STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
By Telephone Conference Call
Tallahassee, Florida
September 27, 2013
10:00 a.m.

Dial-in Number: 1-888-670-3525
Conference Code: 4122150353#

Chair: Mr. John D. Rood; Vice Chair: Ms. Patricia Frost
Members: Chopra, Colson, Lautenbach, Morton, Webster

1. **Call to Order and Opening Remarks** — **Chair John D. Rood**

2. **Comprehensive Business Plan for UF Online** — **President Bernie Machen, Associate Provost Andy McCollough, University of Florida**

3. **Concluding Remarks and Adjournment** — **Chair Rood**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 27, 2013

SUBJECT: Comprehensive Business Plan for UF Online

PROPOSED COMMITTEE ACTION

Consider for approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Chapter 2013-27, Laws of Florida

BACKGROUND INFORMATION

The 2013 Legislature passed, and the Governor approved, CS/CS/SB 1076, codified as Chapter 2013-27, Laws of Florida, which created the preeminent state research universities program in section 1001.7065, Florida Statutes.

The law specified that a university that meets all 12 of the academic and research excellence standards, as verified by the Board of Governors, was to establish an institute for online learning. The institute was to "establish a robust offering of high-quality, fully online baccalaureate degree programs at an affordable cost..." The Board of Governors verified at its meeting on June 10, 2013, that the University of Florida was the only institution that met all 12 standards.

The Board of Governors was statutorily required to convene an advisory board to offer advice to the university in the development and implementation of a comprehensive business plan for the institute. The advisory board currently consists of the following members:

John D. Rood –served as the designee of the Chair of the Board of Governors

Carlos Alfonso - appointed by the Speaker of the House of Representatives

Ernest Friend - appointed by the President of the Senate

Dr. John Watret - appointed by the Board of Governors

A brief biography of advisory board members is attached.

The advisory board met several times with University of Florida staff, including having an all-day meeting in Gainesville, to review and discuss drafts and provide advice for strengthening the plan.

On September 16, 2013, the advisory board recommended that the Board of Governors approve the plan as submitted. The plan is attached for consideration by the Strategic Planning Committee.

Supporting Documentation Included:	Brief Biography of Advisory Board Members University of Florida's Plan
Facilitators/Presenters:	Chair John D. Rood, President Bernie Machen, and Associate Provost Andy McCollough

Members, Advisory Board for the Institute for Online Learning

Carlos Alfonso
(Appointee of the Speaker of the Florida House of Representatives)

Mr. Alfonso is the former Chairman of the University of Florida Board of Trustees and the founder and chief executive officer of Alfonso Architects, an award-winning, Tampa- based architectural design firm. He is also the founder and owner of Alliant Partners, a real estate consulting, management, brokerage and development firm also based in Tampa. Mr. Alfonso served on the University Board of Trustees since its founding in 2001 through 2012. Additionally, Mr. Alfonso is a member of the Florida Council of 100, the University of Florida Foundation Board, the Board of Directors of the Foundation for Florida's Future and a director of the H. Lee Moffitt Cancer & Research Institute. He is a Commercial, multi-engine instrument rated pilot.

Mr. Alfonso received a bachelor of design and a master of arts in architecture from the University of Florida. He lives in Tampa with his wife, Dorothy, and their three children, Ariana, Carlos and Isabella.

Ernie Friend
(Appointee of the President of the Senate)

Mr. Ernest "Ernie" Friend's 30-year career in information technology has been punctuated with extensive partnerships in the development of innovative workforce development and career preparation programs.

As the Director of Academic Systems at Florida State College at Jacksonville (FSCJ), Mr. Friend has worked with notable international technology leaders such as Cisco, EMC, VMware, Citrix and Redhat to create specializations in Voice, Security, Virtualization/Cloud, Open Source Operating Systems, Cisco Certified Network Administrator (CCNA), and Cisco Certified Network Professional (CCNP). Working with his staff and faculty he has used virtualization technologies to web-enable some of the most advanced technical hands-on academic curriculum.

As a board member of the National Convergence Technology Center, Mr. Friend contributes significantly, in collaboration with international business interests, to the national dialog defining skill sets required for emerging information technology occupations. Mr. Friend has led or participated in more than a dozen National Science Foundation and Department of Labor grants centered on creating new curriculum, faculty professional development, and student engagement in high technology fields. He served on the U.S. Department of Commerce National Institute of Standards and Technology (NIST) committee designing new standards for Cybersecurity, and his college's computer networking program, which he leads, received recently the National Security Agency (NSA) designation as a Center of Academic Excellence.

Mr. Friend has assisted seven Florida colleges and universities in creating network virtualization academic programs. He has served as a consultant to the Florida Senate Education Committee on the need for enhanced collegiate programs and improved vendor certification programs in network virtualization and cloud computing. He is currently assisting Florida State University and the University of West Florida in the development of master's degree programs in cloud computing.

Mr. Friend holds a bachelor's of science degree in Electronics Management from Southern Illinois University. His foundations in information technology leadership were earned through 10 years of service in the United States Navy, providing technical support and instruction on the latest military aircraft.

He has been employed for more than 20 years at Florida State College at Jacksonville where he manages an advanced networking associates degree serving 2,000 students, a bachelor's of applied science degree in computer networking with about 650 students, as well as additional associates degrees in advanced manufacturing and biomedical technology at the College's technology-focused Downtown Campus.

John D. Rood
(Designee of the Chair of the Florida Board of Governors)

Mr. Rood has a proven record of leadership in the real estate industry and in public service. He is the founder and Chairman of The Vestcor Companies, a group of real estate development companies. Mr. Rood is also founder and Chairman of the JDR Companies, a property management company. He currently serves on the Florida Board of Governors, which oversees the State University System, and is chair of the Board's Strategic Planning Committee. He serves on the Advisory Board for the Institute for Online Learning and previously served as U.S. Ambassador to the Commonwealth of the Bahamas (2004-2007) and as Commissioner and Chairman of the Florida Fish and Wildlife Conservation Commission (2002-2004).

John Watret, Ph.D.
(Appointee of the Florida Board of Governors)

Dr. John Watret was named chancellor of Embry-Riddle Worldwide in 2010.

As chancellor, he provides leadership and sets strategic direction for Embry-Riddle Worldwide, which offers academic degree programs and schedules designed for non-traditional students. Watret oversees all academic and operational functions of the campus, which serves more than 25,000 students annually at 150 campus locations and online. Embry-Riddle Worldwide has been recognized as a leader in online education, winning numerous awards for online course design and delivery.

Watret joined Embry-Riddle in 1989, and over the years held a number of management and faculty positions at the Daytona Beach Campus, including associate provost, associate chancellor, associate dean of academics and assistant, associate and full professor of mathematics. In the early 1990s, he took a two-year leave of absence to serve as head of the department of mathematics for Texas A&M's branch campus in northern Japan. In 2006, Watret became associate vice president and chief academic officer for the Worldwide Campus until his appointment as Chancellor in 2010.

During his tenure as a faculty member in the mathematics department, Watret was known as a dedicated and skilled instructor, winning Embry-Riddle's Outstanding Teaching Award in 1996. He is the author of several publications and was one of the lead faculty who developed the Integrated Curriculum in Engineering (ICE) program through a grant from the Boeing Company. He continues to be active nationally in graduate education by serving on the executive committee of the Conference of Southern Graduate Schools.

Watret holds a Ph.D. in Mathematics and an M.S. in Mathematics, both from Texas A&M University, as well as a B.Sc. in Mathematics (honors) from Herriot-Watt University, Edinburgh, Scotland. He has a private pilot's license and enjoys sports and fitness, including running, weight lifting, and racquetball. He has been married to Elizabeth Mathews for twenty years, and they have a daughter, Sophia.

UF Online Comprehensive Business Plan 2013-2019

For Consideration by the Board of Governors

September 27, 2013

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.

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

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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.

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- 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, sun-setting 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:

Students	24,152
Enrollments	103,494
Credit hours	310,482
Revenues	$76,621,846
Net Margin (10th year)	$14,539,696
Cumulative Fund Balance	$43,587,518

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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.

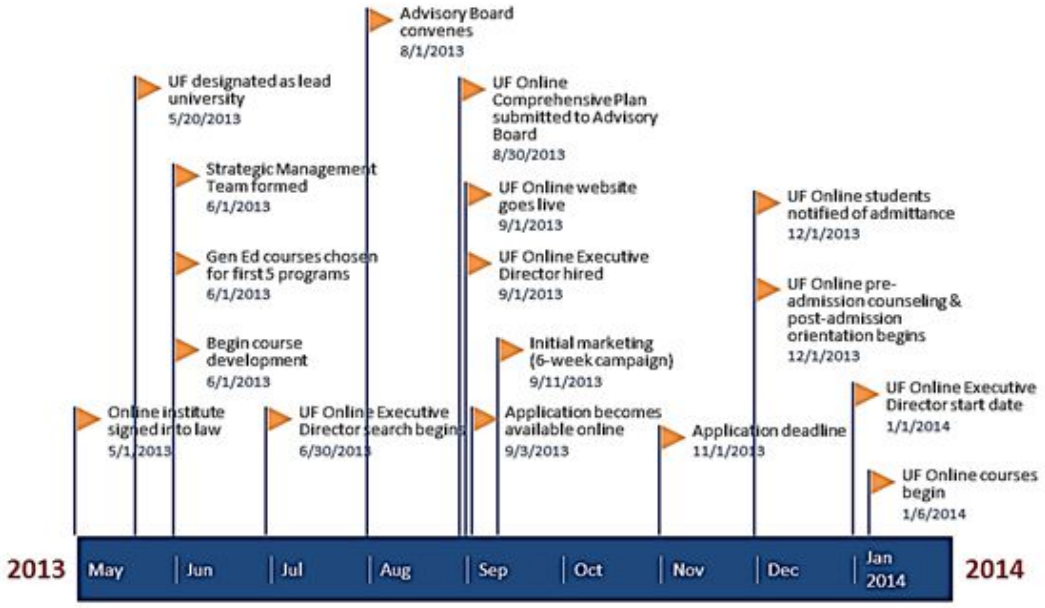

Figure 1: UF Online major milestones required to begin delivering courses in January 2014.

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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.

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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[1]:

- 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

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:

1) Mobile Learning. 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).
2) Hosted virtual desktops. The university has implemented a virtual environment to provide software to students (http://apps.ufl.edu) as a virtual desktop. The ability to access complex (and otherwise expensive) software for the UF Online student is essential.
3) eTextbooks. 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) Gaming Consoles. 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.
5) Big Data. 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) Analytics. 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,

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
3) Developing an institution-wide cloud strategy to help the institution select the right sourcing and solution strategies*
4) 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
8) 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)

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

7) Adaptive Learning. 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[2]: 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.

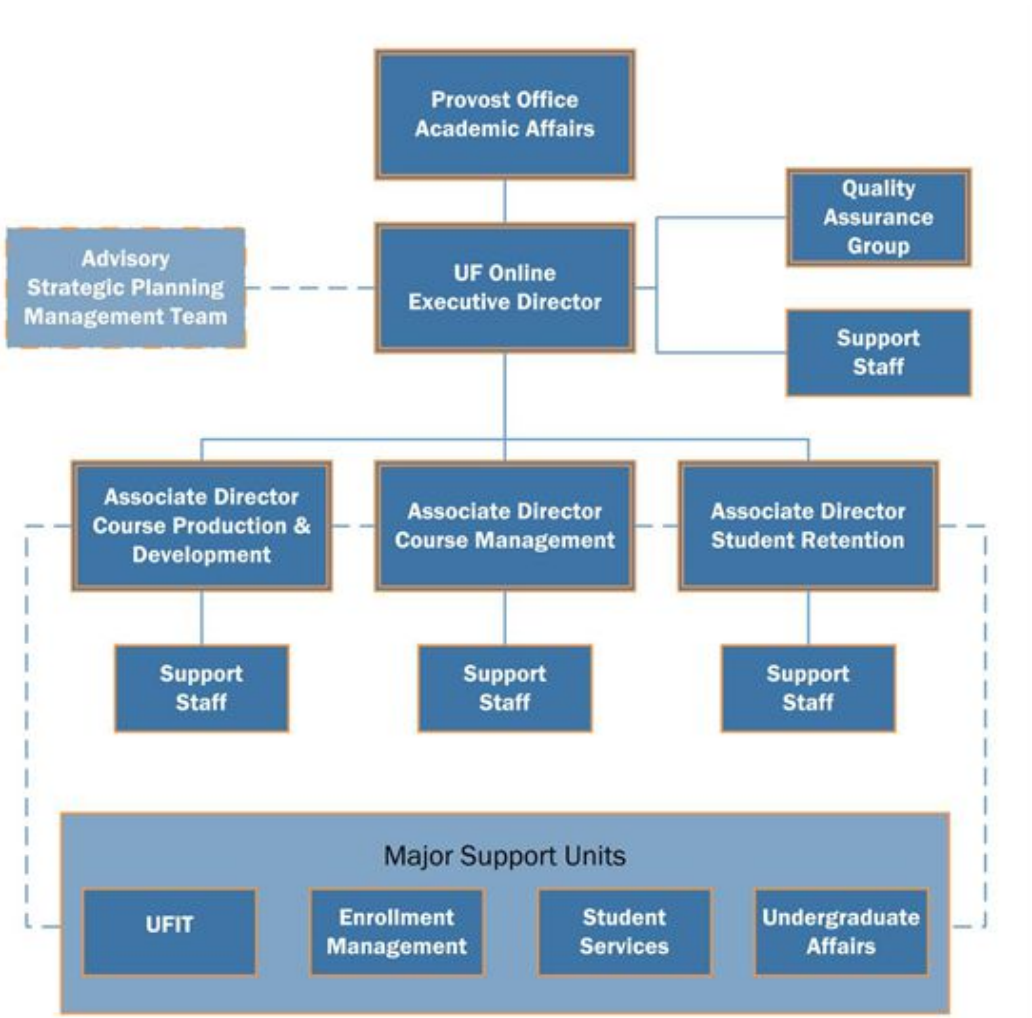

Figure 2: UF Online Organizational Chart

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 multi-media 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 2nd 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.

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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.

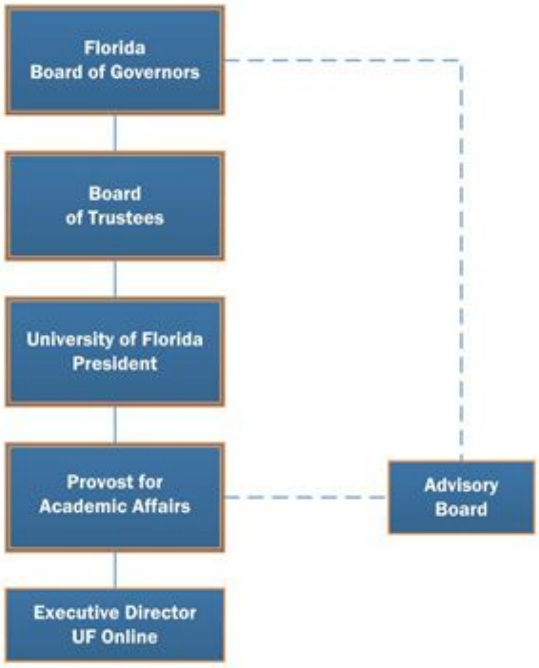

Figure 3: UF Online Governance Structure

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.

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 http://ufonline.ufl.edu/.

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 on-campus 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 http://ufonline.ufl.edu/ 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 http://ufonline.ufl.edu/. The application deadline varies by term. Information can be found online at http://ufonline.ufl.edu/
- 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 http://www.naces.org/members.htm or http://ies.aacrao.org 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:
  - Bachelor of Arts in Business Administration
- College of Health & Human Performance:
  - Bachelor of Science in Health Education & Behavior
  - Bachelor of Science in Sport Management
- College of Liberal Arts & Sciences:
  - 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:

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

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 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 on-site 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.

General Education	Credit Hours
Mathematics	6
Composition	3
Humanities	9
Social and Behavioral Sciences	9
Physical and Biological Sciences	9
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	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 Sciences	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

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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[3]:

- 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.

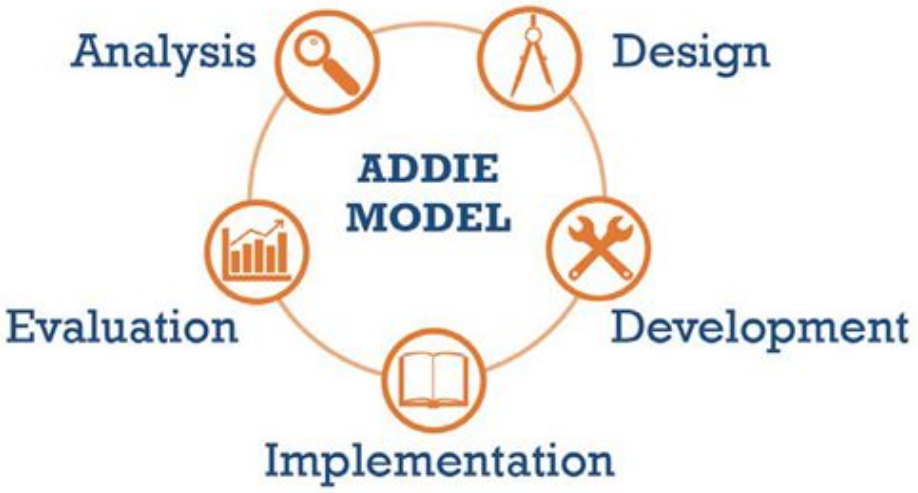

Figure 4: ADDIE Model. This model summarizes the life cycle of a course.

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[4]. 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
    - http://interface.at.ufl.edu/

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    - 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
    - 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
    - Small sessions focused on single topics
    - UF Online faculty share innovations and lessons learned
    - Student feedback sessions
    - One – two hour sessions
    - Presented monthly
- Teaching Enhancement Symposium
    - Presentations focused on pedagogy and technology
    - Keynote speaker presents on cutting-edge topic
    - Attendees can participate on-site for the day-long event
    - 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 http://teach.ufl.edu/resources/uf-standards/

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.

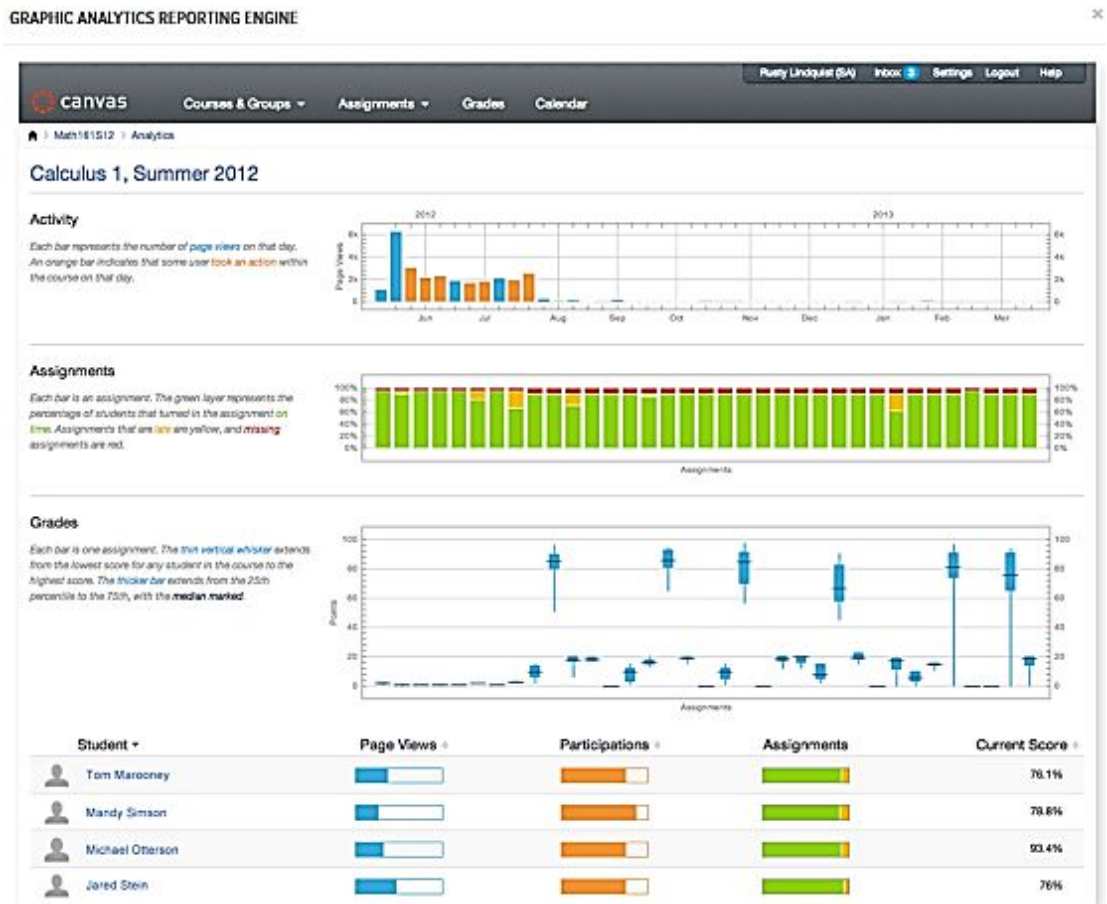

Figure 5: Canvas Graphic Analytics Reporting Engine

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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)

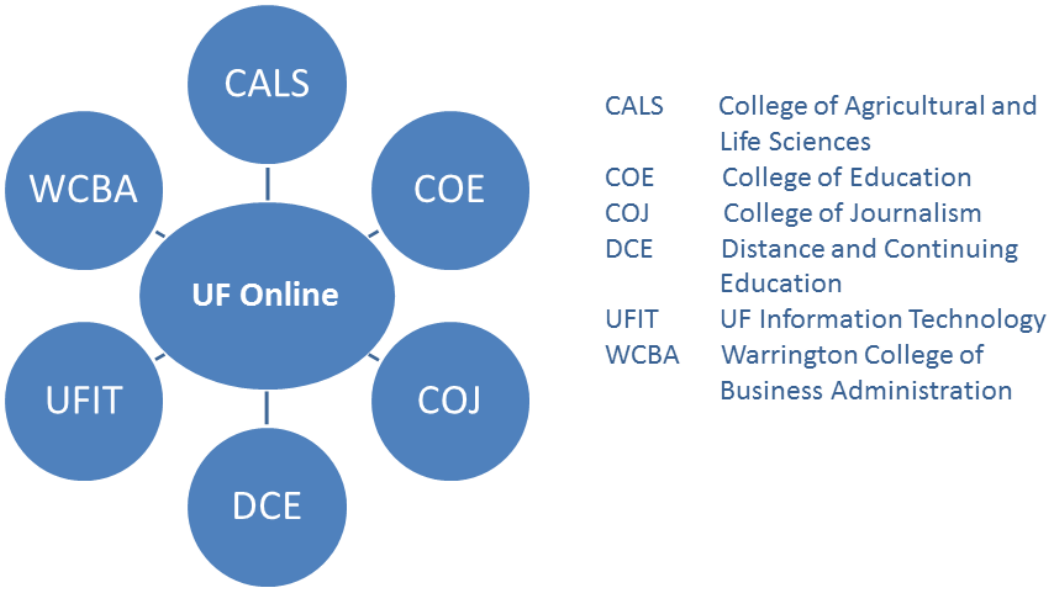

Figure 6: Units across Campus Supporting Course Production

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.

Six Year Degree Plan

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

[1] Denotes Stem

[2] 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.

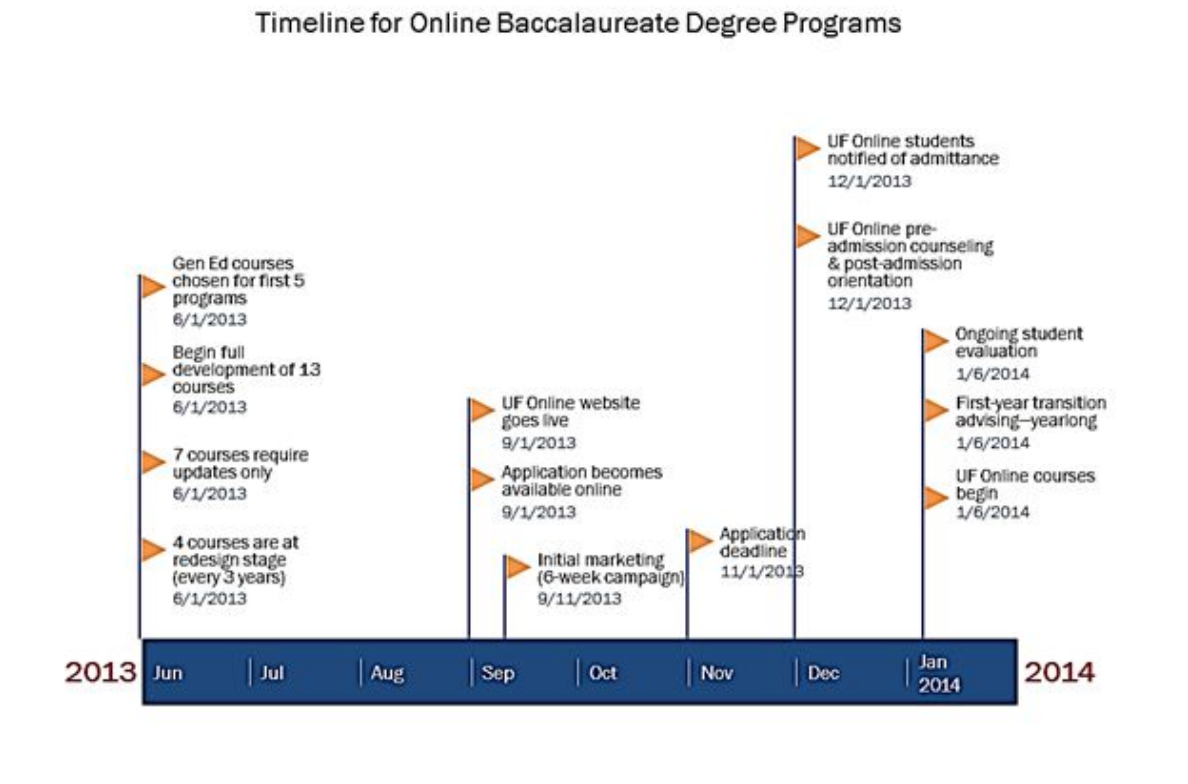

Figure 7: Timeline for Online Baccalaureate Degree Programs

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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 outcomes-based 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 http://www.ufsa.ufl.edu/students/distance_students/.

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.

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- **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.
3) 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.

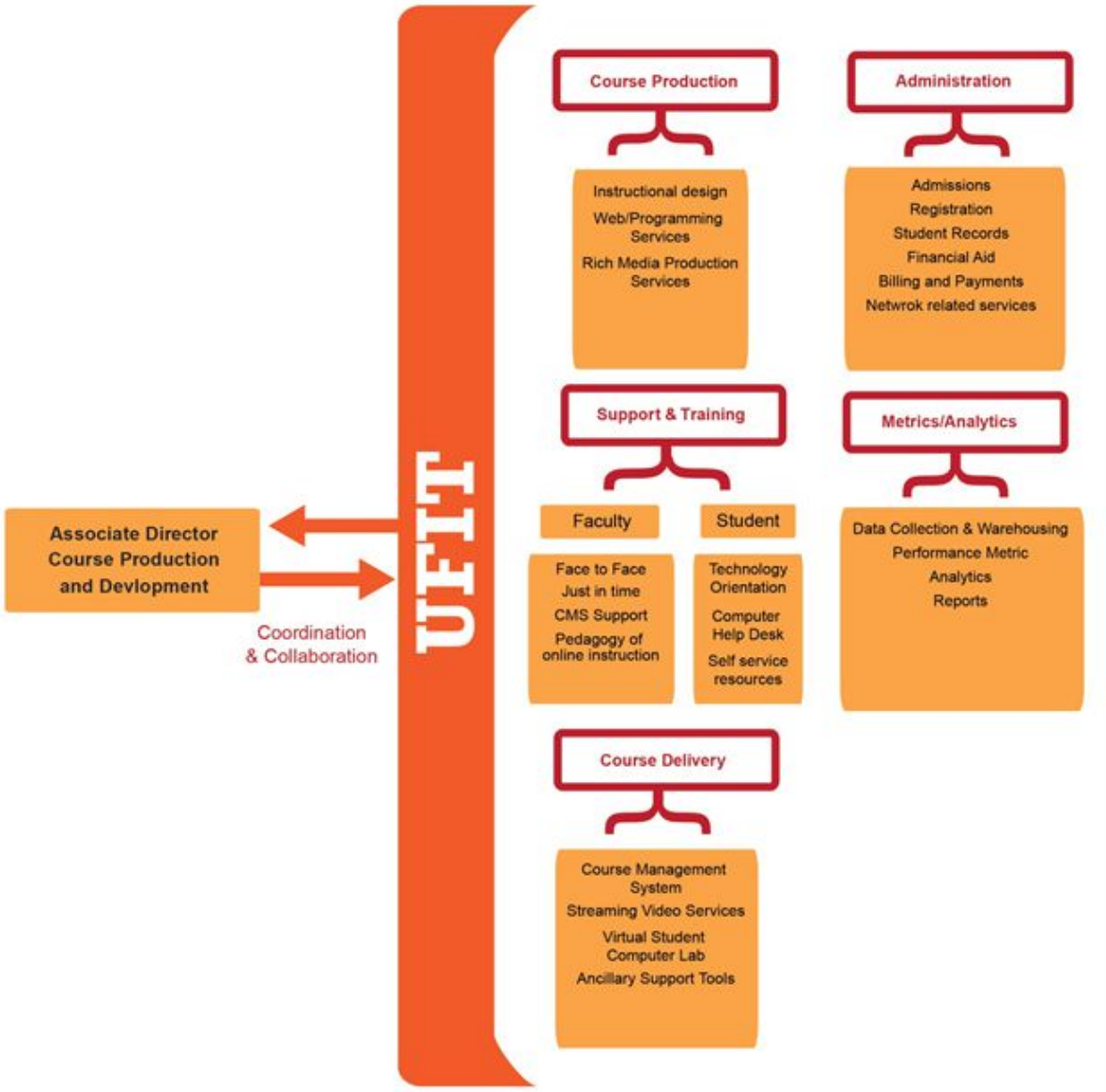

Figure 8: UFIT Services Provided to UF Online.

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	$ 5,000
	$36,500

2. Courses designed for new and innovative pedagogy and/or technology (10%).

Standard package	$36,500
Additional Production & Technology Costs	$38,000
	$74,500

3. Laboratory and other similar classes having specific and special requirements for synchronous components.

Standard package	$36,500
Programming and Design to create appropriate simulations and interactions	$120,000
	$156,500

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.

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, on-line 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 5th 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 with a short notice period. In addition, the contract will have multiple renegotiation windows during the contract life. At these points (3rd, 6th, 9th 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:

1) 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[5]. 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
    - 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

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.

SECTION TWELVE
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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 co-chair 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.

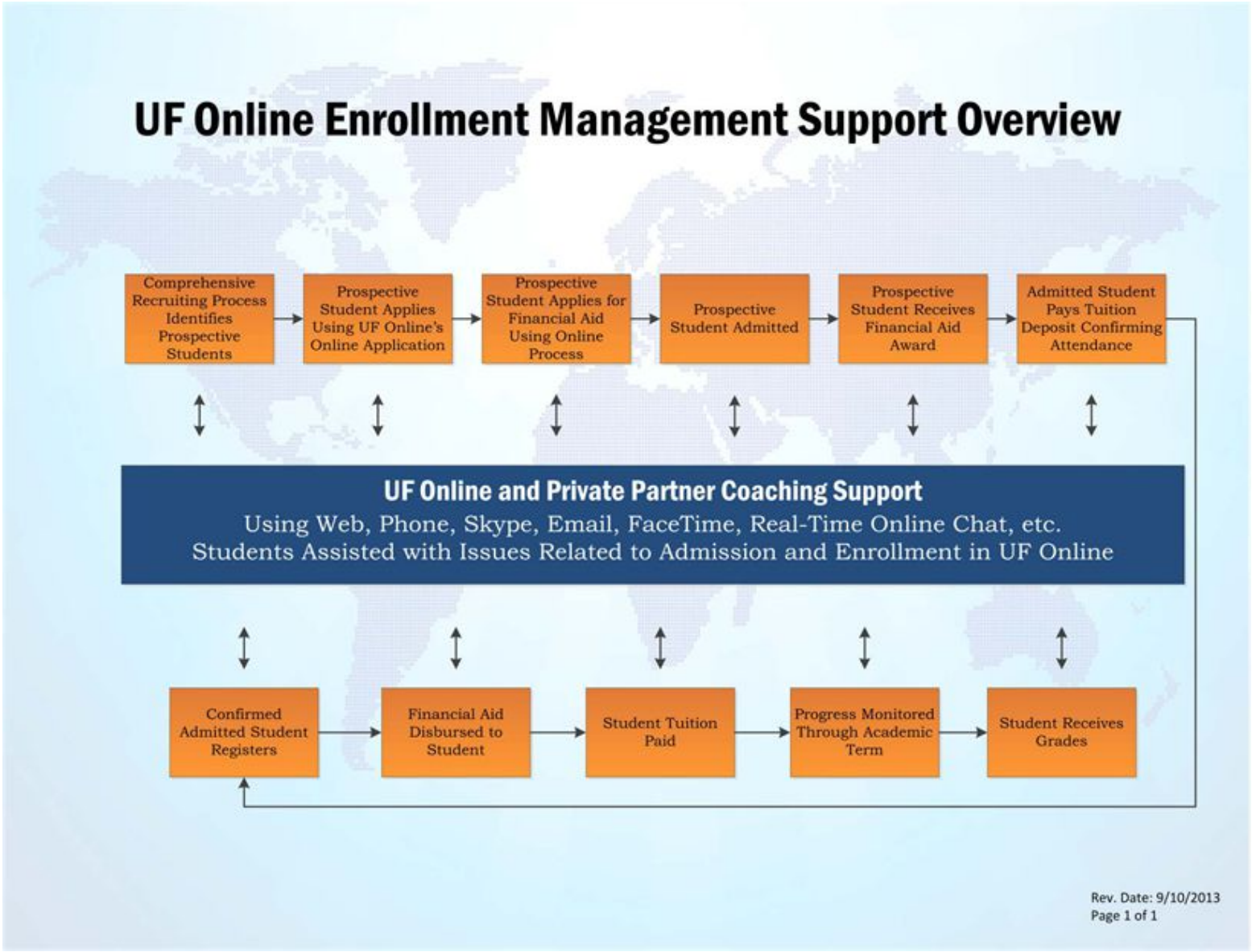
Balser also has a strong teaching/education record with incorporation of active learning, innovative curriculum design, and teaching-as-research to advance educational goals. Balser received numerous awards for her teaching accomplishments including recognition as a UW System Madison Teaching Fellow; 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.


UF Online Enrollment Management Support Overview
Comprehensive Recruiting Process Identifies Prospective Students
Prospective Student Applies Using UF Online's Online Application
Prospective Student Applies for Financial Aid Using Online Process
Prospective Student Admitted
Prospective Student Receives Financial Aid Award
Admitted Student Pays Tuition Deposit Confirming Attendance
UF Online and Private Partner Coaching Support
Using Web, Phone, Skype, Email, FaceTime, Real-Time Online Chat, etc.
Students Assisted with Issues Related to Admission and Enrollment in UF Online
Confirmed Admitted Student Registers
Financial Aid Disbursed to Student
Student Tuition Paid
Progress Monitored Through Academic Term
Student Receives Grades
Rev. Date: 9/10/2013
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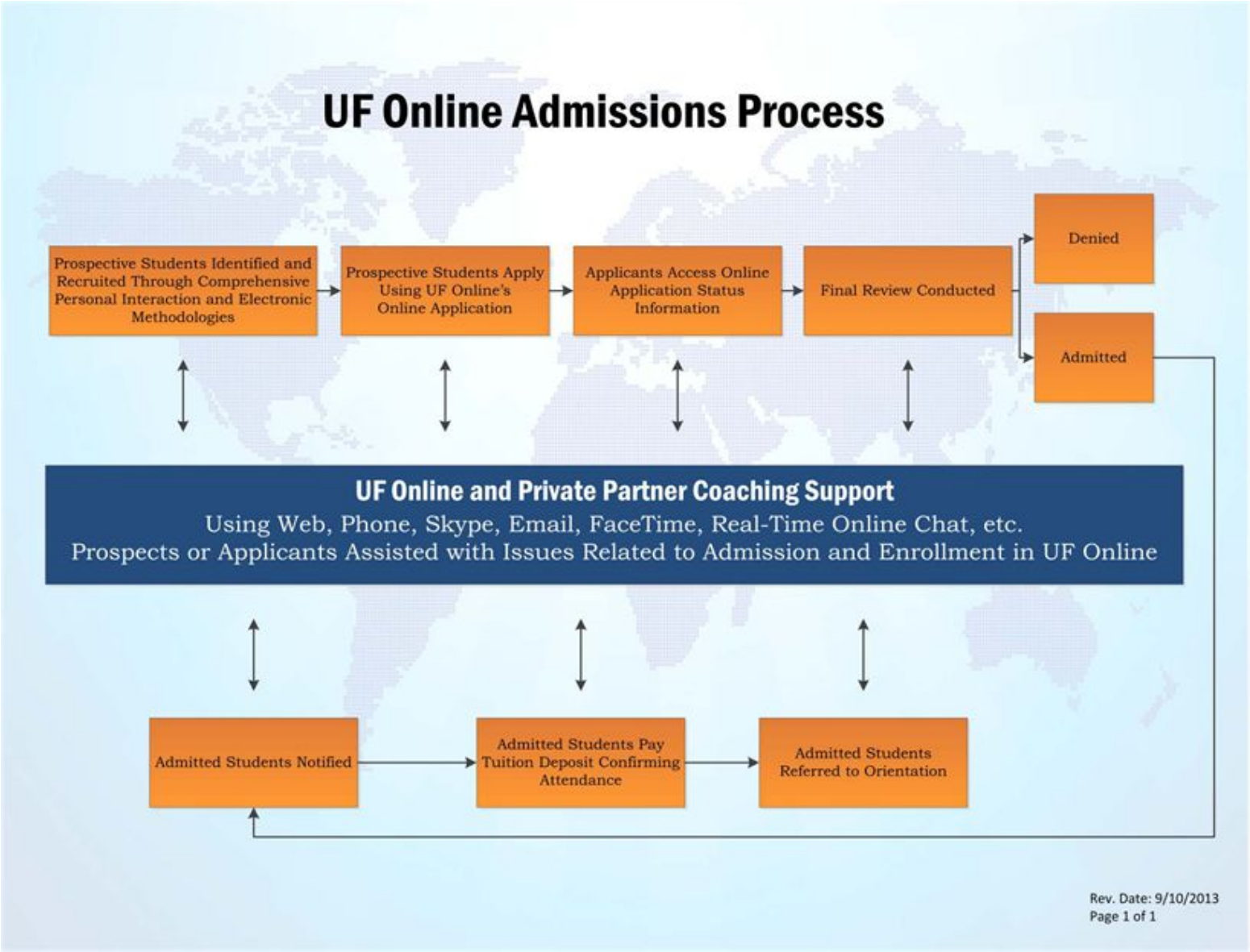
UF Online Admissions Process
Prospective Students Identified and Recruited Through Comprehensive Personal Interaction and Electronic Methodologies
Prospective Students Apply Using UF Online's Online Application
Applicants Access Online Application Status Information
Final Review Conducted
Denied
Admitted
UF Online and Private Partner Coaching Support
Using Web, Phone, Skype, Email, FaceTime, Real-Time Online Chat, etc.
Prospects or Applicants Assisted with Issues Related to Admission and Enrollment in UF Online
Admitted Students Notified
Admitted Students Pay Tuition Deposit Confirming Attendance
Admitted Students Referred to Orientation
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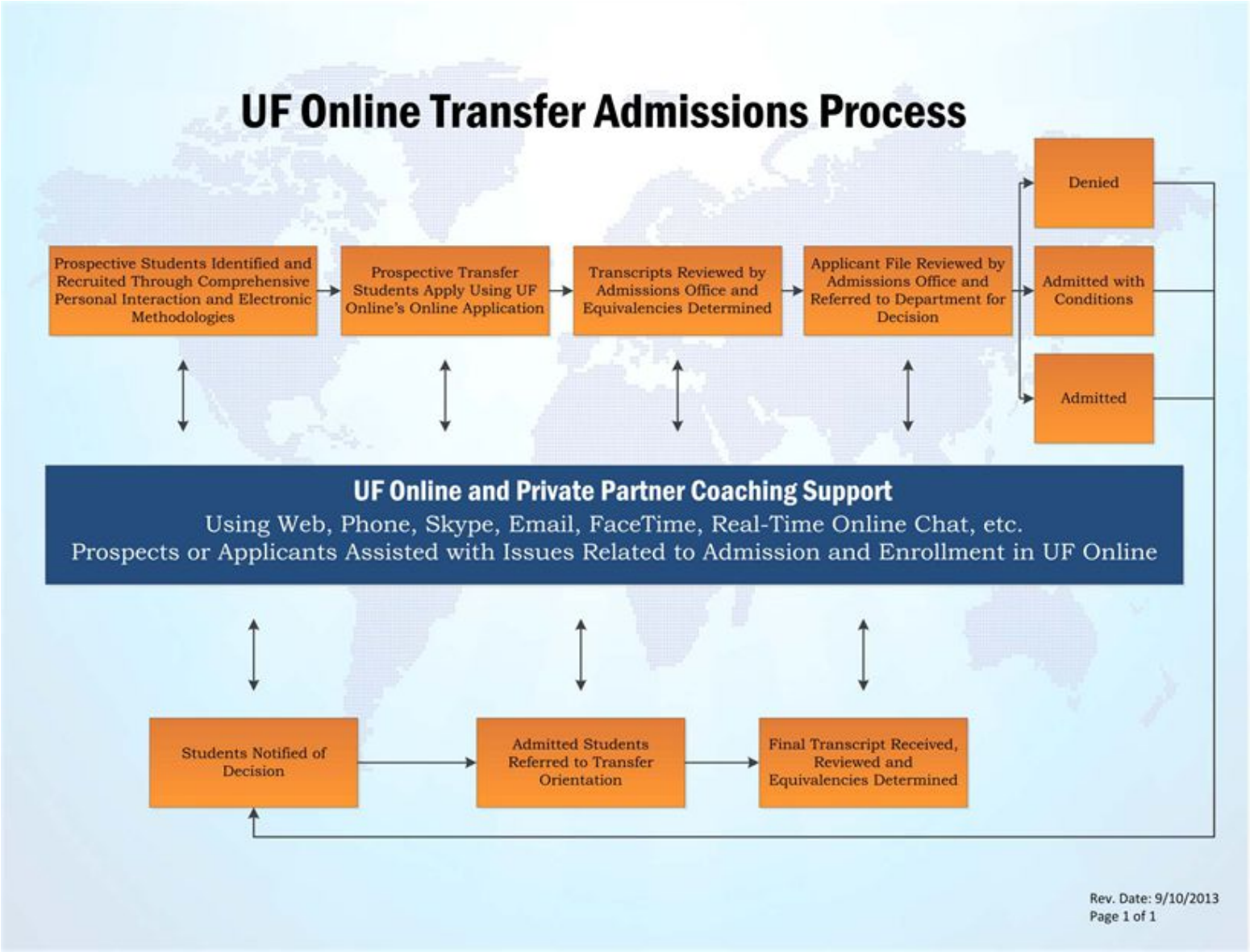
UF Online Transfer Admissions Process
Prospective Students Identified and Recruited Through Comprehensive Personal Interaction and Electronic Methodologies
Prospective Transfer Students Apply Using UF Online's Online Application
Transcripts Reviewed by Admissions Office and Equivalencies Determined
Applicant File Reviewed by Admissions Office and Referred to Department for Decision
Denied
Admitted with Conditions
Admitted
UF Online and Private Partner Coaching Support
Using Web, Phone, Skype, Email, FaceTime, Real-Time Online Chat, etc.
Prospects or Applicants Assisted with Issues Related to Admission and Enrollment in UF Online
Students Notified of Decision
Admitted Students Referred to Transfer Orientation
Final Transcript Received, Reviewed and Equivalencies Determined
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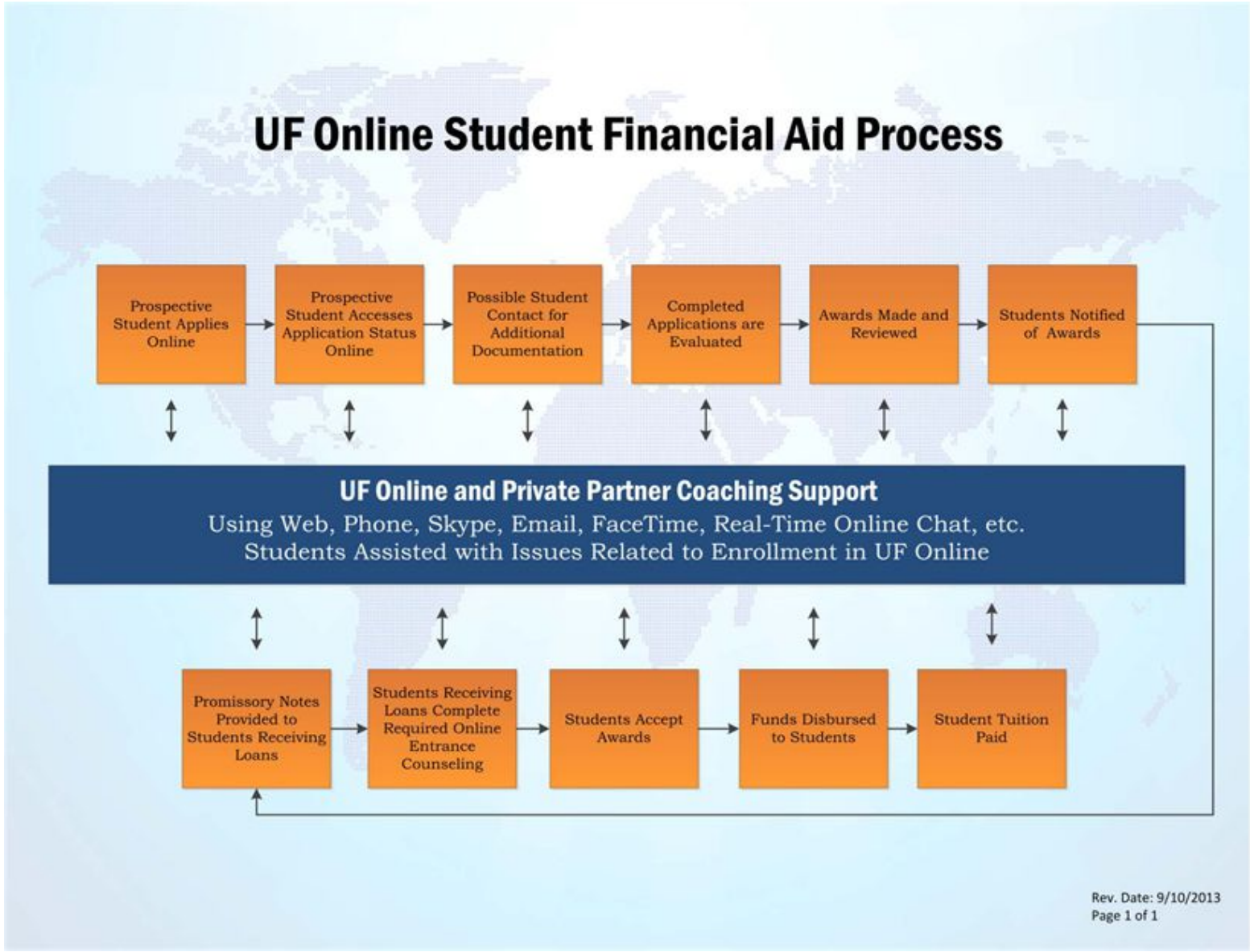
UF Online Student Financial Aid Process
Prospective Student Applies Online
Prospective Student Accesses Application Status Online
Possible Student Contact for Additional Documentation
Completed Applications are Evaluated
Awards Made and Reviewed
Students Notified of Awards
UF Online and Private Partner Coaching Support
Using Web, Phone, Skype, Email, FaceTime, Real-Time Online Chat, etc.
Students Assisted with Issues Related to Enrollment in UF Online
Promissory Notes Provided to Students Receiving Loans
Students Receiving Loans Complete Required Online Entrance Counseling
Students Accept Awards
Funds Disbursed to Students
Student Tuition Paid
Rev. Date: 9/10/2013
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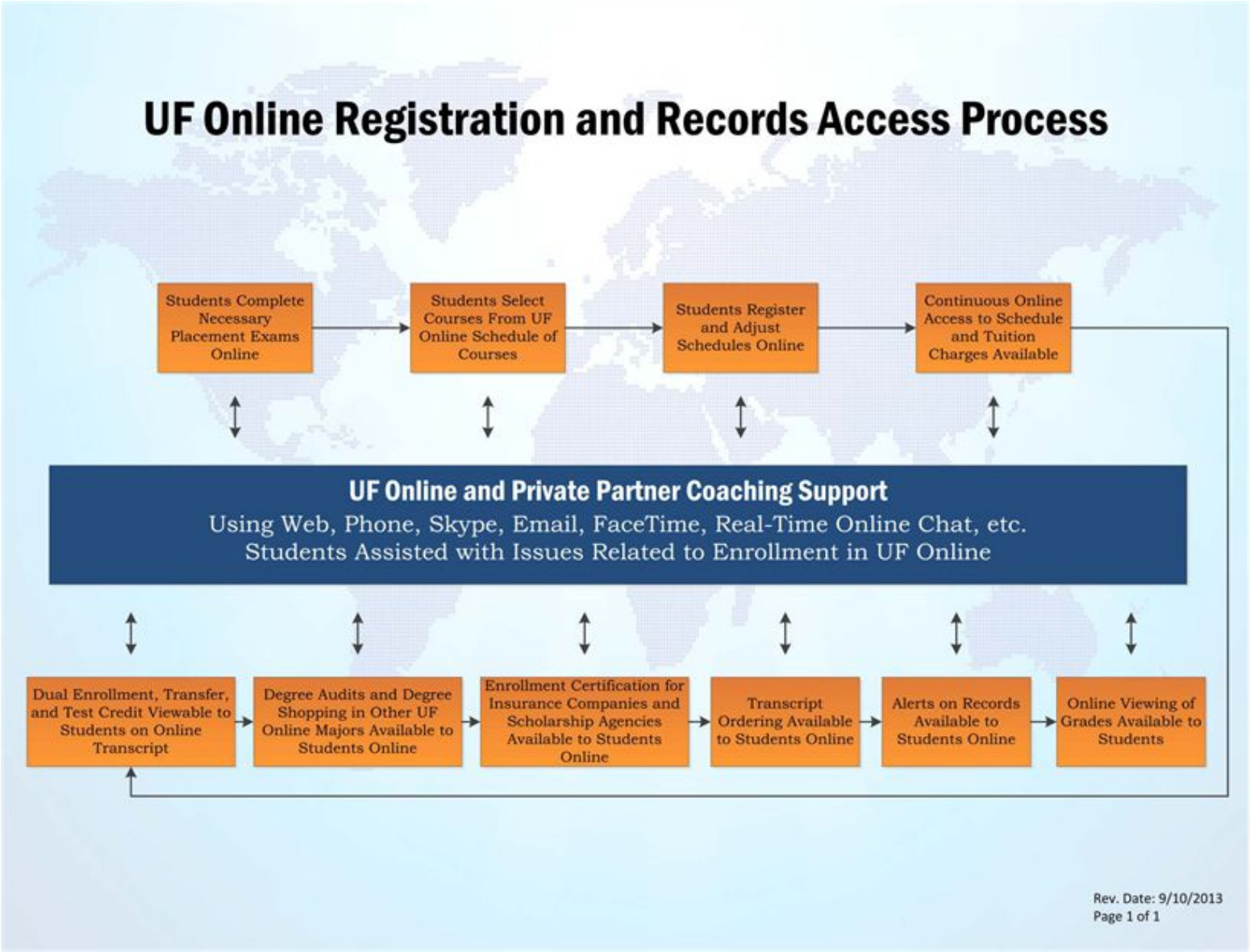
UF Online Registration and Records Access Process
Students Complete Necessary Placement Exams Online
Students Select Courses From UF Online Schedule of Courses
Students Register and Adjust Schedules Online
Continuous Online Access to Schedule and Tuition Charges Available
UF Online and Private Partner Coaching Support
Using Web, Phone, Skype, Email, FaceTime, Real-Time Online Chat, etc.
Students Assisted with Issues Related to Enrollment in UF Online
Dual Enrollment, Transfer, and Test Credit Viewable to Students on Online Transcript
Degree Audits and Degree Shopping in Other UF Online Majors Available to Students Online
Enrollment Certification for Insurance Companies and Scholarship Agencies Available to Students Online
Transcript Ordering Available to Students Online
Alerts on Records Available to Students Online
Online Viewing of Grades Available to Students
Rev. Date: 9/10/2013
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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

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 on-demand, around-the-clock customer support
- Creative concepts and media selection—limited due to staffing

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

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/

UF Markers of Excellence for Teaching in Online and Blended Courses	
Course Overview and Introduction	
Standard	
	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
	The role that the online environment and technology will play in the course is clearly stated at the start of the course. Students are informed of 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.
	The syllabus, schedule and other important course documents are easily located.
	The syllabus contains all the relevant elements from the UF syllabus policy.
	All course deadlines are included in the course schedule.
	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 started 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 they 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 various 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 required 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.
	Course materials and aesthetic design are visually pleasing and consistent throughout course, and promote clarity and continuity of course 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 goals.
	Assignments and assessments specify the learning objectives that are relevant to the task/assignment.
Assessment and Measurement	
Standard	
	Assessments measure the stated learning objectives.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance are clearly provided (guidelines, rubrics, checklists).
	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.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
Exemplary	
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.
	Assignments or project-based assessments encourage students to utilize critical thinking skills.
	Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.
Instructional Materials	

	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, skills, 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 syllabus policy (use of the sample course syllabus as a guide provides the necessary information).
	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 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.
	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.
	Exemplary
	The evaluations are part of the documentation of the course.

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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Tuition:											
In-State	115,425	1,137,375	3,183,300	5,410,125	8,417,588	12,006,900	16,220,925	17,356,390	18,571,337	19,871,331	21,262,324
Out of State	159,120	1,621,035	7,223,538	12,320,090	20,322,037	29,221,320	39,388,761	42,145,974	45,096,192	48,252,926	51,630,631
Less: Financial Aid	(7,352)	(73,102)	(237,786)	(404,662)	(643,858)	(921,291)	(1,243,544)	(1,330,592)	(1,423,733)	(1,523,394)	(1,630,032)
Fees:											
Technology Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,733	1,523,394	1,630,032
Capital Improvement Trust Fund Fee	9,467	94,128	306,178	521,050	829,043	1,186,272	1,601,210	1,713,295	1,833,226	1,961,552	2,098,860
Financial Aid Fee	7,352	73,102	237,786	404,662	643,858	921,291	1,243,544	1,330,592	1,423,733	1,523,394	1,630,032
State Subsidy	15,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-	-	-	-	-
Total Revenue	15,291,364	7,925,640	15,950,802	23,655,928	35,212,526	43,335,783	58,454,440	62,546,251	66,924,488	71,609,202	76,621,846
Non-Recurring Expenses:											
Initial Production	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
Upgrades	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000										
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Technology	1,000,000										
Overhead	189,274	225,379	145,158	290,188	113,443	99,831	44,820	36,542	26,754	39,330	31,875
Total Non-recurring costs	3,733,274	3,357,379	2,233,158	4,616,188	1,868,443	1,704,831	794,820	674,042	514,254	789,330	669,375
Recurring Costs											
Delivery	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
Enrollment Management & Marketing	449,169	794,169	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488	1,078,488
Direct Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000
P3 Services	3,641,642	3,427,571	7,607,443	10,556,104	14,107,174	18,813,075	25,371,704	23,776,046	24,511,802	26,227,628	28,063,562
Overhead	75,826	303,252	393,839	590,466	747,511	1,156,310	1,294,357	1,289,029	1,282,839	1,275,577	1,267,005
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
Facilities' Operations	31,798	122,548	152,732	218,652	262,739	382,958	400,263	367,908	332,865	294,813	253,401
Library	16,663	68,902	92,625	143,919	189,075	303,950	354,129	367,684	382,187	397,706	414,311
Student Services	29,352	121,368	163,155	253,509	333,049	535,397	623,787	647,663	673,210	700,546	729,795
Total Recurring Costs	6,531,922	10,119,252	16,370,971	23,167,455	30,268,789	43,622,304	54,175,388	53,578,038	55,381,072	58,357,691	61,412,776
Total Cost	10,265,195	13,476,631	18,604,128	27,783,643	32,137,233	45,327,135	54,970,208	54,252,079	55,895,326	59,147,021	62,082,151
Net Margin	5,026,169	(5,550,991)	(2,653,327)	(4,127,716)	3,075,293	(1,991,352)	3,484,232	8,294,171	11,029,162	12,462,181	14,539,696
Cumulative Fund Balance	5,026,169	(524,823)	(3,178,149)	(7,305,865)	(4,230,572)	(6,221,924)	(2,737,692)	5,556,480	16,585,641	29,047,822	43,587,518
Profit per class		(46,258.26)	(14,740.70)	(13,759.05)	9,111.98	(5,310.27)	9,291.29	22,117.79	29,411.10	33,232.48	38,772.52
College distribution per course			12,581	12,846	18,169	23,398	31,582	33,793	36,158	38,689	41,398

Appendix G—Non-recurring Costs

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses:											
General Education	-	35	50	80	90	100	100	100	100	100	100
Program specific	20	45	70	120	135	150	150	150	150	150	150
Additional Courses/ New Program:											
General Education	3	3	3	3	2	2	2	2	2	2	2
Program Specific	5	5	5	5	3	3	3	3	3	3	3
Course Development	20	60	40	80	25	25	-	-	-	-	-
Faculty Cost/New Course	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500
Fringe Benefits	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950
Production/New Course	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250
IT/New Course	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
Total Cost of Development of Courses	1,044,000	3,132,000	2,088,000	4,176,000	1,305,000	1,305,000	-	-	-	-	-
Course Upgrading											
How often (years)	3	3	3	3	3	3	3	3	3	3	3
Courses Upgraded	-	-	-	20	60	40	100	85	65	100	85
Faculty Cost/Upgrade	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Production Cost/Upgrade	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
IT Cost/Upgrade	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Cost/Upgrade	-	-	-	150,000	450,000	300,000	750,000	637,500	487,500	750,000	637,500
Production Equipment	500,000	-	-	-	-	-	-	-	-	-	-
Enrollment Management & Marketing	600,000	-	-	-	-	-	-	-	-	-	-
Student Services	400,000	-	-	-	-	-	-	-	-	-	-
Technology	1,000,000	-	-	-	-	-	-	-	-	-	-
Overhead	189,274	225,379	145,158	290,188	113,443	99,831	44,820	36,542	26,754	39,330	31,875
Total Non-recurring Costs	3,733,274	3,357,379	2,233,158	4,616,188	1,868,443	1,704,831	794,820	674,042	514,254	789,330	669,375
Overhead:											
General & Administrative	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	5.00%

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs	5	10	15	25	30	35	35	35	35	35	35
Courses:											
General Education	-	35	50	80	90	100	100	100	100	100	100
Program specific	20	45	70	120	135	150	150	150	150	150	150
Variable/Program:											
General Education	3	3	3	3	2	2	2	2	2	2	2
Program Specific	5	5	5	5	3	3	3	3	3	3	3
Cost of TA per 110 enrollments/course	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Faculty Cost (including Fringe Benefits)per SCH			50	50	50	50	50	50	50	50	50
Course delivery	20	120	180	300	338	375	375	375	375	375	375
Fixed Faculty Cost/Delivery	12,000	12,000	-	-	-	-	-	-	-	-	-
Teacher Assistant/Delivery Course	8,000	8,000	8,000	8,000	8,000	16,000	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	2,500
Fringe Benefits	6,000	6,000	2,400	2,400	2,400	4,800	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
Overhead:											
General & Administrative	7.44%	7.20%	6.95%	6.71%	6.46%	6.22%	5.98%	5.73%	5.49%	5.24%	5.00%
Facilities' Operations	3.12%	2.91%	2.70%	2.48%	2.27%	2.06%	1.85%	1.64%	1.42%	1.21%	1.00%
Library	1.64%	1.64%	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%	2.88%	2.88%	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%	30%
Out of State Tuition	60%	60%	60%	60%	50%	50%	50%	42%	42%	42%	42%
Additional Fixed Fee	3,500,000	2,000,000	2,000,000	1,000,000	1,000,000	-	-	-	-	-	-
Administration:											
Executive Director	200,000	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	150,000
Assistant	50,000	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	120,000
Total Administration	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000	520,000

		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Programs		5	10	15	25	30	35	35	35	35	35	35
Courses Delivered		20	160	240	400	450	500	500	500	500	500	500
Headcount Growth Rate after 2019		7.0%										
FTIC In State Tuition:												
	Headcount	-	84	371	795	1,236	1,780	2,375	2,541	2,719	2,909	3,113
	Enrollments	-	483	2,210	4,885	7,904	11,647	15,484	16,568	17,728	18,969	20,296
	Credit Hours	-	1,449	6,630	14,655	23,712	34,941	46,452	49,704	53,183	56,906	60,889
	Average Load	-	8.6	8.9	9.2	9.6	9.8	9.8	9.8	9.8	9.8	9.8
	Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total In State FTIC Tuition		-	163,013	745,875	1,648,688	2,667,600	3,930,863	5,225,850	5,591,660	5,983,076	6,401,891	6,850,023
FTIC Out of State Tuition:												
	Headcount	-	21	92	273	464	700	948	1,015	1,086	1,162	1,243
	Enrollments	-	97	442	1,308	2,343	3,626	4,943	5,289	5,659	6,055	6,479
	Credit Hours	-	291	1,326	3,924	7,029	10,878	14,829	15,867	16,978	18,166	19,438
	Average Load	-	6.9	7.2	7.2	7.6	7.8	7.8	7.8	7.8	7.8	7.8
	Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State FTIC Tuition		-	123,675	563,550	1,667,700	2,987,325	4,623,150	6,302,325	6,743,488	7,215,532	7,720,619	8,261,062
Transfer Student In State Tuition:												
	Headcount	157	906	1,929	2,872	4,449	6,319	8,615	9,218	9,864	10,554	11,293
	Enrollments	342	2,887	7,222	11,145	17,037	23,929	32,578	34,858	37,299	39,909	42,703
	Credit Hours	1,026	8,661	21,666	33,435	51,111	71,787	97,734	104,575	111,896	119,728	128,109
	Average Load	6.5	4.8	5.6	5.8	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	Tuition per SCH	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50	112.50
Total In State Transfer Tuition		115,425	974,363	2,437,425	3,761,438	5,749,988	8,076,038	10,995,075	11,764,730	12,588,261	13,469,440	14,412,300
Transfer Student Out of State Tuition:												
	Headcount	52	294	1,306	2,089	3,399	4,823	6,488	6,942	7,428	7,948	8,504
	Enrollments	125	1,174	5,224	8,355	13,596	19,293	25,950	27,767	29,710	31,790	34,015
	Credit Hours	374	3,523	15,671	25,064	40,788	57,878	77,850	83,300	89,131	95,370	102,046
	Average Load	7.2	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
	Tuition per SCH	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00
Total Out of State Transfer Tuition		159,120	1,497,360	6,659,988	10,652,390	17,334,712	24,598,170	33,086,436	35,402,486	37,880,660	40,532,307	43,369,568
Total Tuition:												
	Headcount	209	1,304	3,698	6,029	9,548	13,622	18,426	19,716	21,096	22,572	24,152
	Enrollments	467	4,641	15,098	25,693	40,880	58,495	78,955	84,482	90,396	96,723	103,494
	Credit Hours	1,400	13,924	45,293	77,078	122,640	175,484	236,865	253,446	271,187	290,170	310,482
	Average Load	6.7	5.3	6.1	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4
Total Tuition		274,545	2,758,410	10,406,838	17,730,215	28,739,625	41,228,220	55,609,686	59,502,364	63,667,529	68,124,256	72,892,954
Average Class Size		23.34	29.01	62.91	64.23	90.84	116.99	157.91	168.96	180.79	193.45	206.99
Ratio - In State Credit Hours		73.3%	72.6%	62.5%	62.4%	61.0%	60.8%	60.9%	60.9%	60.9%	60.9%	60.9%
Retention Rate - Out of State Transfers		80%										
Fees:												
	Technology Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25
	Capital Improvement Trust Fund Fee	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76	6.76
	Financial Aid Fee	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25

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.

UF Online Performance Measures and Benchmarks 2013-2019

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:							
1. Accept full-time, first-time-in-college students.	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, first-time • Full-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.
2. Have the same rigorous admissions criteria as equivalent on-campus degree programs.	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 scores	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

Language CS/CS/Senate Bill 1076	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
5. Do not require any on-campus courses. However, for courses or programs that require clinical training or laboratories that cannot be delivered online, the university shall offer convenient locational options to the student, which may include, but are not limited to, the option to complete such requirements at a summer-in-residence on the university campus. The university may provide a network of sites at convenient locations and contract with commercial testing centers or identify other secure testing services for the purpose of proctoring assessments or testing.	TBD	TBD	NA	NA	NA	Narrative section in annual report	The annual report will include a narrative with a status on lab locations and testing centers.
6. Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.	TBD	TBD	TBD	TBD	TBD	# of credits awarded for both online and residential students	
Additional Proposed Measures by UF							
7.	OL program maintains student engagement at the same level as residential students	OL students will be engaged in the learning process as evidenced by student and faculty survey responses and CMS analytics	Survey data demonstrating that OL students are engaged in the learning process and analytics of Course Management Systems	Percent of positive survey respondents and percent of indicators of student engagement	Student engagement survey instrument and Course Management Systems	TBD	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.

UF Online Performance Measures and Benchmarks 2013-2019

Measures by UF	Goal	Objective	Evaluation Data	Measure	Data Source	Metric	Notes
8.	Ensure OL student retention rate is comparable to online peer institutions	OL students will have retention rates comparable to online peer institutions	Student retention data	Annual student retention data	University of Florida and Peer Institutions data	TBD	Data will be also provided to compare OL FTIC student retention rate to FTIC residential students retention rates and OL Transfer students to Residential Transfer students retention rates.
9.	Ensure OL student 6-year graduation rate is comparable to online peer institutions	OL students will have graduation rates comparable to online peer institutions	Official university data collection and peer institution records	6-year graduation rate	Official university data collection and peer institution records	Graduation rates for: UF Online programs, identical to peer institutions	Data will also be provided to compare OL FTIC student graduation rate to FTIC residential students and OL Transfer students to Residential Transfer students graduation rates.
10.	Minimum increase of academic programs of 5 per year to a maximum of 35	Achieve an annual minimum addition of 5 academic programs	Official university data collection records	Total annual count of OL academic programs	Office of Registrar	TBD	
11.	Provide a curriculum consistent with employment opportunities and lifelong learning	TBD	TBD	TBD	Student Placement Survey; FETPIP in state	1. Percent of OL Bachelor's Graduates employed and/or Continuing their Education further 1 year after Graduation 2. Median average full-time wages of undergraduates employed in Florida one year after graduation	

Note: The UF Online Annual Report will include the Performance Measures and Benchmarks as well as a narrative describing progress made on other important issues in the plan to include, but not limited to, course production, program selection, research, innovative technologies, and tuition pricing initiatives.