment for inflation in the model.

The following describes the assumptions used by the university in developing the forecast. The assumptions are the university's reasonable estimates based on discussions with faculty, staff, other universities and private, third-party companies involved in on-line education.

#### **Tuition Revenue**

Tuition per SCH is discussed above and is \$112.50/SCH for in-state students and \$425.00/SCH for out of state students. The university breaks down students into four groups – In-State First Time in College (FTIC), Out-of-State FTIC, In-State Transfers, Out-of-State Transfers. The assumed headcount (number of students taking classes), enrollments (the number of course taken by all students), SCH (the number of student credit hours taken in the courses), the average load (the number of credit hours taken by each headcount student per semester or semester equivalent), and the tuition related to each group is attached as Appendix I.

The incremental, recurring cost of educating a student exceeds the in-state tuition. General revenues and tuition from out-of-state students subsidizes the in-state student. The table below shows the incremental, recurring cost of education as a percentage of in-state tuition compared to out-of-state tuition.

	Percentage of In- State Tuition	Dollars	Percentage of Out-of-State Tuition	Dollars
Tuition	100.0%	112.50	100.0%	425.00
Departmental Costs	44.4%	50.00	11.8%	50.00
Teaching Assistants (TA)	28.0%	31.52	7.4%	31.52
P3 Services	35.0%	39.38	50.0%	212.50
Support Costs	8.8%	9.85	2.3%	9.85
General and Administrative	6.5%	7.27	7.0%	29.55
Technology	18.4%	20.75	4.9%	20.75
Technology Fee	-4.7%	(5.25)	-1.2%	(5.25)
Facilities' Operations	2.3%	2.56	2.7%	11.46
Library	1.6%	1.84	1.6%	6.95
Student Services	2.9%	3.24	2.9%	12.24
Total Incremental Recurring Cos	143.2%	161.15	89.3%	379.56
Margin	-43.2%	(48.65)	10.7%	45.44

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#### State Subsidy

The state subsidy is the general revenue appropriated to the University of Florida in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

#### **Non-Recurring Expenses**

Non-recurring expenses are those costs that are required to produce each course, periodically update each course and certain infrastructure costs necessary to administer the program.

The university expects to start with 5 programs in Academic Year ("AY") 2014, grow to 10 programs in AY2015 and add 5 programs each year until the university has 35 on-line degrees offered in AY2019. These degree programs will require an initial 22 courses to support the first 5 programs. Eight unique general education and degree specific courses per new degree program will be required until the university offers 26 degree programs. At that point, only 5 general education and degree specific courses will be added per new degree offered. Therefore, the university must develop 250 courses between now and AY2019.

We have further articulated our development cost to take into account the heterogeneous nature of the curriculum in terms of the development needs of individual courses.

1.	Standard development package (80%)	
	Faculty	\$19,500
	Production	\$12,000
	Technology	<u>\$ 5,000</u>
		\$36,500
2.	Courses designed for new and innovat	ive pedagogy and/or technology (10%).
	Standard package	\$36,500
	Additional Production &	
	Technology Costs	<u>\$38,000</u>
		\$74,500
3.	Laboratory and other similar classes h	naving specific and special requirements for
	synchronous components.	
	Standard package	\$36,500
	Programming and Design to	
	create appropriate simulations	
	and interactions	<u>\$120,000</u>

Therefore, the weighted average cost of course production is \$52,300 per course.

Every three years each course will be reevaluated and updated. The cost of the update is expected to be \$7,500 per course. Each year every course will be evaluated and minor changes made to the materials. Such costs are included in the recurring section of the forecast.

\$156,500

The university estimates that it needs to buy production equipment at a cost of \$500,000. Replacement costs are included in the recurring section of the forecast. The university believes that Student Affairs will require an initial investment of \$400,000 to develop student life materials discussed earlier in this report. Enrollment management and marketing believes it will require an initial investment of \$600,000 to establish brand awareness and specific marketing efforts as discussed earlier in the report. All revenue-generating activities at the university are required to pay their share of general and administrative costs. The university currently charges 11.31% of direct expenditures to each revenue-generating activity to cover general and administrative expenses.

The detail of the non-recurring costs is provided on Appendix G.

## **Recurring Costs**

Delivery costs consist of faculty, teaching assistants or adjuncts, and related support personnel costs. The forecast assumes that the department is paid \$50 per SCH in their course(s) during that semester. The department is responsible for paying the faculty. Each course will require one teaching assistant for every 110 students in a course. The teaching assistant is paid \$8,000 per course per semester from central funds. We expect direct support costs and fringe benefits to be \$4,900 per course per semester. Support costs will be paid from the central budget. Support costs include departmental personnel that assist the faculty and teaching assistants with the administration and delivery of each course. The model assumes that, of the courses developed for UF Online, the university will offer 75% of the courses in each term. We will refine the budget as graduation tracking for the UF Online gains experience.

Enrollment management and marketing are the costs for the services discussed in section 3 and section 7.

Direct Administration is the cost of those personnel directly related to the undergraduate, online program. See the organization chart in Section Three above. These costs are not included in the university's general and administrative allocation

Outsourced Recruitment and Retention Services is the cost of services provided through a public/private partnership ("P3"). The services include marketing, recruitment, retention, digital content, tutoring, and others described in the report. The full scope of services offered by and made available to the university by the P3 are more fully described in Section 3 page 16. The P3 will be paid an average of 50% of all tuition (60% out of state; 40% in state) during the first 4 years of the contract. Beginning with the 5<sup>th</sup> year and continuing for the remainder of the contract the average will be reduced to 36% (42% out of state ; 30% in state). In addition, P3 will be paid \$3.5 million in a first year and an average of \$1.5 million a year over the subsequent four years. There are several key performance indicators (KPI) that must be met by P3 and the university. Failure to meet these KPI by either party will provide a basis for contract cancellation windows during the contract life. At these points (3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup> years) either party can call for renegotiation, and failure to reach agreement can lead to contract cancellation.

Other public universities that offer online bachelor degrees pay 50% to 60% of tuition revenues for the services provided by the P3. The University of Phoenix spends approximately 34% of its tuition revenue on just marketing and "admissions advisory" services. The public universities and the University of Phoenix charge more than the average tuition forecasted by UF. In addition, most of these universities are open enrollment making marketing and enrollment less costly than the model proposed by UF.

The technology projection addresses increased needs imposed on UF as a result of services needed for UF Online, projected over the next 10 years. Costs are divided into two categories:

- Variable costs based on the number of students served. These costs are generally associated with services, software or infrastructure that is contracted, or can deployed and/or expanded to satisfy demand generated by increase in number of users as it occurs. For instance, software licenses that are negotiated based on the IPEDS number for the University of Florida.
- 2) Fixed Costs requiring staff and information systems. These refer to costs incurred in the development, deployment and continuation of services requiring front end and continued investments in staff, information systems, and/or infrastructure. For instance, expansion of the Help Desk to a 24/7 hour service requires primarily staff, a minimum number of which will be needed regardless of usage.

Facilities' operation costs include utilities, maintenance and janitorial services for the call center, administration, production operations and space for teaching assistants devoted to the UF Online. The cost of facilities is basically an educated guess based on one-third the facility cost necessary to support a traditional course.

Library costs consist of the increased cost of electronic books, journals and newspapers to support the UF Online students, and a share of the existing library services. The library costs approximately \$1.20 per SCH based on the university's current experience.

Student services consist of those services described in Section Seven above. Such student services will cost approximately \$2.11 per SCH based on the university's current experience.

The detail of Recurring costs is provided on Appendix H.

Net margin is basically the profit or loss each year forecasted for the UF Online. The line labeled Cumulative Fund Balance is the summation of current and previous years' net margins (equity in a commercial operation). This amount represents the cash available to UF Online to cover unforeseen costs or revenue shortfalls before the UF Online requires supplemental funds from other parts of the university or funds available to distribute to the traditional campus or reinvested in the UF Online as outline in Senate Bill 1076 (Chapter 2013-27, Laws of Florida).

# SECTION NINE EVALUATION OF COURSES, DEGREE PROGRAMS, AND LEARNING OUTCOMES

# **EVALUATION METHODOLOGY**

The University of Florida (UF) has many existing reporting requirements and practices that will assure close monitoring and evaluation of the UF Online initiative as implementation proceeds. In general, the same evaluation and assessment practices will be followed for UF Online students as for regularly enrolled undergraduate students.

#### Plans to track admissions, performance and retention of online students

UF's admissions process will facilitate the identification of students entering an UF Online program by creating a flag for program admittees. From that point forward, the progress of the students can be tracked and monitored. Advisors will watch performance, and under UF's nationally recognized tracking process, will trigger any interventions needed to assure appropriate academic progress. Retention and degree completion rates can be calculated for UF Online students by cohort year and compared with general UF cohort results. These calculations are governed by national and state methodologies, assuring comparability of results.

UF reports enrollment by deployment methods (i.e. traditional vs. online vs. offsite) in its Annual Work plan which is formally approved by the UF Board of Trustees and then presented to the BOG.

#### Data collection, analysis and reports

Tracking the success of courses and programs within the UF Online will rely upon the collection and analysis of data at multiple levels. Administrators, advisors, faculty and even the students will need to access and interpret metrics related to teaching and learning. UF Information Technology services will provide data collection services for the UF Online to assist with decision-making at all levels.

Both student information systems (SIS) and course management systems (CMS) will provide information that can inform decisions at each level.

- Students
  - Progress in course (CMS)
  - Standing in class (CMS)
  - Grades (CMS, SIS)
  - Learning outcomes achieved (CMS)
- Faculty
  - Student time on task (CMS)
  - Student standing in class (CMS)
  - Student satisfaction (CMS, Qualtrics Survey)
  - Originality report (CMS, Turnitin)
  - Student achievement of learning outcomes (CMS)
- Departmental Administrators
  - Graduation rates (Registrar)
  - Course learning outcome success rates (CMS)

- Program learning outcome success rates (CMS)
- Retention rates (Registrar)

To make most effective use of the information, students, faculty and administrators will receive guidance in how to access and make meaningful use of appropriate data. For faculty, data analysis recommendations will be found in the Faculty Institute online training. Students will view tutorials within their course CMS. Administrators will receive appropriate documentation for data retrieval and reporting.

Data collection and management processes will meet the 1974 Family Educational Rights and Privacy Act (FERPA) federal law (20 U.S.C. 1232g). FERPA protects the privacy of a student's educational record.

#### Student satisfaction surveys

The satisfaction and experiences of the students can be assessed through the SERU (Student Experience in the Research University) survey which is administered every two years. Specific survey items can be added to address any unique aspects of the UF Online experience. SERU will be administered next in 2015.

# BOG and external reporting

The Board of Governors (BOG) requires UF programs to undergo a rigorous program evaluation every seven years. All of the UF Online programs will be on this schedule, as part of the general program evaluation for each degree program offered. There are specific requirements for the program review that have been established by BOG to assure consistent high quality review practices. In addition, UF is required to report its progress in assessing student learning outcomes to BOG annually through its Academic Learning Compact report. The Southern Association of Schools and Colleges (SACS) also monitor how UF meets accreditation standards for the assessment of student learning outcomes. Any of these reports can be made available to the UF Online Advisory Board.

UF employs standard research methodologies defined by the National Center for Educational Statistics for federal graduation rate reporting and also provides graduation rate reporting meeting BOG defined requirements.

#### Service level agreements

To best meet the needs of the UF Online faculty and students, UF will outsource appropriate services. Technology and pricing are subject to change based upon business climate, technology development and economic changes. Agreements with external providers will include clauses for renegotiation or termination of services. As contracts come up for renewal, they will be reviewed in terms of:

- Service levels needed by UF Online
- Service levels available in the marketplace
- Service costs

Prior to termination of external services, an exit strategy will be put into place to ensure that UF Online faculty and students receive the appropriate services. It will be important for UF to maintain sufficient knowledge of vendor activities and how the work is done to be ready to identify an alternative vendor or to take over the task internally. Additionally, the timeline to initiate alternative services must be set.

#### **Online/Distance State Authorization Process and UF Online**

The United States Department of Education regulation 4 C.F.R.§ 600.9(c) requires each state to apply for and receive authorization to provide online/distance education courses in other states.

The authorization requirements, as well the application processes, vary on a state-by-state basis. The Distance & Continuing Education (DCE) department works with faculty and staff members across all colleges and departments within the University of Florida who have or may establish programs regarding existing and future applications in a concerted effort to comply with this regulation.

DCE also works to support the State Authorization Reciprocity Agreement (SARA) in identifying and updating an index of state legislation and application requirements. If adopted, SARA would establish standards for reciprocity agreements that colleges and universities from around the country would have to meet, but provide the advantage of a singular application to provide online/distance education in all 50 states. The SARA process essentially flips the entire state authorization model. Rather than requiring institutions to seek approval from all states that require it, institutions would be evaluated solely by an entity in their home states. The home states would rely on standards accepted by all participating states, and the home state approval would be recognized by all member states.

# **REPORTS TO THE ADVISORY BOARD**

The UF Online will provide status reports to the Provost with copies to the Advisory Board beginning July 2014. The first report will provide updates on meeting target dates and major start-up milestones including budget; metrics for the students enrolled in the 2014 Spring Semester to include but not limited to: enrollment, composition of in-state and out-of-state students, number of courses offered, grade distribution, and average hours enrolled.

Future reports will include metrics on retention and graduation rates as well as status reports on program effectiveness and the full implementation of the UF Online organization.

# SECTION TEN ENSURE ACADEMIC INTEGRITY OF UF ONLINE

# **OVERVIEW**

Students who enroll in the University of Florida UF Online will join an institution committed to the highest standards of honesty and integrity. While distance education may not necessarily be more susceptible to dishonesty than resident programs, the online environment poses new challenges for educators<sup>5</sup>. The following strategies will be used to ensure that UF Online students are held to the same standards as resident students:

- Community: Foster an environment of academic and ethical scholarship
- **Prevention:** Design courses, assessments and assignments in a manner that encourages honesty and accountability
- **Identification:** Use available technologies and procedures to prevent dishonest activities

Faculty, instructors and teaching assistants who develop and teach UF Online courses will receive training and guidance on how to incorporate these strategies into their classes.

# **COMMUNITY EXPECTATIONS**

A vital component of community is the institution and instructor's role in encouraging and fostering each student's commitment to learning and academic integrity by supporting them in understanding they are now part of a community of scholars where integrity is valued and rewarded with a high quality educational experience.

Information about the honor code and expectations for behavior will be included in the student orientation. The **UF Honor Code** was enacted in 1995 by the student body and provides a foundation of integrity for all university activities including the UF Online.

**Preamble**: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**The Honor Pledge:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **On my honor, I have neither given nor received unauthorized aid in doing this assignment.** 

At the start of each class, faculty will provide students with information on appropriate sources and what constitutes plagiarism as well as what type of collaboration is appropriate. Course learning objectives will place emphasis upon critical thinking and creativity which requires students to produce original work. Faculty will include information about the honor code in class syllabi.

# PREVENTION

UF Online course design will promote original student work. Varied assessments will augment or take the place of high stakes exams. Writing assignments, projects, low stakes quizzes and group work will offer multiple opportunities for students to meet learning objectives. Emphasis will be placed on authentic assessment that relates directly to the field of study and clearly stated learning objectives.

In cases where high stakes exams are necessary, large test banks, timed delivery and randomization will provide each student with customized questions. Higher level questions that require analysis and evaluation will ensure that answers cannot be found in the text or through a Web browser.

Exam proctoring is a time honored method for ensuring academic honesty. The UF Online will partner with external vendors to provide proctoring services. Online proctoring will be conducted using one or more technology means:

- Video: a proctor watches 8 16 students in real time through students' webcams
  Identity is established with photo ID or personal questions
- Recorded video: a video recording of the student taking the exam is reviewed by software/human after the test is completed
  - o Identity is established with photo ID or personal questions
- Biometric: student fingerprint and/or typing pattern is used to establish identity

As technology evolves it is likely that new types of online identification will become available. The course production team will periodically review proctoring services to ensure that appropriate new technologies are made available to online institute faculty and students.

Some courses may need face-to-face proctoring due to requirements in the field of study. An Assessment Manager will coordinate with testing centers to ensure that appropriate requirements for on-site testing are met. Support for face-to-face proctoring is available from:

- Florida Research and Education Centers
- National College Testing Centers
- Florida State College system
- External vendors

Requirements for face-to-face proctoring will be made available to students prior to registration.

#### **IDENTIFICATION**

The third strategy for ensuring academic honesty is to identify and hold accountable students who misrepresent themselves or their work. Incidents of dishonesty will be reported to the Dean of Students Office. The Dean of Students Office already handles honor code cases involving students learning from a distance. The same process will be used for on campus and distance students. This ensures that due process is provided. Creative educational seminars are being duplicated in a virtual platform in order to educate UF Online students who violate 56

the honor code. For example, the Avoiding Plagiarism Seminar is being produced in an online format.

Technology solutions, such as plagiarism detection software, will be used within the course management systems to determine writing originality. Additional technology solutions such as tracing an IP address can be used in combination with other methods to help identify misrepresentation of work.

As the technology that supports education continues to evolve, new methods will be developed to ensure that students gain the maximum benefit from their education by consistently representing themselves and their scholarship with the utmost integrity. The course production team will regularly evaluate new technologies as they are available to support this endeavor.

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# SECTION THIRTEEN APPENDICES

## Appendix A—Strategic Planning and Management Team

# W. Andrew McCollough Associate Provost Teaching and Technology

W. Andrew McCollough received an undergraduate degree in Industrial Management from the University of Florida in 1957. After serving several years as an Army aviator, he returned to the University of Florida and received a Ph.D. in Business and Economics in 1971. He has been a faculty member, Professor of Finance in the Warrington College of Business Administration since that time.

After serving as Interim Associate Provost for Undergraduate Affairs in Spring 2009, he was appointed as the first Associate Provost for Teaching and Technology in July 2009. Prior to this current position, he served as Senior Associate Dean and Associate Dean for 19 years in the Warrington College of Business Administration, and as Chair of the Department of Finance, Insurance, and Real Estate. He continues to teach finance in the MBA program at the College.

His research interests have included financial markets and business ethics and he was formerly the Director of the Center for Business Ethics Education and Research. He has been designated "Teacher of the Year" or "Outstanding Teacher" several times at the College and University level. He continues to serve as Chair of several University Committees and Workgroups including the Education and Outreach IT Advisory Committee, the Workgroup on Distance Education and Self-Funded Programs, and the Intercollegiate Athletic Committee and serves as a member on many others.

Zina Evans Vice President Enrollment Management Associate Provost

Zina Evans received her Ph.D. from the University of Maryland, a master's degree from the University of Rhode Island and a bachelor's degree from the University of California, Irvine. She provides vision, leadership and strategic direction in the development and attainment of enrollment priorities of the university. As UF's chief enrollment officer, she oversees the Office of Admissions, the Office of Student Financial Affairs and the Office of the University Registrar.

Evans has more than 20 years of experience in higher education and has worked at such institutions as UC Berkeley, UC Irvine, UC Santa Barbara, and the University of Maryland. In addition, she held the position of director of research for the National Association for College Admission. Her interests focus on the issues of access, retention and persistence in higher education.

Additionally, her involvement has included serving on several state and national boards such as the Educational Testing Services TOEFL Advisory Committee; the Council for the Advancement of Standards in Higher Education, the State University System Admission and Registrar Committee, the National Postsecondary Educational Collaborative and chair of the Florida Higher Education Colloquium. Currently Evans serves as past chair of the SAT Advisory Committee, chair of the Online College Planning Advising Board, vice chair of the AP Higher Education Advisory Committee and a member of the Ameson Foundation Cultural and Educational Exchange Advisory Committee for College Admission.

#### David Kratzer Vice President Student Affairs

Dave Kratzer's responsibility is to lead the planning concerning student retention and the creation of a sense of community for the UF Online students. This is a critical element of the plan given the high retention percentage and graduation rates for UF students and many online universities' very poor retention rates of distance learning students. The Student Affairs team is working to design an array of services and opportunities for our online cohort.

As vice president for student affairs, with more than 30 years of experience, he leads a talented team that will have specific assignments for components of the student UF Online co-curricular experience.

#### Matthew Fajack Chief Financial Officer Tuition and Budgets

Matt Fajack is the vice president and chief financial officer of the university and responsible for developing the UF Online business plan for the budget and tuition model. He joined the UF staff in 2008 and previous positions include executive director for financial affairs at Kent State University and chief financial officer of The Beta Capital Group, Dallas. He is a member of the Shands Teaching Hospital and Clinics Inc. Board of Directors, UFICO Board of Directors, Gainesville Chamber of Commerce Board of Directors and North Central Florida United Way. Fajack received his bachelor's degree in business administration from the University of Minnesota in 1984.

#### Elias Eldayrie Vice President & CIO

Elias Eldayrie is responsible for providing robust and reliable information technology services in support of the UF Online, including:

- Develop and execute IT strategy in alignment with the UF Online mission
- Provide input to UF Online governance to establish priorities and allocate resources
- Develop action plans for successful implementation of services for UF Online

- Ensure that the necessary IT workforce is in place that leads to an excellent experience for UF Online faculty and students
- Ensure that IT services are secure, efficient and sustainable
- Promotes collaboration of UFIT with other units to ensure the success of UF Online

Eldayrie currently serves as chairman of the Florida LambdaRail (FLR) Board of Directors, Chairman of the Sunshine State Education Research Computing Alliance (SSERCA), and cochair of the Higher Education Information Security Council (HEISC). He also serves on several industry advisory groups or committees, such as the Oracle Education & Research Industry Strategy Council.

Eldayrie has taught courses on the subject of leadership at the Warrington College of Business Administration at the University of Florida, at his previous institution, State University of New York at Buffalo, and internationally at Grodno State University in Belarus, Budapest Technical School in Hungary and for the Riga Business School.

#### Dan Williams Assistant Vice President Marketing University Relations

Dan Williams directs the strategic marketing of UF Online. Responsibilities include: conducting primary and secondary research; evaluation of current and anticipated trends in online learning; development of target audience segments for the initial launch as well as the ultimate full array of degree offerings; and the development of the UF Online website. In addition to the overall UF online offerings, he coordinates with the UF advertising agency, 160/90, to develop creative concepts and media selections.

Since 2006, Williams has overseen the marketing and public relations for UF. His background includes serving as CEO and CCO (chief creative officer) for several advertising agencies. In that role, he coordinated and helped develop numerous high level marketing campaigns. He has extensive experience in private sector strategic planning, marketing and public relations.

## Patrick Reakes University Librarian Chair, Humanities and Social Sciences Library

Pat Reakes provides input and direction on how the UF Libraries can most effectively support the research/learning activities of the online UF Online undergraduates. As chair of the largest library and department in the UF system, he provides leadership for all aspects of Library West, including collection development; reference, instruction, circulation services and outreach services; organization, maintenance, and preservation of collections; space management, staff management and supervision; and the collaborative development of digital library initiatives. He previously chaired the UF Departmental Libraries. He holds a master's degree in library and information studies from Florida State University and a bachelor's degree in journalism/public relations from the University of Florida.
#### Jennifer K. Smith Associate Director Production and Course Development Services

Jennifer Smith will collaborate with campus units to plan, develop and implement the UF Online initiative. She will develop processes that encourage knowledge sharing, collaboration and efficient work flow. In addition, she will ensure quality development and implementation of any necessary corrective actions to meet objectives.

Smith served as the manager of Instructional Design Services at the University of Florida Center for Instructional Technology and Training. In this position she coordinated and supervised the team of instructional designers and educational technicians to support faculty in the development of pedagogically sound course materials. As the CITT manager, she oversaw an increase in course production from 11 courses in academic year 2010/2011 to 72 courses in academic year 2012/2013.

Prior to her work at CITT, Smith was a tenured associate professor in the University of Florida department of theatre and dance. During her 12 years of teaching, she served as design area coordinator and costume shop manager. She taught courses in costume construction, pattern making, tailoring, crafts, and painting and dyeing.

Smith received her master's degree in theatre production from the University of North Carolina, Chapel Hill. She earned her bachelor's degree in communication and theatre arts from the University of Wisconsin-Eau Claire.

#### Brian K. Marchman Director Distance & Continuing Education

Brian Marchman is the director of Distance & Continuing Education. He earned his undergraduate degree in political science, masters in social science education, and doctorate in educational leadership, all from the University of Florida. Marchman completed postdoctoral work in a certificate program at Harvard University's Graduate School.

Marchman's career as an educational leader has included distinguished service as a teacher, principal, district administrator and adjunct professor, including teaching and leading online. As a leader at the Florida Virtual School, Marchman founded the first-of-its-kind-anywhere, award-winning virtual teaching internship program in collaboration with Florida universities. Additionally, Marchman is a certified corporate coach and founded and led the Florida Virtual School *Developing Leader Program*. A graduate faculty scholar at the University of Central Florida, he has also taught at the University of Florida and University of South Florida. During a two-decade career as a student advocate and servant-leader, including teaching and administrative roles at the University of Florida's P.K. Yonge Developmental Research School, Marchman has been named Teacher of the Year and Principal of the Year. Marchman currently serves on the board of directors of Florida ASCD the Florida Sterling Council and is a member of the United States Distance Learning Association. The author of several professional

publications, Marchman has also presented at numerous state, national and international conferences.

#### Teri C. Balser Dean College of Agricultural and Life Sciences (CALS)

As a researcher, Dr. Balser focuses on the role of soil and soil community response to anthropogenic disturbances in either exacerbating or mitigating current global-scale ecological changes. She works collaboratively around the world in urban, forested, and grassland and boreal ecosystems. She received a U.S. National Science Foundation Early Career award for interdisciplinary collaboration and work on carbon fluxes due to physiological stress under climate warming.

Balser also has a strong teaching/education record with incorporation of active learning, innovative curriculum design, and teaching-as-research to advance educational goals. Balser received numerous awards for her teaching accomplishments including recognition as a UW System Madison Teaching Fellow; selection to be a National Biology Scholar; and being chosen as the recipient of two major national teaching awards: the USDA National Excellence in College and University Teaching Award (in 2009), and the Outstanding Doctoral and Research Universities U.S. Professor of the Year Award for 2010, from the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement of Education (CASE). She is a Co-founder of the Society for Advancement of Biology Education Research (SABER). She has published more than 60 peer reviewed journal articles, several book chapters, and has contributed substantially to several textbooks. She is a sought after speaker on the topic of education reform and the future of the land grant university. She is currently applying her experience in teaching and learning in working to enhance undergraduate and graduate academic programs at the University of Florida.

Balser earned her Ph.D. in soil microbiology from the University of California at Berkeley (2000), followed by postdoctoral research in ecosystem ecology at Stanford University. She holds dual A.B. degrees in Earth Sciences and Biology from Dartmouth College (1992). In 2011, Balser accepted the position of Dean, College of Agricultural and Life Sciences and Professor in Soil and Water Science at the University of Florida.

#### Allen Wysocki Associate Dean College of Agricultural and Life Sciences (CALS)

Allen Wysocki's areas of responsibility include oversight of the distance education efforts in the college. As a faculty member, Wysocki developed and taught an online course. Wysocki serves as the CALS representative on the UF Education Outreach IT Advisory Committee (EOITAC) and on the Distance Education and Self-Funded Program. He also represents UF as a board member of the American Distance Education Consortium.

CALS currently offers 2 undergraduate degrees, 4 undergraduate certificates, 8 graduate degrees, and 3 graduate certificates via distance education. CALS offers over 200 courses via distance education.













### Appendix C—Strengths, Challenges, Opportunities, and Threats

# Strengths

- UF current staff are experienced, capable and ready to handle course production and management
- Instructional designers are trained in educational technology and best practices for online learning. Multiple units with talented ID staff, including CITT, DCE, IFAS, and the Colleges of Business, Education and Pharmacy
- Cutting edge program to enhance undergraduate retention with resources and ability to effectively provide: course content, academic and career advising, student support services
- Subject matter experts well known in their field
- Extensive knowledge of Copyright and ADA compliance
- UFIT services provide high quality rich media, including faculty support, virtual labs, excellent connectivity and computing capacity
- Strategic marketing, recruitment and enrollment planning
- Application development for both technical infrastructure and content delivery on mobile and desktop platforms

## **Opportunities**

- To improve access and acquisition of knowledge through advancements in technology and creative new thinking
- To provide online learning advancements as a spillover effect for traditional campus students
- To develop new partnerships and sharing of best practices with SUS and FCS and global institutions
- To develop cost effective models for course production and services
- To increase revenues for the UF Online and the institution
- To develop and grow a unique set of alumni
- To develop stronger relationship to job market and employment opportunities
- To create flexible, cutting edge courses and degree programs
- To reward faculty

## Challenges

Course production gap areas include the following:

- Expertise in assessment creation and analysis
- (critical)
- Exam/assessment coordinator (critical)
- Expertise in academic analytics (critical)
- User testing (critical) Increase in staff to support location video (important)
- Interaction/simulation programmers (important)
- Additional graphic designers to support interaction/simulation creation (important)
- Leadership—UF Online Executive Director needed to oversee all areas of the project
- Additional staffing needs: Video Coordinator, eLearning Specialists, Help Desk, Marketing Director, Inter-Library Loan & Course Reserves
- Marketing and recruitment of students particularly incoming freshmen
- Student coaching and retention
- Admissions process needs streamlining
- Centralized call center to handle inquiries for ondemand, around-the-clock customer support
- Creative concepts and media selection—limited due to staffing

### Threats

- Uncertainty of state funding
- Faculty buy-in
- Diversion of resourves to support initiative
- Expansion overwhelms quality
- Unsustainable business plan, overstated estimates of enrollment
- Failure to fully integrate UF Online into institutional planning and academic structure
- Timeline
- Funding for assessment

### Appendix D—Course titles of the first 5 UF Online degree programs

Bachelor of Science in Interdisciplinary Studies - Environmental Management in Agriculture & Natural Resources

SPC 2608 – Introduction to Public Speaking

- ALS 3133 Agriculture & Environmental Quality
- ALS 3153 Agricultural Ecology
- SWS 3022 Introduction to Soils in the Environment
- ENY 3005 Principles of Entomology
- ENY 3005L Principles of Entomology Laboratory
- IPM 3022 Fundamentals of Pest Management
- SWS 4244 Wetlands
- FNR 4660 Natural Resource Policy and Economics
- AOM 4643 Environmental Hydrology: Principles and Issues
- SWS 4720C GIS in Soil and Water Science
- SWS 4116 Environmental Nutrient Management
- SWS 4223 Environmental Biogeochemistry
- SWS 4905 Individual Work
- SWS 4941 Full-time Practical Work Experience in Soil & Water Science

Bachelor of Arts in Business Administration

ECO 2013 - Principles of Macroeconomics

- ECO 2023 Principles of Microeconomics
- ACG 2021 Introduction to Financial Accounting
- ACG 2071 Introduction to Managerial Accounting
- MAN 3025 Principles of Management
- ISM 3004 Computing in the Business Environment
- ISM 3013 Introduction to Information Systems
- MAR 3023 Principles of Marketing
- GEB 3219 Writing and Speaking in Business
- ENT 3003 Principles of Entrepreneurship
- QMB 3250 Statistics for Business Decisions
- FIN 3403 Business Finance
- GEB 3373 International Business
- MAN 4301- Human Resource Management
- BUL 4310 The Legal Environment of Business
- GEB 3035 Effective Career Management in Business
- REE 3043 Real Estate Analysis
- ECO 3713 International Macroeconomics
- MAR 3231 Introduction to Retailing Systems and Management

Bachelor of Science in Health Education & Behavior

HSC 3102 - Personal & Family Health

HSC 3032 – Foundations of Health Education

MCB 2000 - Microbiology

MCB 2000L - Microbiology Laboratory

SPC 2608 - Introduction to Public Speaking

APK 2105C - Applied Human Physiology with Laboratory

APK 2100C – Applied Human Anatomy with Laboratory

HSC 3201- Community and Environmental Health

HSC 4713 – Planning and Evaluating Health Education Programs

HUN 2201- Fundamentals of Human Nutrition

HSC 4302 - Methods and Materials in Health Education

HSC 4800 – Health Education Professional Development

HSC 4876 – Internship in Health Education

Bachelor of Science in Sport Management

ACG 2021- Introduction to Financial Accounting

SPC 2608- Introduction to Public Speaking

SPM 2000 - Introduction to Sport Management

SPM 3012 – Sport and Society

SPM 4104 – Sport Facilities Design and Management

EME 2040 - Introduction to Educational Technology

SPM 3204- Ethical Issues in Sport

SPM 4154 – Administration of Sport & Physical Activity

LEI 3921- Field Experience in Leisure Services

SPM 3306 – Sport Marketing

SPM 4515 – Sport Business and Finance

SPM 4723 – Legal Issues in Sport and Physical Activity

FIN 3403 - Business Finance

SPM 4941C – Internship in Sport Management

Bachelor of Arts in Criminology & Laws

CJL 2000 - Law & Legal Practices

CCJ 3024 – Advanced Principles of Criminal Justice

CJL 3038 – Law & Society

CCJ 4905 - Individual Work

CCJ 3701 – Research Methods in Criminology

CJE 3114- Introduction to Law Enforcement

CCJ 3430 - Media and Crime

CCJ 4934 - Contemporary Issues in Criminal Justice

BUL 4310 - The Legal Environment of Business

CLP 3144 – Abnormal Psychology

CCJ 4014 – Criminology Theory

PAD 3003- Introduction to Public Administration

CCJ 4940 - Practicum

CCJ 4970 – Senior Thesis

### Appendix E—UF Markers for Excellence

http://teach.ufl.edu/resources/uf-standards/

	Course Overview and Introduction
	Standard
ŀ	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the cour
t	The role that the online environment and technology will play in the course is clearly stated at the start of the course. Students are inform
	appropriate resources for technical support.
	In the course site, students are immediately presented with an obvious starting location and explanation on how to navigate the course.
ľ	The syllabus, schedule and other important course documents are easily located.
T	The syllabus contains all the relevant elements from the UF syllabus policy.
Ţ	All course deadlines are included in the course schedule.
Ţ	Synchronous and asynchronous requirements for participating in the course are clearly outlined.
	Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get star
	and where to find components of the course. Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication th
	should expect from the instructor.
-	Students and instructor are provided with space to introduce themselves to each other.
-	Students are provided with primary contact information for the instructor. The instructor communicates a willingness to accommodate v
-	accessibility needs.
-	Consistent terminology is used for tools referenced in the course management system.
	Online course netiquette is discussed early in the course.
	Exemplary
	An introductory quiz provides students with an opportunity to check their understanding of the syllabus, course requirements, and requi
	tools and technologies.
+	Instructor monitors and welcomes students as they start the course.
+	Students typically receive responses within 48 hours.
	A student survey during the course evaluates students' ease of navigation.
н	Course materials and aesthetic design are visually pleasing and consistent throughout course, and promote clarity and continuity of cour: structure and information.
-	Instructor facilitates student understanding of how to be a successful online learner.
	Course Goals and Learning Objectives
	Standard
+	Overall course goals are clearly stated.
-	Overall course goals are relevant to the course purpose/level.
-	Learning objectives are measurable and can be utilized as a measure of student performance/success in the course.
	Learning objectives align with the learning activities and assessment activities.
-	Exemplary
	Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course ge
Ī	Assignments and assessments specify the learning objectives that are relevant to the task/assignment.
	Assessment and Measurement
	Standard
I	Assessments measure the stated learning objectives.
I	Assessments are consistent with the course materials, activities, and resources.
I	Expectations and requirements for student performance are clearly provided (guidelines, rubrics, checklists).
I	Assessments are given in an appropriate time period after the learning activities have taken place.
-	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
I	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
	Exemplary
I	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.
T	Assignments or project-based assessments encourage students to utilize critical thinking skills.
1	

	Standard
	Course materials are presented to students in manageable segments.
	The instructional materials and learning activities support achievement of the learning objectives and are appropriate to the knowledge, skill
_	and/or attitudes being learned.
_	The instructional materials are current.
_	All resources and materials in the course are appropriately cited.
_	There is a clear distinction between required and optional materials.
	Detailed instructions for student work are provided and clearly outline expectations and requirements (guidelines, rubrics, checklists)
	Access to a wide range of resources supporting course content is clearly provided.
_	Exemplary
	Students engage with course content in a variety of ways.
	Instructional materials and learning activities encourage critical thinking skills when appropriate.
	The instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning
	throughout the semester.
	Interaction and Engagement
_	Standard
	Introductory video or text is provided on the course website to establish the instructor presence in the online course.
	Students are divided into appropriate-sized groups to encourage interaction and engagement.
	The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
	The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.
	Exemplary
	Student background and experiences are valued and used as part of the course.
	Students participate in collaboration and evaluation.
	Students typically receive response within 48 hours.
	Course Technology
	Standard
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	Navigation throughout the online components of the course is logical, consistent, and efficient.
	The technology tools and media support the learning objectives of the course.
	The technology used in the course is readily accessible and available to students.
	The tools and media are compatible with prevailing standards and formats.
	Exemplary
	Faculty have opportunities to develop course content using technology.
	Technology use encourages higher level thinking and activity.
	Faculty builds in practice items to teach students technology in course.
	Accessibility
	Standard
	The course employs accessible technologies and provides guidance to students on how to obtain accommodation as defined in the UF syllab
	policy (use of the sample course syllabus as a guide provides the necessary information).
1	If PDF documents are used, they can be read by a screen reader (text in the document is selectable).
-	Text that appears within the course website, PowerPoints, PDFs and other materials is clearly visible against the background.
	Avoid using color to convey meaning
	The course contains equivalent alternatives to auditory and visual content.
┥	The course contains equivalent alternatives to addition y and visual content. The course uses fonts, formatting, and design elements to facilitate readability by all students and assistive devices.
	All course resources and materials can be accessed using the keyboard.
-	The instructor communicates a willingness to accommodate various accessibility needs.
	The instructor communicates a willingness to accommodate various accessibility needs. Course Design Evaluation
	Standard
	The learning design is evaluated on a regular basis for effectiveness from both student and instruction perspectives.
_	The results of this evaluation are tied to a plan for continuous review and improvement of the course.

# Appendix F—Budget Summary

Colle	Profi	Cum	Net N	IOL		Total								-			Recu	Tota								Non-	Tota	State				Fees				Tuition:	
College distribution per course	Profit per class	Cumulative Fund Balance	Net Margin			Total Recurring Costs		Student Services	Library	Facilities' Operations	Technology	Overhead	P3 Services	Direct Administration	Enrollment Management & Marketing	Delivery	Recurring Costs	Total Non-recurring costs	Overhead	Technology	Student Services	Enrollment Management & Marketing	Production Equipment	Upgrades	Initial Production	Non-Recurring Expenses:	Total Revenue	State Subsidy	Financial Aid Fee	Capital Improvement Trust Fund Fee	Technology Fee		Less: Financial Aid	Out of State	In-State	on:	
		5,026,169	5,026,169	1U,200,190		6,531,922		29,352	16,663	31,798	1,197,471	75,826	3,641,642	520,000	449,169	570,000		3,733,274	189,274	1,000,000	400,000	600,000	500,000	1	1,044,000		15,291,364	 15 000 000	7 352	9,467	7,352		(7,352)	159,120	115,425		2014
	(46,258.26)	(524,823)	(5,550,991)	13,4/0,031	12 72 22	10,119,252		121,368	68,902	122,548	1,341,443	303,252	3,427,571	520,000	794,169	3,420,000		3,357,379	225,379		I		I	I	3,132,000		7,925,640	 5 000 000	73 102	94,128	73,102		(73,102)	1,621,035	1,137,375		2015
12,581	(14,740.70)	(3,178,149)	(2,653,327)	18,004,128	10 001 130	16,370,971		163,155	92,625	152,732	1,776,062	393,839	7,607,443	520,000	1,078,488	4,586,628		2,233,158	145,158		ı		1	1	2,088,000		15,950,802		237 786	306,178	237,786		(237,786)	7,223,538	3,183,300		2016
12,846	(13,759.05)	(7,305,865)	(4,127,716)	27,783,643	C17 C05 55	23,167,455		253,509	143,919	218,652	2,082,394	590,466	10,556,104	520,000	1,078,488	7,723,922		4,616,188	290,188		1		-	150,000	4,176,000		23,655,928		404 662	521,050	404,662		(404,662)	12,320,090	5,410,125		2017
18,169	9,111.98	(4,230,572)	3,075,293	32,137,233		30,268,789		333,049	189,075	262,739	2,545,025	747,511	14,107,174	520,000	1,078,488	10,485,728		1,868,443	113,443		l		-	450,000	1,305,000		35,212,526	 5 000 000	643 858	829,043	643,858		(643,858)	20,322,037	8,417,588		2018
23,398	(5,310.27)	(6,221,924)	(1,991,352)	43,327,133	10 111 110	43,622,304		535,397	303,950	382,958	3,320,424	1,156,310	18,813,075	520,000	1,078,488	17,511,702		1,704,831	99,831		1		-	300,000	1,305,000		43,335,783		921 291	1,186,272	921,291		(921,291)	29,221,320	12,006,900		2019
31,582	9,291.29	(2,737,692)	3,484,232	34,970,208	F 1 070 100	54,175,388		623,787	354,129	400,263	3,951,888	1,294,357	25,371,704	520,000	1,078,488	20,580,772		794,820	44,820		1		1	750,000	-		58,454,440	-,, -	1 243 544	1,601,210	1,243,544		(1,243,544)	39,388,761	16,220,925		2020
33,793	22,117.79	5,556,480	8,294,171	34,232,079	F 4 7F7 070	53,578,038		647,663	367,684	367,908	4,121,420	1,289,029	23,776,046	520,000	1,078,488	21,409,801		674,042	36,542		1		-	637,500	-		62,546,251		1 330 592	1,713,295	1,330,592		(1,330,592)	42,145,974	17,356,390		2021
36,158	29,411.10	16,585,641	11,029,162	a75'268'5'		55,381,072		673,210	382,187	332,865	4,302,819	1,282,839	24,511,802	520,000	1,078,488	22,296,862		514,254	26,754		1		1	487,500	1		66,924,488	-,	1 423 733	1,833,226	1,423,733		(1,423,733)	45,096,192	18,571,337		2022
38,689	33,232.48	29,047,822	12,462,181	59,147,UZI	F0 1 1 7 0 1	58,357,691	,	700,546	397,706	294,813	4,616,916	1,275,577	26,227,628	520,000	1,078,488	23,246,017		789,330	39,330		1		1	750,000	1		71,609,202		1 523 394	1,961,552	1,523,394		(1,523,394)	48,252,926	19,871,331		2023
41,398	38,772.52	43,587,518	14,539,696	02,U82,151		61,412,776		729,795	414,311	253,401	4,824,601	1,267,005	28,063,562	520,000	1,078,488	24,261,614		669,375	31,875		-		ı	637,500	ı		76,621,846	-,,	1 630 032	2,098,860	1,630,032		(1,630,032)	51,630,631	21,262,324		2024

### Appendix G—Non-recurring Costs

	Over	Tota	Overhead	Tech	Stud	Enro	Prod																			Courses	Programs	
Gene	Overhead:	Non-r	head	echnology	Student Services	llment	uction	Total						Cours	Total					Cours			Additi	Progr	Genei	ses:	rams	
General & Administrative		Total Non-recurring Costs			vices	Enrollment Management & Marketing	Production Equipment	Total Cost/Upgrade	IT Cost/Upgrade	Production Cost/Upgrade	Faculty Cost/Upgrade	Courses Upgraded	How often (years)	Course Upgrading	Total Cost of Development of Courses	IT/New Course	Production/New Course	Fringe Benefits	Faculty Cost/New Course	Course Development	Program Specific	General Education	Additional Courses/ New Program:	Program specific	General Education			
7.44%		3,733,274	189,274	1,000,000	400,000	600,000	500,000		1,000	2,500	4,000		ω		1,044,000	9,500	21,250	4,950	16,500	20	5	ω		20			5	2014
7.44%		3,365,021	233,021					•	1,000	2,500	4,000		ω		3,132,000	9,500	21,250	4,950	16,500	ର	л	ω		45	ЗЗ		10	2015
7.44%		2,243,347	155,347					•	1,000	2,500	4,000		ы		2,088,000	9,500	21,250	4,950	16,500	40	л	3		70	50		15	2016
7.44%		4,647,854	321,854					150,000	1,000	2,500	4,000	20	ω		4,176,000	9,500	21,250	4,950	16,500	80	ъ	ы		120	80		25	2017
7.44%		1,885,572	130,572					450,000	1,000	2,500	4,000	60	ω		1,305,000	9,500	21,250	4,950	16,500	25	ω	2		135	90		30	2018
7.44%		1,724,412	119,412		·	I	•	300,000	1,000	2,500	4,000	40	3		1,305,000	9,500	21,250	4,950	16,500	25	ω	2		150	100		35	2019
7.44%		805,800	55,800					750,000	1,000	2,500	4,000	100	ω			9,500	21,250	4,950	16,500		ω	2		150	100		35	2020
7.44%		684,930	47,430					637,500	1,000	2,500	4,000	89	ω			9,500	21,250	4,950	16,500		ω	2		150	100		35	2021
7.44%		523,770	36,270					487,500	1,000	2,500	4,000	65	ω			9,500	21,250	4,950	16,500		ω	2		150	100		35	2022
7.44%		805,800	55,800					750,000	1,000	2,500	4,000	100	ω			9,500	21,250	4,950	16,500		ω	2		150	100		35	2023
7.44%		684,930	47,430					637,500	1,000	2,500	4,000	쮽	ω			9,500	21,250	4,950	16,500		ω	2		150	100		35	2024

# Appendix H—Recurring Costs

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	
Courses:											
General Education		35	50	80	06	100	100	100	100	100	
Program specific	20	45	70	120	135	150	150	150	150	150	[ ]
Variable/Program:											1 7
General Education	ω	ω	ω	ω	2	2	2	2	2	2	
Program Specific	5	л	ы	ы	ω	3	ω	33	3	ω	Ι
	0 000	0 000	0 000	0 000	0 000	0 000	0 000	0 000	0 000	0 000	
	0000	0000	0,000	c,000	0,000 En	,500 ED	5,555	0,000 En	<b>c</b> ,000	0,000 En	
ן נפרמונא ראסג (וויניוממווים נויווסם מבויבוויס)אבו סרע			UC.	o.	UC.	UC	υc	UC.	0L	υc	
Course delivery	20	120	180	300	338	375	375	375	375	375	
Fixed Faculty Cost/Delivery	12,000	12,000	1	ı	-	-	-	ı	I	-	
Teacher Assistant/Delivery Course	8,000	8,000	8,000	8,000	8,000	16,000	16,000	16,000	16,000	16,000	
Support Costs/Delivery	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	
Fringe Benefits	6,000	6,000	2,400	2,400	2,400	4,800	4,800	4,800	4,800	4,800	
Delivery of Courses	570,000	3,420,000	4,586,628	7,723,922	10,485,728	17,511,702	20,580,772	21,409,801	22,296,862	23,246,017	24,261,614
Gverhead:	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	
Facilities' Operations	3.12%	2.91%	2.70%	2.48%	2.27%	2.06%	1.85%		1.42%	1.21%	
Library	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%	1.64%		1.64%	1.64%	
Student Services	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	2.88%	N	2.88%	2.88%	
Technology:											
Variable	27,471	171,443	486,062	792,394	1,255,025	1,790,424	2,421,888	2,591,420	2,772,819	2,966,916	3,174,601
Fixed	1,170,000	1,170,000	1,290,000	1,290,000	1,290,000	1,530,000	1,530,000	1,530,000	1,530,000	1,650,000	1,650,000
Total Technology	1,197,471	1,341,443	1,776,062	2,082,394	2,545,025	3,320,424	3,951,888	4,121,420	4,302,819	4,616,916	4,824,601
P3:											
In-State Tuition	40%	40%	40%	40%	35%	35%	35%	35%	30%	30%	
Out of State Tuition	60%	%09	60%	60%	50%	50%	50%	42%	42%	42%	
Additional Fixed Fee	3,500,000	2,000,000	2,000,000	1,000,000	1,000,000	-		1	-		
Administration:											
Executive Director	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	
Directors (2)	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	
Assistant	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
Fringe Benefits	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	
Total Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	

# Appendix I—Tuition

2014         2015         2015         2017         2018         2019         301         3	5.25	5.25	5.25	5.25	5.25	5.25	۲C ۲	л с л	7 77	7.7	Financial Aid Fee
Balter after 2019         201         2015         2015         2017         2018         2019		6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	Capital Improvement Trust Fund Fee
9014         9015         9015         9015         9017         9018         9019 <th< td=""><td></td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>5.25</td><td>_</td></th<>		5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	_
Bala affer 2019         201											Fees:
2014         2015         2016         2017         2018         2019 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>80%</td><td>Retention Rate - Out of State Transfers</td></th<>										80%	Retention Rate - Out of State Transfers
Date after 2019         Z01         Z01 <thz01< th=""></thz01<>	60	60.9%	60.9%	60.9%	60.8%	61.0%	62.4%	62.5%	72.6%	73.3%	Ratio - In State Credit Hours
2014         2015         2016         2017         2018         2019 <t< td=""><td>193</td><td>180.79</td><td>168.96</td><td>157.91</td><td>116.99</td><td>90.84</td><td>64.23</td><td>62.91</td><td>29.01</td><td>23.34</td><td>Average Class Size</td></t<>	193	180.79	168.96	157.91	116.99	90.84	64.23	62.91	29.01	23.34	Average Class Size
2014         2015         2016         2017         2018         2019         2020         2021 <t< td=""><td>68,124,2</td><td>63,667,529</td><td>59,502,364</td><td>55,609,686</td><td>41,228,220</td><td>28,739,625</td><td>17,730,215</td><td>10,406,838</td><td>2,758,410</td><td>274,545</td><td>  Fotal Tuition</td></t<>	68,124,2	63,667,529	59,502,364	55,609,686	41,228,220	28,739,625	17,730,215	10,406,838	2,758,410	274,545	 Fotal Tuition
2014         2015         2016         2017         2018         2019         2020         2021         2020           work Base after 2019         7         20         160         201         201         202         300 <td></td> <td>6.4</td> <td>6.4</td> <td>6.4</td> <td>6.4</td> <td>6.4</td> <td>6.4</td> <td>6.1</td> <td>5.3</td> <td>6.7</td> <td>Average Load</td>		6.4	6.4	6.4	6.4	6.4	6.4	6.1	5.3	6.7	Average Load
2014         2015         2016         2017         2018         2019         2020         2021 <t< td=""><td>290,1</td><td>271,187</td><td>253,446</td><td>236,865</td><td>175,484</td><td>122,640</td><td>77,078</td><td>45,293</td><td>13,924</td><td>1,400</td><td>Credit Hours</td></t<>	290,1	271,187	253,446	236,865	175,484	122,640	77,078	45,293	13,924	1,400	Credit Hours
2014         2015         2015         2016         2017         2018         2019 <t< td=""><td>96,7</td><td>90,396</td><td>84,482</td><td>78,955</td><td>58,495</td><td>40,880</td><td>25,693</td><td>15,098</td><td>4,641</td><td>467</td><td>Enrollments</td></t<>	96,7	90,396	84,482	78,955	58,495	40,880	25,693	15,098	4,641	467	Enrollments
2014         2015         2016         2017         2018         2019 <th< td=""><td>22,5</td><td>21,096</td><td>19,716</td><td>18,426</td><td>13,622</td><td>9,548</td><td>6,029</td><td>3,698</td><td>1,304</td><td>209</td><td>Headcount</td></th<>	22,5	21,096	19,716	18,426	13,622	9,548	6,029	3,698	1,304	209	Headcount
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$											Total Tuition:
	40,532,3	+	35,402,486	33,086,436	24,598,170	17,334,712	10,652,390	6,659,988	1,497,360	159,120	Total Out of State Transfer Tuition
	425.0	+	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	Tuition per SCH
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	6	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	7.2	Average Load
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	95,37	89,131	83,300	77,850	57,878	40,788	25,064	15,671	3,523	374	Credit Hours
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	31,79	29,710	27,767	25,950	19,293	13,596	8,355	5,224	1,174	125	Enrollments
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	7,94	7,428	6,942	6,488	4,823	3,399	2,089	1,306	294	52	Headcount
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$											Transfer Student Out of State Tuition:
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	13,469,44	12,588,261	11,764,730	10,995,075	8,076,038	5,749,988	3,761,438	2,437,425	974,363	115,425	Total In State Transfer Tuition
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	112.5	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	Tuition per SCH
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	5.	5.7	5.7	5.7	5.7	5.7	5.8	5.6	4.8	6.5	Average Load
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	119,72	111,896	104,575	97,734	71,787	51,111	33,435	21,666	8,661	1,026	Credit Hours
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	06′6£	37,299	34,858	32,578	23,929	17,037	11,145	7,222	2,887	342	Enrollments
2014         2015         2016         2017         2018         2019         2020         2021         2023         30         35 <td>10,55</td> <td>9,864</td> <td>9,218</td> <td>8,615</td> <td>6,319</td> <td>4,449</td> <td>2,872</td> <td>1,929</td> <td>906</td> <td>157</td> <td>Headcount</td>	10,55	9,864	9,218	8,615	6,319	4,449	2,872	1,929	906	157	Headcount
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$											Transfer Student In State Tuition:
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	7,720,61	7,215,532	6,743,488	6,302,325	4,623,150	2,987,325	1,667,700	563,550	123,675	•	Total Out of State FTIC Tuition
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	425.0	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	Tuition per SCH
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	7	7.8	7.8	7.8	7.8	7.6	7.2	7.2	6.9	•	Average Load
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	18,16	16,978	15,867	14,829	10,878	7,029	3,924	1,326	291		Credit Hours
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	6,05	5,659	5,289	4,943	3,626	2,343	1,308	442	97		Enrollments
2014         2015         2016         2017         2018         2019         2020         2021         2022           10         15         10         15         25         30         35 <td>1,16</td> <td>1,086</td> <td>1,015</td> <td>948</td> <td>700</td> <td>464</td> <td>273</td> <td>92</td> <td>21</td> <td>•</td> <td>Headcount</td>	1,16	1,086	1,015	948	700	464	273	92	21	•	Headcount
2014         2015         2016         2017         2018         2019         2020         2021         2022           ate after 2019         7.0%         160         240         400         450         500											FTIC Out of State Tuition:
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35	6,401,89	5,983,076	Ū.		3,930,863	2,667,600	1,648,688	745,875	163,013		Total In State FTIC Tuition
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	112.5	112.50			112.50	112.50	112.50	112.50	112.50	112.50	Tuition per SCH
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35	9	9.8	9.8	9.8	9.8	9.6	9.2	8.9	8.6		Average Load
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35         36         36         375         35         35         35         35         35         35         35         35         35         35         35         35         35         36         375         375         375         375         37	56,90	53,183	49,704	46,452	34,941	23,712	14,655	6,630	1,449		Credit Hours
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35	18,96	17,728	16,568	15,484	11,647	7,904	4,885	2,210	483	•	Enrollments
2014       2015       2016       2017       2018       2019       2020       2021       2022         5       10       15       25       30       35       35       35       35       35         20       160       240       400       450       500       500       500       500       500         ate after 2019       7.0%	2,90	2,719	2,541	2,375	1,780	1,236	795	371	84		Headcount
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35         36         36         360         500											FTIC In State Tuition:
2014         2015         2016         2017         2018         2019         2020         2021         2022           5         10         15         25         30         35         35         35         35           20         160         240         400         450         500         500         500         500           7.0%         10 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>											
2014     2015     2016     2017     2018     2019     2020     2021     2022       5     10     15     25     30     35     35     35     35       20     160     240     400     450     500     500     500     500										7.0%	Headcount Growth Rate after 2019
2015 2016 2017 2018 2019 2020 2021 2022 10 15 25 30 35 35 35 35	л	500	500	500	500	450	400	240	160	20	ç Courses Delivered
2015 2016 2017 2018 2019 2020 2021 2022		35	35	35	35	30	25	15	10	5	Programs
	202	2022	2021	2020	2019	2018	2017	2016	2015	2014	

### **Appendix J—Branding Suggestions**

#### UF Online-----Selected Name

UF eCampus UF-Global UF-FOCUS - Florida Online Center for Undergraduate Studies UF eDegree UF Cloud Campus UF World Wide Campus eUF Degree Program eUniversity of Florida eUniversity of Florida Online Degree UF Degree Online Program The Online University of Florida Online UF University of Florida Online UF Distance **UF** Distance Campus UF Gators Online **UF** Online Gators **UF** Online Campus UF Online University **UF** Virtual **UF Virtual Campus UF Virtual Gators** Virtual UF **UFORWARD-** University UFO (UF Online) Gator-ADE (Affordable Distance Education) Gator-ADE (Advanced Distance Education) FOOD (Florida Outstanding Online Degree Program) Slogan: FOOD for Thought! D@D (Degree at a Distance) UF@Home

#### Appendix K—The Public/Private Partnership-P3

The University believes the mission and intent of the mandate to develop and deliver highest quality online baccalaureate degrees at an affordable cost will be facilitated by the inclusion of private educational services firms in the business plan. This inclusion, sometimes titled "partnership" involves the purchase of agreed upon services but does not allow for shared management, strategic planning, content control or any of the fundamental aspects of the mission assigned.

The rationale, in part, for such inclusion rests on the need for immediate expertise and resources to apply to critical areas that are not among the current set of resident abilities and experience of the University. (see page 16 of the Comprehensive Business Plan). In addition, the relationship has important synergistic features that result from the focus of the dual perspective on an assigned task.

There are some recognizable cost transfers in the service purchase, "partnership" plan. It is admittedly difficult to capture all of the services that are part of an external package in an internal matrix subject to per unit, per student, or per activity pricing. However, there are recognizable cost transfers in the market assessment, marketing services, recruitment, contact call center, production (on demand), program coordinators (retention), digital content and tutoring. The direct cost savings realized from these transfers is estimated at about \$14 million per year. The present value of the P3 services annualized is approximately \$15 million. The University believes the summation of the immediacy of the expertise, the on-request availability, the joint research opportunities, and the expanding innovative digital content represent greater value added than the differential.

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
Metrics derived from: (g) Beginning in January 2014, the university shall offer high-quality, fully online baccalaureate degree programs that:	inning in January 2	014, the university	/ shall offer high-	quality, fully or	iline baccalaure	ate degree progra	ams that:
<ol> <li>Accept full-time, first-time- in-college students.</li> </ol>	Enrollment of full-time, first- time in-college students	TBD	TBD	TBD	TBD	Report the number of enrolled students that are: Full-time, first-time Part-time, not first- time Part-time, not first- time	These four cohorts a) align with new IPEDs reporting cohorts, b) include counts of transfer students (not first time), and c) allow for an understanding of the entire student body. Due to the UF admissions cycle, FTIC students will be enrolled for the first time, Summer 2014.
<ol> <li>Have the same rigorous admissions criteria as equivalent on-campus degree programs.</li> </ol>	OL admission criteria equivalent to residential program for first- time-in-college students at UF	OL and residential students are evaluated for admission based on the same criteria	Official University data collection records	Mean weighted Grade Point Average (GPA) and Mean SAT Mean SAT	Office of Admissions data	TBD	
3. Offer curriculum of equivalent rigor to on-campus degree programs.	OL and residential programs should have identical student learning outcomes and Academic Learning Compacts	TBD	TBD	TBD	TBD	OL and residential programs should have identical Academic Learning Compacts	
4. Offer rolling enrollment or multiple opportunities for enrollment throughout the year.	To offer additional, appropriate opportunities for enrollment	Identify and test opportunities	TBD	TBD	TBD	Report student headcounts by term for both OL and residential students at UF	

UF Online Performance Measures and Benchmarks 2013-2019

## Appendix L –Performance Measures and Benchmarks

7.OL program maintainsOL students willSurvey data demonstrating the learningPercent of demonstrating positiveStudentTBDRelevantstudentbe engaged in studentdemonstrating the learningpositive that OLengagement surveyengagement surveymaintainsthe learning surveysurvey instrumentengagement and usedthe same level as residentialevidenced by faculty surveyeraming learningstudents are learningrespondents of indicatorsinstrument and Courseand used how resul to improvstudentsfaculty survey responses and CMS analyticsanalytics of courseManagement student student engagementSystems student engagement	certise for both freshman       awarded ror         pplicants and transfer       both online         pplicants.       DL program         OL program       OL students will         student       be engaged in         the learning       the learning         the learning       survey	TED	Language CS/CS/Senate Bill 1076GoalObjectiveEvaluation DataMeasureData SourceMetricNotes	UF Online Performance Measures and Benchmarks 2013-2019
Relevant categories of questions from the survey will be reported and used to determine how results will be used to improve program strategies related to student engagement.	Relevant categories of questions from the survey will be reported	The annual report will include a narrative with a status on lab locations and testing centers.	Notes	

# Appendix L –Performance Measures and Benchmarks

Measures by UF Goal Objective					
	Evaluation Data	Measure	Data Source	Metric	Notes
e OL It retention	Student retention data	Annual student	University of Florida and	TBD	Data will be also provided to compare
ਰੱ		retention data	Peer Institutions data		ICE FILE student retention rate to FTIC residential students
institutions institutions			Uala		retention rates and OL
					Transfer students to Residential Transfer
					students retention
9. Ensure OL OL students will	Official	6-vear	Official	Graduation	rates. Data will also be
student 6-year graduation rate is	university data collection and	graduation rate	university data	rates for: UF Online	provided to compare OL FTIC student
comparable to comparable to online peer online peer	peer institution records		collection and peer	programs, identical to peer	graduation rate to FTIC residential
			institution	institutions	students and OL
					Residential Transfer
10 Minimum Achieve an	Official	Total annual	Office of	TRD	rates.
increase of	university data	count of OL	Registrar	Ţ	
	collection	academic			
per year to a academic	records	programs			
	TBD	TBD	Student Placement	1. Percent of OL Bachelor's	
consistent with			Survey;	Graduates	
opportunities and			state	and/or	
lifelong learning				Continuing their Education	
				further 1 year	
				2. Median	
				average full-	
				undergraduates	
				empioyed in Florida one year	
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# Appendix L –Performance Measures and Benchmarks