



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Advisory Board for UF Online

Emerson Alumni Center, Room 207

University of Florida

Gainesville, Florida

September 2, 2015

2:15 p.m.- 3:45 p.m. or upon adjournment

Chair: Mr. Carlos Alfonso

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

1. Call to Order and Opening Remarks Chair Carlos Alfonso

2. Approval of Minutes of Meeting held May 11, 2015 Chair Alfonso

3. Remarks by Director of UF Online Ms. Evangeline Cummings

4. 2014-15 Annual Report Dr. Andy McCollough
Ms. Cummings

5. Plans for 2015-16 Ms. Cummings

6. Public Comment Chair Alfonso

7. Concluding Remarks and Adjournment Chair Alfonso

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
September 2, 2015**

SUBJECT: Approval of Minutes of May 11, 2015, Meeting

PROPOSED ADVISORY BOARD ACTION

Approval of summary minutes of the meeting held via conference call on May 11, 2015.

BACKGROUND INFORMATION

Advisory Board members will review and approve the summary minutes of the meeting held via conference call on May 11, 2015.

Supporting Documentation Included: Summary Minutes for May 11, 2015

Facilitators/Presenters: Chair Carlos Alfonso

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ADVISORY BOARD FOR UF ONLINE
VIA CONFERENCE CALL
MAY 11, 2015

1. Call to Order

Chair Carlos Alfonso convened the meeting at 3:02 p.m. on May 11, 2015, with the following members present: Mr. Ernie Friend and Dr. John Watret. A quorum was established.

2. Minutes

Dr. Watret made a motion to approve the minutes from the November 20, 2014, meeting at the University of Florida. Mr. Friend seconded the motion. The members concurred and the minutes were approved.

3. Opening Remarks/Introduction

Chair Alfonso recognized Dr. Andy McCollough, Associate Provost from UF, to share the process for the selection of Ms. Evangeline (Evie) Cummings as the new Assistant Provost and Director of UF Online.

Dr. McCollough explained that a new search committee was created last summer, and a search firm hired, after a failed search had resulted in candidates who did not meet their criteria. When the second search closed in October, there were 50 applicants. The search committee narrowed the field, conducted Skype interviews, and then conducted face-to-face interviews of the finalists. Dr. McCollough stated that Evie Cummings was chosen unanimously in March and affirmed by both the committee and provost. She will begin working on July 1, 2015.

Dr. McCollough remarked that Ms. Cummings had an interesting background with significant expertise in strategic thinking and planning and demonstrated ability to bring in a diverse group to focus on a complex problem and deliver complex, substantive and, at times, controversial solutions. The committee felt such a track record has given her the experience to lead UF Online.

Dr. McCollough indicated that the Director of UF Online will eventually work with both undergraduate and graduate online education and will report to him.

4. 2015 Legislative Session Issues Related to UF Online

Chair Alfonso recognized Ms. Linda Collins, UF Governmental Operations, to discuss the legislative session.

Ms. Collins stated that the Senate budget had contained \$150 million of budget reductions, including a \$5 million reduction for UF Online. UF worked with members in both the House and Senate to explain UF Online's accomplishments to date. She said that with the budget impasse, the Legislature will need to start over with the budget when Special Session begins. It is unknown at this point whether the Senate will include this cut to UF Online.

In addition to the budget, two other issues that would affect UF Online were going through the legislative process: textbook affordability and scholarships for National Merit Scholars. Bills addressing these issues died when Session ended early, and it is unknown whether either issue will resurface during Special Session

Chair Alonso asked how the instructional materials language would impact the university. Ms. Collins said that UF already posts on the internet the requirements for textbooks for students, but the Governor also wants instructional materials to be emphasized. Ms. Collins said that his goal is for universities to get into digital materials and other inexpensive options.

UF Provost Joe Glover indicated that if UF Online and the residential program could bundle course materials and charge students for them, students could save up to 50% of the total cost of materials. However, universities do not have the authority to use this approach. Ms. Collins indicated legislators are interested in universities moving in that direction and there needs to be a conversation about how to cover the costs of those materials.

5. Pathways to Campus Enrollment (PaCE)

Dr. McCollough gave a background of the PaCE program and said that UF receives 25,000-30,000 applications a year for on-campus enrollment. He said that 6,500 of those applicants are accepted. However, there are highly qualified students who do not get in because of a lack of space at UF and they end up somewhere else. He said that UF wanted to offer those students another pathway to campus enrollment. This new pathway is through UF Online where students can enroll for their first two years and then have several options after that. They can transfer on campus with the same major or a different major or elect to stay in UF Online for the remainder of their undergraduate degree program. If the students would like to major in a program not offered through UF Online, they could apply for transfer to campus, but there would be no guarantee they could transfer to that specific college.

He said that UF made this offer to 3,000 students. So far, 246 students have accepted admission through PaCE.

The delayed rollout of the program caused some parental and student confusion. In fact, for many students the introduction to the program was when they received the letter indicating they had not been admitted to the resident program. However, the interest was high and the "rapid response" team of Enrollment Management quickly moved the program past the startup confusion to a reasonable yield.

Dr. Watret wanted to know the yield. Dr. McCollough said it was 9% and 250 students so far. He said UF Online might get some late-coming students, so the number could increase to 275. PaCE has given UF Online a rapid increase in FTIC students. Last fall, UF Online had 50 FTICs and this fall they expect to have that number plus 250 or so from PaCE.

6. Status of Implementation of UF Online Business Plan

Dr. McCollough said that UF Online is on track with 15 proposed majors. In 2016, they plan to add majors in finance, political science, mechanical engineering, public relations, and economics. In 2017, industrial engineering, microbiology and cell science, applied physiology and kinesiology, accounting, and construction management will be added.

Dr. McCollough said that UF Online generally looks at four key performance indicators: headcount, enrollment, credit hours, and tuition. He stated that across the board, performance is equal to or better than what was in the business plan.

Performance in the in-state domain has turned out better than forecasted. Tuition revenue is less, however, because there are fewer out-of-state students than forecasted in the business plan. UF Online has conversed with the private partner regarding this issue and will be meeting to discuss how out-of-state enrollments can be increased. He said that UF Online is currently authorized to operate in 48 states.

He said that if any of the key performance indicators fall substantially below forecasted levels, a 90-day notice can be given after the second year and the contract terminated.

Chair Alfonso inquired about an opportunity in South America for qualified students. He asked if Pearson would participate if they were not responsible for bringing them to the table. Dr. McCollough said that Pearson could still participate in this type of initiative, but their share of revenue would be less than it would be otherwise.

Dr. McCollough explained that 90% of UF Online students are continuing with the program and the average student age is from 28-30. There have been 264 graduates of UF Online. He further reported that 92% of students are Florida residents and 8% are out-of-state students, but this ratio is expected to change as a result of increased out-of-state marketing by Pearson.

Dr. McCollough shared some accolades that UF Online has received: (1) The US News and World Report has listed UF Online as the 13th Best Online Bachelor's Program; (2) Affordable Colleges Online said that UF Online is the #1 Cheapest Online College and (3) the College Factual said that they have the #1 Top College for Criminology offered online, and more. He said that this is just the beginning and they expect proper recognition; hopefully, the private partner can help disseminate this information.

Dr. McCollough said that the budget anticipated a negative net margin this year of \$5 million, but it was substantially less at about \$1,000,000. UF Online did better because cost was controlled.

The Institute for Online Learning plans to disseminate research throughout the system and hold a symposium for researchers to share with each other, including portfolios of best practices.

Dr. McCollough said that he sees a few challenges. The first refers to delivering laboratory experiences online. They will have a physics lab and a biology lab online, but not chemistry. Instead they will have boot camp for chemistry labs in the summer of 2016 on campus, in Apopka, and in Ft. Lauderdale. The goal is to get the chemistry lab online eventually. There are some aspects of laboratory experiences that are difficult to emulate online.

The second challenge explained by Dr. McCollough has to do with e-texts and assessment vehicles and how they can be included in the fees that should be paid by the students. The legislation allows for students to pay for tuition and holds them responsible for college textbooks and lab fees. UF wants to reduce the cost associated with college textbooks by moving on to other things that are ahead of the legislation. UF is working with legislators to open the door to e-text opportunities. For example, a Finance introductory class textbook costs around \$250, but it is possible to get an e-text for \$75.

Ms. Collins said that publishers do want to bundle electronic materials. However, she said that students can choose not to buy a textbook now and may borrow it instead. Requiring them to purchase an e-text does become a political issue. She said that the language in both bills tell universities to find these types of alternatives in terms of bundles and digital versions. She said that Joe Glover and she have met with the Chancellor and others on this matter. The statues refer to hardbound books, not materials in electronic form. She feels that they are heading in the right direction and have to continue educating people on this issue.

The last challenge he mentioned was the extent of participation by the private partner in student engagement. One of the keys to quality online learning is to reach out and find those “touch points” where students are engaged.

7. Preparation of 2014-15 Annual Report

Chair Alfonso thanked the members for an encouraging call. He said that during the September 2nd meeting at UF, they can look at the annual report so that they are ready to present it to the Board of Governors Innovation and Online Committee. Dr. McCollough said that a report will be put together 2-3 weeks before the meeting to allow members to review in advance of the meeting. Ms. Evie Cummings will be attending.

Dr. McKee indicated that the Advisory Board will be meeting on September 2, in addition to the Innovation and Online Committee.

8. Public Comment

There were no public comments. .

9. Concluding Remarks and Adjournment

The meeting was adjourned at 4:15 p.m.

Carlos Alfonso, Chair

Nancy C. McKee, Executive Director

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
September 2, 2015

SUBJECT: Remarks by Executive Director of UF Online

PROPOSED ADVISORY BOARD ACTION

For information.

BACKGROUND INFORMATION

UF Online's new Director, Evangeline "Evie" Cummings, will share her observations of - and vision for - UF Online.

Supporting Documentation Included: Evangeline Cummings' Resume

Facilitators/Presenters: Evie Cummings

EVANGELINE J. T. CUMMINGS

427 New Jersey Ave SE, Washington, DC 20003

Cell: (202) 329-0983, Home Phone: (202) 547-2553, Office Phone: (202) 564-1728, ejtcummings@yahoo.com

EDUCATION

M.S., Environmental Science and Policy **December 1998**

Johns Hopkins University, Whiting School of Engineering,
Department of Geography and Environmental Engineering Baltimore, MD

B.A., Political Science (and Certificate, International Relations) **May 1997**

University of Florida, College of Liberal Arts and Sciences,
Department of Political Science, Gainesville, FL

PROFESSIONAL EXPERIENCE

July 1999 – Present **U.S. Environmental Protection Agency** **Washington, DC**

Jan 2008 - Present

Director, Strategic Management Division,
Currently: Supervisory Program Analyst, GS-15 Step 7
Office of Strategic Environmental Management, Office of Policy, Office
of the Administrator (OA)

I currently:

- Supervise and organize the work of staff, develop capable staff, enforce disciplinary procedures and effectively appraise employee performance.
- Facilitate teams and work groups in the resolution of issues and realization of goals and objectives.
- Exercise leadership in a team-based management environment.
- Research and collect data to make sound recommendations for program policies and procedures.
- Encourage and foster customer service focus, employee development and empowerment, commitment to environmental preservation and sustainable development, integrity, professionalism and responsibility at all organizational levels.
- Communicate effectively, both orally and in writing, including public speaking and preparing written reports and memoranda.
- Establish and maintain effective working relationships with co-workers and senior EPA and non-EPA officials.

My responsibilities include:

- Responsible for providing leadership in the implementation of programmatic goals for strategic management of EPA in support of the EPA Administrator and Deputy Administrator / Chief Operating Officer and in doing so, exercises authority and skill in formulating program policies and objectives.
- Lead coordination and deployment of the U.S. EPA Administrator's four cross-agency strategies – Working Toward a Sustainable Future, Promoting a New Era of Partnerships, Making a Visible Difference in Communities and Ensuring EPA is a High Performing Organization. In doing so, I work with

heads of each strategy and the heads of each major EPA organization to ensure meaningful strategies, plans for annual action, targets/measures to track completion, feedback mechanisms and forums for leadership troubleshooting, means of celebrating/awarding successes and final reporting on results to the White House on a quarterly and annual basis.

- Lead a cross-agency team to support the Deputy Administrator in designing, convening and supporting EPA's premier internal governance council for all 27 highest ranking non-politically-appointed offices, entitled the *Executive Management Council (EMC)*, convened three times annually;
- Lead a team to support the Deputy Administrator in designing, convening, and identifying critical discussion topics for "Program Update" meetings between the Agency's senior leadership and the National Program Managers, headquarters programs, Regional Offices; convened every 5 weeks with 9 national leaders of EPA's major organizations with the EPA Deputy Administrator;
- Promotes strategic management practices to enhance Agency effectiveness through program analysis and the development and deployment of other management strategies (e.g., innovative performance measurement, strategic planning, and action plan development) that enhance productivity and improve the effectiveness of Agency programs and priorities.

Leads the division's internal operations, including:

- Exercises authority to set long-range work plans and schedules for internal or contract work; assures implementation of goals and objectives, manages the division budget and determines the best approach or solution for resolving budget issues.
- Provides authoritative and procedural expertise to the Office Director to assist in the development of office operational plans and internal policies and procedures.
- Leads a multi-functional team with a variety of technical expertise to deliver on programmatic goals and objectives.
- Plans for long-range staffing needs and skill requirements. Oversees development and implementation of division project plans; communicates program goals, policies and priorities, ensures meeting of division goals and objectives.
- Exercises responsibility over staff members, making assignments, and determining responsibilities and priorities, evaluation of employee performance, recommending appropriate incentives, initiation corrective actions, assuring safety practices, keeping employees informed of management and personnel policies.
- Represents the Division with organizations across OP and AO; other EPA organizations; Federal and States agencies; and national organizations. Delivers effective oral presentations and briefings to EPA and non-EPA audiences.

Jan 2007 - Dec 2007

Special Assistant to EPA Chief Information Officer (CIO) and Assistant Administrator (AA) for Environmental Information, Molly O'Neill (senate confirmed appointee)

- As principal senior advisor to CIO and OEI AA, provided advice and guidance on policy development, planning coordination and a variety of other matters and assignments. Identified problem areas, developed and recommended solutions and specific policies related to urgent and sensitive operation or programmatic areas of interest.

- Supervised the preparation of congressional materials including testimony, memoranda and overall hearing prep.
- Oversaw operations within the CIO's Immediate Office including the coordination of assignments and responsibilities among secretaries and schedulers to ensure efficient and sound front office operations, including work to ensure timely review and processing of critical paperwork essential to the CIO, and identifying other tools or approaches necessary to enhance the performance of the Assistant Administrator's Immediate Office.
- Served as OEI Communications Director, which involved reviewing and editing communication materials on technical topics prepared for a non-technical audience and engaging with OPA and press.
- Served (11/07 – 12/08) as Agency Co-Chair, EPA Good Guidance Policy Group a follow-up effort regarding EPA ongoing implementation of the OMB Bulletin for Agency Good Guidance Practice.
- (Contact Supervisor: Yes, Supervisor's Name: Molly O'Neill, Supervisor's Phone: 703/953-4319)

Sept 2006 – Dec 2006

Special Assistant to Acting Deputy CIO and Acting Principal Deputy Assistant Administrator for Environmental Information, Craig Hooks

As principal senior advisor to Acting OEI DAA provided advice and guidance on policy development, planning coordination and a variety of other matters and assignments. Identified problem areas, developed and recommended solutions and specific policies related to urgent and sensitive operation or programmatic areas of interest. Supervised the preparation of congressional materials including testimony, memoranda and overall hearing prep. (Contact Supervisor: Yes, Supervisor's Name: Craig Hooks, Supervisor's Phone: 202-564-4600)

June 2006 – Aug 2006

Senior Advisor to the Assistant Administrator, Immediate Office, OEI

Jan 2006 – June 2006

Maternity Leave

Sept 2004 – Dec 2005

Special Assistant to EPA CIO and AA for Environmental Information, Kimberly T. Nelson (senate confirmed appointee)

Oversaw operations within the Chief Information Officer's Immediate Office. This included coordinating assignments and responsibilities among secretaries, coordinating assignments and responsibilities and providing advice to the junior special assistants including two speech-writers, ensuring timely processing of critical paperwork essential to the CIO, and identifying other tools or approaches necessary to enhance the performance of the Assistant Administrator's Immediate Office. (Contact supervisor: Yes; Supervisor's name: Kim Nelson, Microsoft Corporation, VA)

Specific Accomplishments:

- Developed and oversaw the implementation of a national roll-out strategy for a proposed regulation including a key notification to top Congressional leadership.
- Worked collaboratively with top political leadership at EPA and other federal agencies to ensure the successful finalization and release of a regulatory proposal and a congressional notification.
- Provided independent analysis and advice in the form of briefings and updates for senior EPA political leadership including confidential duties as

assigned (including prepping political officials for confirmation hearings and hearings on other matters of interest to the House and Senate)

- Supported political leadership during interviews with national radio/paper press including NPR, USA Today, Wall Street Journal, and NY Times.
- Reviewed, developed, edited and finalized briefing materials for the EPA Administrator, Deputy Administrator and Chief of Staff

Mar 2004 – Aug 2004

Staff lead, Toxics Release Inventory (TRI) Burden Reduction Team, TRI Program Division, Office of Environmental Information (OEI)

And, Special Assistant to the Director, TRI Program Division, OEI

- Experience leading a cross-Agency team of diverse background and expertise to develop and refine options for a highly controversial and visible regulations strategy
- Experience conducting analysis of regulatory implications including the impact of existing regulations on reporting behavior and national release trends for Lead and Lead Compounds and providing such analysis to House staffers in response to their request. The Agency currently relies upon this analysis for subsequent requests on this recurring topic of interest by congressional staff.
- Experience developing regulations with a team including economic and legal strategy discussions
- Experience developing and conducting numerous effective oral presentations and briefings to non-EPA stakeholders including State, Tribal and Non-governmental representatives on contentious, regulatory TRI topics.
- Experience providing advice and support for the TRI Director to ensure smooth operations and sound planning of Division activities to help TRI advance its programmatic mission.
- (Contact Supervisor: Yes, Supervisor's Name: Mike Petruska, 443-370-1973)

Nov 1999 – Apr 2004

Staff, Analytical Products Branch, Environmental Analysis Division, Office of Information Analysis and Access, OEI

Duties included:

- US EPA lead for development and national Agency implementation of the EPA Information Quality Guidelines as required by the Data Quality Act of 2001, which included two roles as (1) Chair, national Information Quality Guidelines (IQG) policy development workgroup and later (2) Lead, National IQG policy development and implementation.
 - o Lead the development of a national policy and public involvement strategy of a controversial nature with an Agency-wide workgroup from across the country (implementing the Data Quality Act of 2001 and subsequent OMB directives on Information Quality)
 - o Worked with multiple federal agencies on policy strategies regarding with highly controversial and visible topics
 - o Represented EPA in direct negotiation of policy options with senior government officials
 - o Read and summarized extensive public comments on complex regulatory and policy options and subsequently providing analysis of public sentiment and recommended options with national implications for top EPA leadership decision and direction.
 - o Demonstrated the ability to think and work at a strategic level, while recognizing and addressing the specific and local needs of policy

implementers

- o Demonstrated the ability to develop strategically-oriented policy with the organization's multiple stakeholders
- o Developed an Agency-level policy that aligned with external legislation and reflected the state-of-the-art in the technical area for which the policy was being written

Duties from Nov 99 – Nov 01 included:

- Working as part of the Information Product Quality Team to develop and later publish findings of a national study (see Publications) of EPA experiences to date on disseminating various types of technical information to the public in order to advise senior leadership on sensitive policy matters regarding how EPA provides complex information to the public of known, sufficient quality and context. (Contact Supervisor: Yes, Supervisor's Name: Barry Nussbaum, Supervisor's Phone: 202-566-1493)

July 1999 – October 1999 Staff, Center for Environmental Information and Statistics, Integrated Analysis, Interpretation and Assessment Division, Office of Policy, Planning, and Evaluation

Duties included:

- Identifying policy issues, evaluating technical and scientific information, and recommending action items for management on issues related to enhancing environmental data and information
- Representing CEIS on national workgroups including development of Agency Data Standards and the development of the first Information Products Bulletin (<http://www.epa.gov/ipb>)
- Experience in working effectively with teams as a member of a team (Contact Supervisor: Yes, Supervisor's Name: Wendy Cleland-Hamnet, Supervisor's Phone: 202-564-3810)

Feb 1998 – Aug 98

Environmental Site Assessor and Compliance Auditor, PMT and Associates, Inc. Timonium, MD

Assessment duties included:

- Conducting land-use record searches; assessing and documenting current geological and hydrological conditions; visually interpreting and classifying relevant site conditions; collecting well water samples for subsurface (Phase II) investigations and interviewing workers and property managers/owners on-site

Auditing duties included:

- Interviewing company owners on-site, reviewing all pertinent documents (permits, etc.), and conducting site survey to ensure compliance with state and local requirements. (Contact Supervisor: Yes, Supervisor's Name: Paul Thompson, Supervisor's Phone: 4105619660)

TRAINING

- EPA Leadership Development Institute - Successful Leaders Program (SLP): Part I EPA Excellence in Supervision April 11-13, 2011, Chicago, IL
- EPA Leadership Development Institute - Successful Leaders Program (SLP): Part II: EPA Excellence in Supervision, July 23-25, 2011, Chicago, IL
- Federal Budgeting for Non-Budgeting Personnel, USDA Grad School course, June 3-5, 2008

- Leadership for a Democratic Society, Federal Executive Institute, Charlottesville, VA, the month of February 2008
- Leadership Skills for Non-Supervisors/Managers, Western Management Development Center, Office of Personnel Management (OPM), Denver, CO (September 28 – October 3, 2003)
- Experience providing training to hundreds of EPA staff and management on a national policy initiative including appropriate implementation and how best to integrate policy considerations into regulatory development. (Information Quality Guidelines training)

PUBLICATIONS

- U.S. EPA, Science Policy Council. A Summary of General Assessment Factors for Evaluating the Quality of Scientific and Technical Information, EPA 100/B-03/001. Washington, DC: EPA, June 2003. <http://www.epa.gov/osp/spc/2polprog.htm>
- US EPA, Office of Environmental Information. Guidelines for Ensuring and Maximizing the Quality, Objectivity, Utility, and Integrity of Information Disseminated by the Environmental Protection Agency. EPA/260R-02-008. Washington, DC: EPA, December 2002. <http://www.epa.gov/oei/qualityguidelines>
- Tsbiris, Evangeline. The OEI Best Practices Series for Analytical Information Products, Technical Papers of the 20TH Annual Conference on Managing Environmental Quality Systems, St Louis, MO, April 2-6, 2001. <http://www.epa.gov/quality/qs-docs/20qa-papers.pdf>
- Tsbiris, Evangeline, Information Quality Guidelines. Proceedings for the 21st EPA Annual Quality Conference, Phoenix, AZ, April 8-11, 2002. <http://www.epa.gov/quality/qs-docs/21qa-papers.pdf>
- US EPA, Lessons Learned for Designing, Developing, and Disseminating Environmental Information Products. EPA-260R-00-001. November 2001. http://www.epa.gov/oei/pdf/OIAA_Lessons-learned.pdf
- Tsbiris, Evangeline. Economic Valuations of Environmental Resources: Need for Ethical Considerations. Conference Proceedings for the Tenth International Conference on Philosophy and Ecology. International Association for Greek Philosophy. Samos, Greece. August 23-28, 1998.

AWARDS

- EPA Bronze Medal - National Executive Leadership Development Conference Team -2014
- EPA Bronze Medal – Advocating Lean at EPA 2014
- Superior Accomplishment Time off Award, December 2012, in recognition of Evangeline’s leadership and support for of EPA’s Executive Management Council, Change Leadership and Strategy Committee
- OPEI ORPM Quality Step Increase, FY09
- CIO Innovation Award for work on the Puget Sound Information Challenge, July 2008.
- Superior Accomplishment Recognition Award for coordinating and facilitating the TRI Burden Reduction congressional notification and proposal of the TRI Burden Reduction rulemaking (September 2005)
- Time-Off Award for outstanding efforts in coordinating the final Agency review and communications materials for the TRI Phase II Burden Reduction proposed rule issued in October 2005.
- Superior Accomplishment Recognition Award for outstanding contributions to the improvements in day-to-day operations in the OEI Immediate Office. (March 2005)
- EPA Bronze Medal for Commendable Service for the development and implementation of the Information Quality Guidelines (October 2003)
- EPA Bronze Medal for Commendable Service for participation on EPA Science Policy Council “Assessment Factors” workgroup (September 2003)
- Peer award from the Office of the Chief Financial Officer (OCFO) for “Exemplary interoffice assistance and cooperation in developing the OCFO Information Quality Guidelines Implementation guidance” (July 2003)
- Superior Accomplishment Recognition Award for lead role in implementing the EPA Information Quality Guidelines. (October 2002 – Jan 31, 2003)
- Time-Off award for leading the Agency thru the Final Agency Review to produce the final EPA Information Quality Guidelines. (July 2002)
- Superior Accomplishment Recognition Award for efforts in initiating, coordinating and delivering the draft Information Quality Guidelines. (Nov 2001- April 30, 2002)

- EPA Bronze Medal for Commendable Service, Information Product Quality Team (development of Lessons Learned document) (February 2001)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
September 2, 2015**

SUBJECT: UF Online 2014-15 Annual Report

PROPOSED ADVISORY BOARD ACTION

Approval.

BACKGROUND INFORMATION

In regard to the business plan for UF Online, section 1001.7065(4)(b)3, Florida Statutes, directs the Advisory Board to:

Monitor, evaluate, and report on the implementation of the plan to the Board of Governors, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

To fulfill the requirement for a report on the implementation of the plan, the Advisory Board will review the draft 2014-15 Annual Report for approval and submission to the recipients listed above.

Supporting Documentation Included: Draft 2014-15 Annual Report

Facilitators/Presenters: Dr. Andy McCollough/Ms. Evie Cummings

UF Online Annual Report Academic Year 2014-2015

Contents

Introduction.....	2
Organizational Structure	2
Marketing	4
Recruitment.....	8
Enrollment & Retention	10
Policies & Practices: Funding, Participation, and Delivery	14
Academic Integrity.....	14
Majors.....	15
Course Production	16
Evaluation of Programs & Faculty	18
Faculty and TA Training	20
Enrollment Management	21
Student Support	22
Research	26
Revenues & Expenses.....	27
New Initiatives.....	28
Challenges	29
Successes & Accolades	30
Appendix 1: Student Profiles & Testimonials	32
Appendix 2: Proposed Update to UF Standards & Markers of Excellence.....	34
Appendix 3: Student Faculty Evaluation Responses.....	36
Appendix 4: Emerging Policies and Practices in UF Online	37
Appendix 5: General Education Courses	40
Appendix 6: Academic Year Summaries	43

Introduction

UF Online continued to grow and develop during the 2014-2015 academic year. The various goals and metrics established by the comprehensive business plan were met or exceeded, and the “launch” phase was completed successfully. The second or “adolescent” phase has begun with renewed energy, new possibilities, and a reassessment of the forecasted 10 year trajectory.

Among the many new potential “change-making” factors in this initiative are:

1. A new Director of UF Online;
2. A new admissions program Pathway to Campus Enrollment (PaCE) for UF Online;
3. Leadership in a new, major consortium, UNIZIN;
4. Leadership and participation in a Personalized Learning Consortium (PLC), a working group of APLU;
5. Completion of membership recruiting for Online Learning Institute (OLI) and establishment of the needed space and budget;
6. A review and reconsideration of the current public/private partnership;
7. A review and consideration of a “joint venture” with a Brazilian company to develop dual degree options through UF Online.

All of this is occurring in a world of change or disruptive innovation. A growing number of public and private universities view online learning as a critical element in their current strategic planning. The increasing sophistication of the online modality and the rapid infusion of learner-centered technology has contributed to a growth rate in enrollments of close to 8% annually compared to a growth in total enrollment in higher education of just over 1% annually.

Michael Brown, in a recent paper for EDUCAUSE, noted several features of this ecosystem that resonate with our experience.

1. **Ubiquity of digital ownership.**
A recent study of student ownership of smartphones and tablets concluded 90% and 58% respectively and in both cases these devices are used directly for academics by most owners.
2. **Rapid change in learning space.**
The evidence indicates that not only is the teaching/learning space expanding to importantly include the asynchronous “virtual” space but as Brown notes, “student sound”, students formulating a custom, multi-institutional pathway to a degree, has become more prevalent.
3. **Adaptive Learning and Learning Analytics.**
The real time utilization of learning analytics made possible by evolving technologies has provided a viable pathway for learning-centered, user-feasible adaptive learning.
4. **De-compartmentalizing the ecosystem of higher education.**
Institutional space and disciplinary boundaries are becoming less important in the repository world. UNIZIN, a consortium of “major universities”, is working towards a repository for digital objects that can be utilized across the consortium.

All of these instances are currently on the “radar” of UF Online. The program is either participatory or piloting or researching each of these elements as we maintain our cutting edge in content quality and platform robustness.

Organizational Structure

Since its inception, UF Online has had an Interim Director (except for a three month period). The Associate Provost for Teaching and Technology has served in that capacity and, in so doing, has developed an interest, some knowledge, and

important contacts in the Online Learning World. The recent appointment of Ms. Evangeline Cummings as the Director of UF Online has enabled UF to put in place an organizational structure that takes advantage of the experience gained and maintained the important role that UF Online occupies in the portfolio of programs offered by the University.

Figure (1) is the organizational chart that will capture the intentions noted.

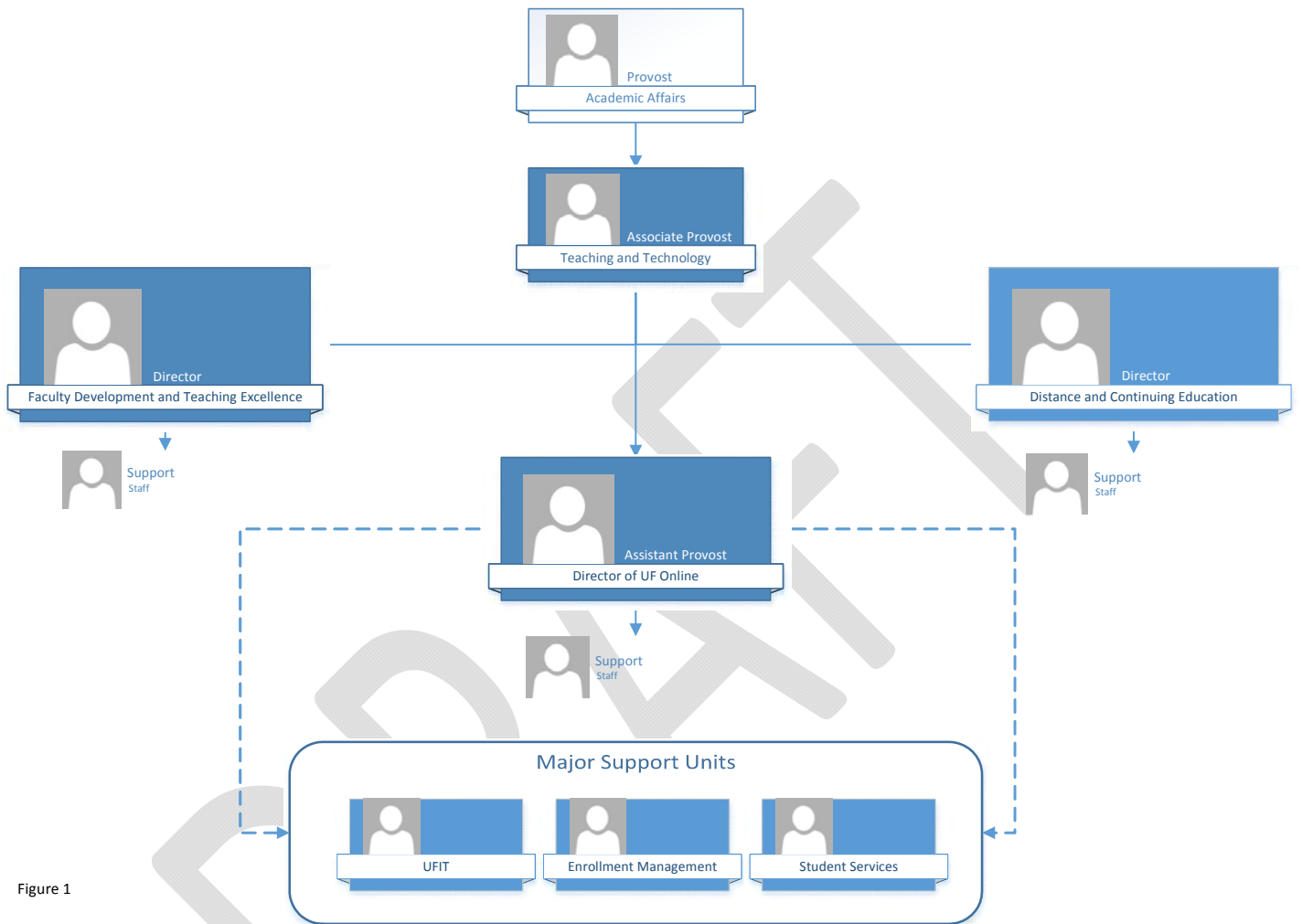


Figure 1

UF Online has “dotted” line relationships with the major support units of the University: IT, Enrollment Management, and Student Services. These units 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.

Public/Private Partnership

The University has contracted with Pearson Learning Solutions since the inception of UF Online in January 2014 as a response to the question, “can we, in house, perform the necessary functions for distinction as efficiently and effectively as a private partner.” The Strategic Planning Management Team concluded that, at least in the startup phase, the answer to that question was “no.” However, it was noted that the timeline for performance measurement was the short run if not immediately.

General Overview

The University of Florida and Pearson have partnered to market, recruit, and retain students for the suite of bachelor degree programs referred to as UF Online. Leveraging UF’s brand, reputation, credentials, and awards, Pearson creates, publishes and

optimizes marketing campaigns. Those campaigns build awareness of UF Online programs and drive interest into the recruitment process via direct response properties. Pearson Enrollment Coaches field telephone and online requests for information generated through the program marketing. After screening the inquiries, Enrollment Coaches support the prospective students as they complete their application using a skillful coach approach in which building relationships and having a responsive communication plan is at the core. Upon review and acceptance by UF, students are paired with a Pearson Student Support Program Coach who outlines the keys to success, has proactive check-ins, and generally supports the students as they progress in their field of study. The cross functional team approach allows Pearson to identify trends and optimize strategies.

The team at Pearson consists of 30 fully-dedicated individuals and over 40 additional support personnel.

Future of the Partnership

After 18 months of service delivery, it was evident that Pearson had not met key performance indicators associated with out-of-state students, and on June 24, 2015, they were served notice of an intent to terminate the existing agreement. Subsequently at their request, a meeting was held on July 22, 2015, to discuss the notice of intent and to explore the possibility of a changed but continuing relationship between the parties. That conversation continues today. It appears that the outcome will be a full termination or a continuation with a revised services list and business model.

Marketing

Below are the primary components of our marketing strategy:

- Position UF Online as the best value among top-tier undergraduate offerings available online.
- Drive national and local lead generation through value, brand and degree-specific messages on targeted media channels.
- Support through a world-class student enrollment experience.
- Deliver on that promise with dedicated faculty using best-of-breed course design, hands-on student support, and access to the resources of a top US University.

Target Audience

Marketing's target audiences are determined by student goals for in-state first time in college, in-state transfer, out-of-state first time in college and out-of-state transfer students. These segments guide the messaging and geo-targeting of media investment. In 2015, we have increased our investment in measurable media and in out-of-state lead generation.

Continuing these efforts for the remainder of the year should result in a 102% increase in total lead flow, including 103% increase in out-of-state lead flow.

Foundational messaging to support the marketing strategy:

EXCELLENT *Top-tier University *Emphasis on highly respected rankings *Join the Gator Nation	AFFORDABLE *Affordable excellence without compromise *Deeply discounted tuition rates *Low cost for high quality	EXTENSIVE *13 bachelor's programs	CONVENIENT *Transfer credits accepted *100% Online *Learn at your own pace, from wherever you are
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Messaging Strategy & Creative Assets

The messaging strategy appeals to various audiences. The “Be Greater. Be a Gator.” Umbrella message is designed to deliver an integrated message across all touch points, with an emphasis on UF’s academic reputation and Gator pride. Message is designed to be flexible and relevant to all audiences (FTIC/Transfer, in-state/out-of-state).

Application of foundational messaging:

<p>Be Greater. Be a Gator.</p> <p>Learn more about the top-tier degrees now available 100% online from the University of Florida.</p>	<p>Great Value. Greater Degree.</p> <p>Our affordable tuition rates and financial aid options make the University of Florida a great place to earn a top degree, for less.</p>
<p>Gators, At Your Service</p> <p>UF's technical assistance, academic advising and other resources help you make the most of your online education.</p>	

In effort to continuously improve response volume and quality, the following assets were created in Q2 2015.

Landing Page

Print Ad	Banner Ad	Brochure	Social Media Ad

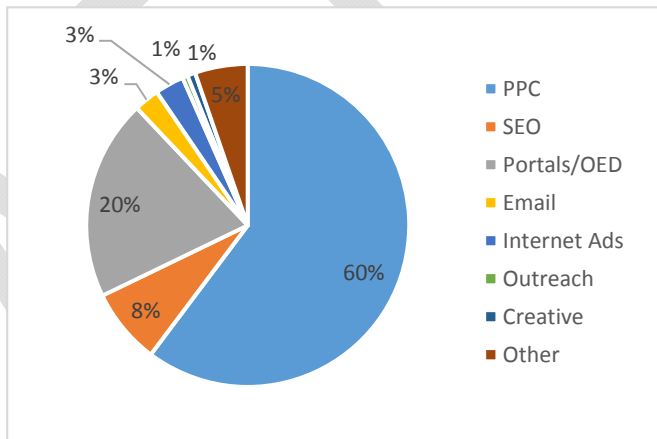
These new creative assets provide a more vibrant look and feel that can create a strong connection to the brand while building upon the larger UF brand. These new assets will also provide for more customization of creative assets by audience as described below.

- Programmatic images for program-specific campaigns
- Imagery of younger demographic for homeschool/FTIC show
- Blend of photos representing various ages and ethnicities on brochures
- Alignment with UF style guide – feels like one family

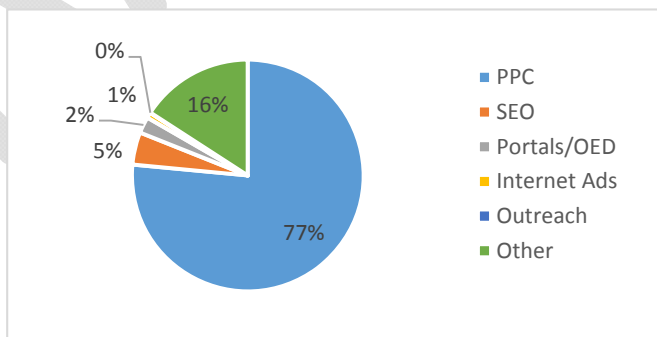
Marketing Spend by Channel

Below are amounts spent for marketing broken down by specific channels. The first table and chart contain the amounts for the first two quarters of 2015. The second table and chart contain the amounts for the entire 2014 calendar year.

Investment by Channel Q1-2 2015	
PPC (Bing, Facebook, Google, LinkedIn, Yahoo)	\$1,334,983
SEO	\$167,925
Portals/OED	\$445,633
Email	\$56,066
Internet Advertising	\$64,344
Outreach	\$11,840
Creative	\$17,742
Other (Facebook Video, Pandora/Spotify, Test Q3-4)	\$116,999
Total	\$2,215,532



Investment by Channel Calendar Year 2014	
PPC (Bing, Facebook, Google, LinkedIn, Yahoo)	\$2,996,232
SEO	\$177,065
Portals/OED	\$89,841
Internet Advertising	\$29,192
Outreach	\$2,386
Other (Radio, fees)	\$621,284
Total	\$3,916,000



Abbreviations: PPC: Pay per Click; SEO: Search Engine Optimization; OED: Online Education Directory

Where were we and where are we going?

Pearson Marketing for UF Online launched in December 2013 with Search Engine Marketing (SEM), expanding to additional digital mediums (display/banners), radio, and social media through Q2 of 2014. In Q3/Q4 of 2014 Marketing expanded into highly targeted digital advertising mediums, with a focus on the following priorities:

- Increasing conversion of paid media to lead (RFI)

- Increasing focus on the FTIC student
- Increasing out-of-state lead volume and conversion

In Q1/Q2 of 2015 new channels have been introduced, to have a more diversified portfolio. The integrated approach is important because it reaches our audiences on multiple levels, reinforcing our message and creating a strong “sum of parts.”

- PPC: Bing, Facebook, Google, LinkedIn, Yahoo
- SEO
- Portals/OED
- Referral (Direct Apps on website, UF referrals)
- Outreach (Radio, College Fairs)
- Email
- Internet Advertising

The channel diversification and ability to test and optimize has led to recent successes.

- Fall 2015 lead flow increased by +31% in-state and +29% out-of-state
- Videos: Facebook campaign – out-of-state branding, lead generation, website content
- FPEA Homeschool Conference – FTIC, lead generation, increased exposure
- SEO content – launched 9 infographics; blogs
- Database communication & Webinars – yielded 44 applications
- Social Media- fan base and engagement (35K fans)

As we move into Q4 of 2015 and beyond, marketing has a heavy focus on improving the out-of-state conversion.

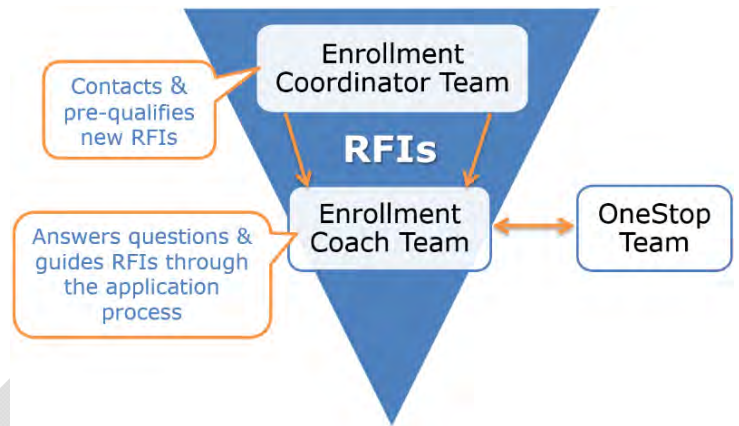
- Conduct database survey and competitive analysis to impact marketing and recruitment messaging
- Develop and implement out-of-state cultivation strategy to influence lead-to-application conversion
- Continue to build web site content to impact SEO rankings – video, blogs, infographics
- New audience targets – military, moms
- Further internet Ad testing w/ FTIC audience
- Launch high market demand programs in 2016

Recruitment

Structure and Strategy

The UF Online recruitment operation is a dynamic one between the internal recruitment team at Pearson and the UF Online OneStop team. Pearson's recruitment team working closely with the UF OneStop are dedicated to following up with the 5,000+ monthly requests for information (RFIs).

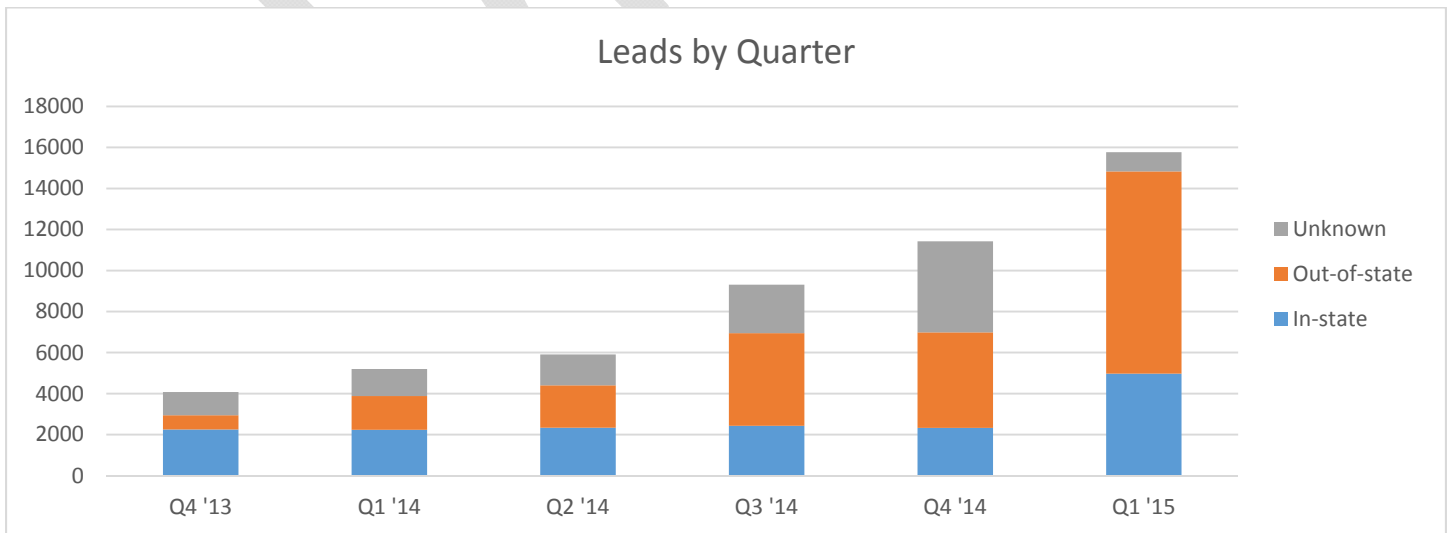
RFIs are funneled through the recruitment process utilizing a skillful coach approach. Enrollment Coordinators are the first point of contact and assist in answering basic questions with the intention of determining preliminary eligibility based on the requirements for First Time in College (FTIC), Lower-Division and Upper-Division applicants. Once the general eligibility status of an RFI has been determined, an Enrollment Coach addresses program specific requirements with the prospect and assists him or her through the application process. During this process, communication between the Enrollment Coaches and OneStop is essential. Both parties work collaboratively to ensure that applicant documentation is completed in order to allow the colleges at UF to render decisions.



In-State vs Out-of-State

Leads

Attracting qualified out-of-state applicants remains a focus for our efforts. Our marketing efforts continue to expand and adapt to the out-of-state market. As a result we are attracting a growing number of leads from outside of the state as demonstrated in the chart below which shows an increasing volume of leads across the board but particularly among out-of-state prospects. Lead generation alone is not adequate. Making sure that the leads we receive are well-qualified and then converting them into applicants is the work of our recruitment team.



Note: The issue of "Unknown" leads was fixed in 2015. All channels now report on this data element.

Year over Year New Students

Brand awareness is strong in the state of Florida. The 2014 spring and summer enrollment performance illustrated that, with over 90% of the student population coming from the state of Florida.

2014	In State	% of New Students	Out of State	% of New Students	Total Students
Spring	95	93%	7	7%	102
Summer	64	91%	6	9%	70

In Q4 of 2014 recruitment along with marketing put a strong focus on increasing the out-of-state population. The first effort was to increase the geo-targeting of RFIs to capture more out-of-state inquiries. There is some latency involved with launching new initiatives, thus the effect was not completely realized by the spring 2015 term. However, the overall population of out-of-state students from spring 2014 to spring 2015 did increase by 186%. We saw increases between the summer 2014 and summer 2015 terms as well. The out-of-state student population increased 317%. This was a higher percentage growth from the previous spring term. Typically summer terms enroll a fraction of the population of students as compared to spring or fall terms, thus the fact that the summer 2015 term enrolled 5 more out-of-state students than the spring 2015 term is statistically significant.

2015	In State	% of New Students	Out of State	% of New Students	Total Students
Spring	221	92%	20	8%	241
Summer	145	85%	25	15%	170

Year over Year Conversion Trends

Comparison of Spring Terms

UF Online has seen growth year over year in every phase of the recruitment process for the spring term. Completed applications grew by 64% from spring 2014 to spring 2015. Acceptance rates increased from 42% in spring 2014 to 57% in spring 2015. Enrollments grew by 136% from spring 2014 to spring 2015.

	Spring 2014	Spring 2015
Completed Applications	321	525
Admitted	135	297
Denied	186	228
Enrolled	102	241

While we did have some successes in growth in the aforementioned categories, we also identified that our out-of-state audience typically converts at a lower percentage than in-state. However year over year comparisons for spring 2014 to spring 2015 for in-state and out-of-state applications both show positive trends. In-state completed applications grew by 43% and out-of-state grew by 406% from spring 2014 to spring 2015. In-state acceptance rates went from 43% to 59% and out-of-state grew from 22% to 44%. In-state enrollments increased by 133% and out-of-state enrollments increased by 186%.

Spring 2014	In State	Out-of-State
Completed Applications	303	18

Admitted	131	*4
Denied	172	14
Enrolled	95	7

Spring 2015	In State	Out-of-State
Completed Applications	435	90
Admitted	257	40
Denied	178	50
Enrolled	221	20

*Based on admission prior to residency verification

Comparison of Summer Terms

The summer term provides a lot of challenges from a recruitment perspective. Traditionally the enrollment numbers are a fraction of spring or fall. Nevertheless UF Online was able to see growth year over year in every phase of the recruitment process for the summer term. Completed applications grew by 100%, acceptance rates increased from 34% in summer 2014 to 47% in summer 2015, and enrollments increased by 143% year over year.

	Summer 2014	Summer 2015
Completed Applications	237	474
Admitted	81	218
Denied	156	252
Enrolled	70	170

The summer term continued the momentum of spring's positive year over year trends for both in-state and out-of-state. In-state completed applications increased by 81% from summer 2014 to summer 2015 and out-of-state increased by 209%. The in-state acceptance rates increased from 39% to 51% in addition to the out-of-state rates increasing from 6% to 28%. In state enrollments increased by 127% and out-of-state increased by 317%. This is attributed to the increasing knowledge and understanding of not only the UF Online audience, but of the Pearson recruitment team's continual evolution and convergence with UF policies, practices and overall knowledge.

Successes

Through collaboration and constant communication, Pearson and UF are making progress. This has resulted in many successes over the past year. We have seen an increase both in completed applications year over year in the acceptance rates of those completed applications.

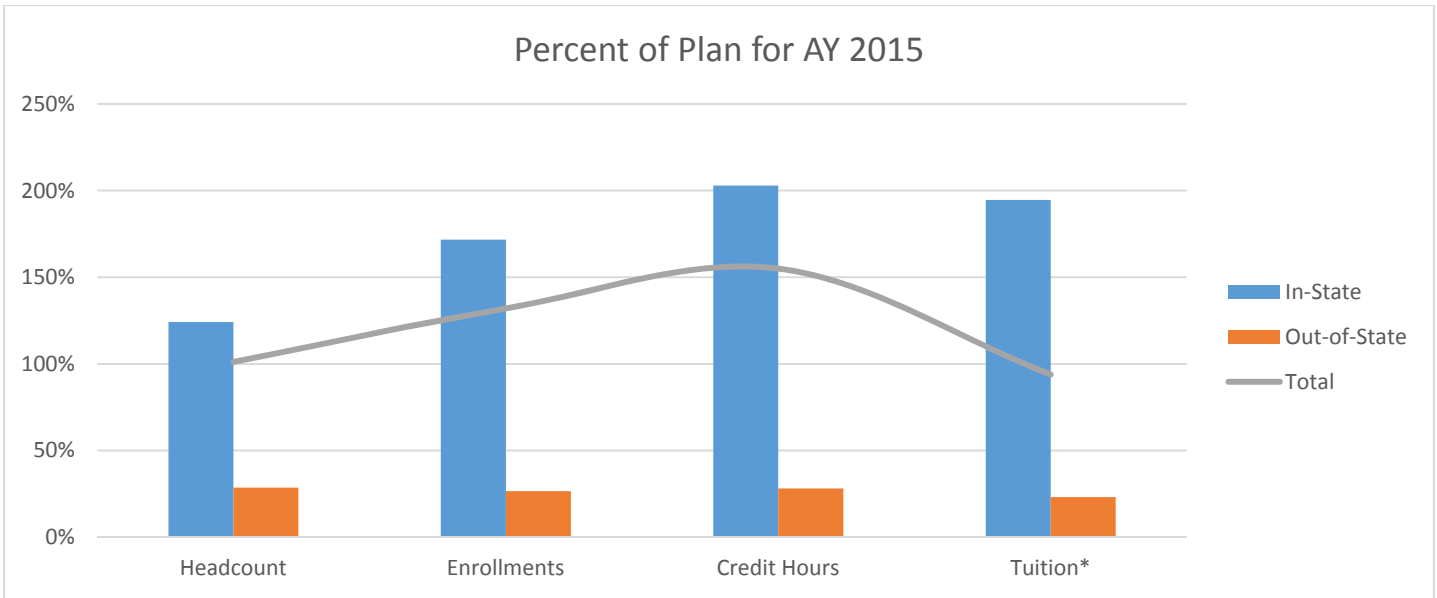
Enrollment & Retention

Comprehensive Business Plan Expectations

The Comprehensive Business Plan established 4 basic metrics related to enrollment: headcount (i.e. unique students), enrollments (number of classes taken), credit hours, and tuition revenue. The table and chart below contain data related to those 4 indicators for the 2014-2015 academic year. This table and chart demonstrate how UF Online has performed so far in relation to the expectations laid out in the business plan. (See Appendix 6: Academic Year Summaries for additional data.)

AY 2015	In-State			Out-of-State			Total		
	Actual	Model	%	Actual	Model	%	Actual	Model	%
Headcount	1,229	990	124%	90	315	29%	1,319	1,304	101%
Enrollments	5,785	3,370	172%	338	1,271	27%	6,123	4,641	132%
Hours	20,514	10,110	203%	1,071	3,814	28%	21,585	13,924	155%

Tuition*	\$2,213,624	\$1,137,376	195%	\$374,339	\$1,621,035	23%	\$2,587,963	\$2,758,410	94%
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* The tuition amounts are for tuition received after waivers (e.g. EEP) have been granted. These amounts do include repeat course surcharge fees.

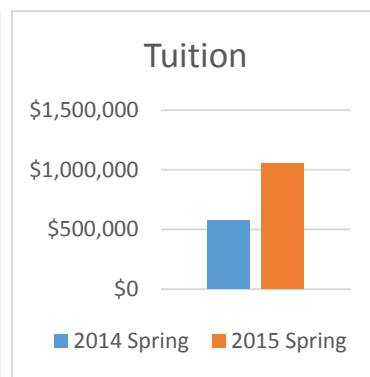
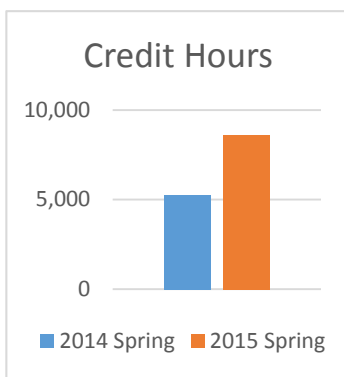
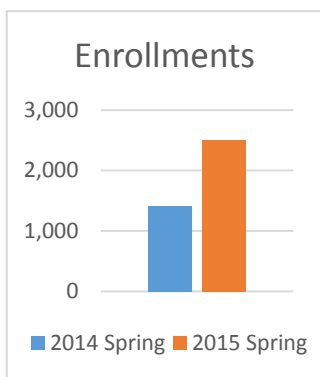
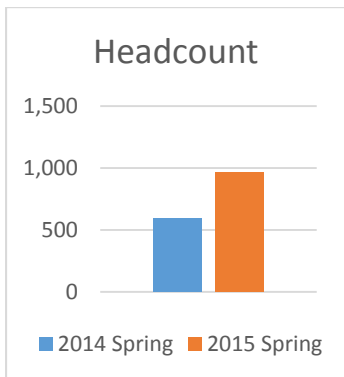
We can glean some important insights upon consideration of these data:

1. UF Online is near or above the overall expectations for all 4 benchmarks.
2. While we are largely on target, it is not for the reasons expected. Instead the actual performance of UF Online is differing at three points:
 - a. We have more in-state students than expected.
 - b. We have not yet been able to enroll as many out-of-state students as expected.
 - c. UF Online students are enrolling in more classes for many more credits than expected. This third point helps to explain why the total tuition revenue is near the benchmark despite the fact that we have not been able to attract the expected number of out-of-state students.

Comparing Spring 2014 to Spring 2015

Comparison of key metrics from the spring 2014 and spring 2015 semesters shows the progress we are making.

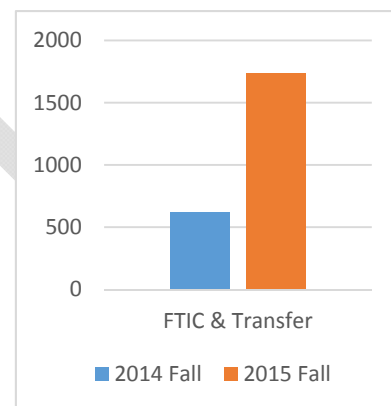
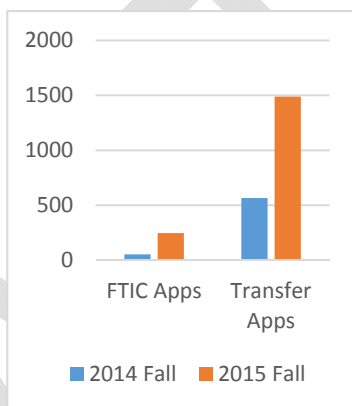
Term	Headcount	Enrollments	Credit Hours	Tuition
2014 Spring	596	1,407	5,260	\$574,360
2015 Spring	965	2,501	8,601	\$1,051,679
	162%	178%	164%	183%



Comparison of Fall Applications

While we do not yet have accurate numbers on enrollments for the fall 2015 semester, we have seen a 215% increase in the number of FTIC and transfer applications to UF Online for this fall term as compared to fall 2014. Applications from FTIC students have increased at an even higher rate.

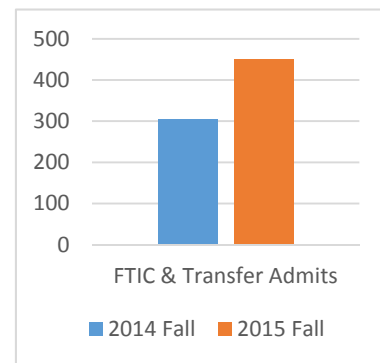
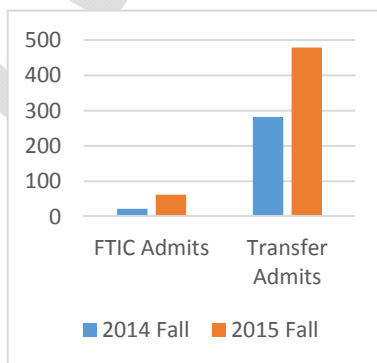
Term	FTIC Apps	Transfer Apps	FTIC & Transfer Apps
2014 Fall	53	566	619
2015 Fall	247	1,488	1,735
% Increase	466%	263%	280%



Comparison of Fall Admits

The number of admitted students has also seen a significant increase although the rate of that increase has not matched the rate of increase in the number of applications.

Term	FTIC Admits	Transfer Admits	FTIC & Transfer Admits
2014 Fall	22	282	304
2015 Fall	62	479	541
% Increase	282%	170%	178%



Fall 2015 Headcount Projections

For the fall 2015 semester, we anticipate that the number of new and continuing students will be over 1,500 (not including nearly 220 PaCE students) as compared to 890 students in fall 2014.

Student Demographics for Spring 2015

The tables below contain demographic and other information about the students enrolled in the spring 2015 semester.

%	Age - Average: 30
2.01%	< 20
32.73%	20 - 24
22.56%	25 - 29
16.21%	30 - 34
10.81%	35 - 39
6.89%	40 - 44
8.79%	=> 45

%	Gender
52.65%	Female
47.25%	Male

%	FTIC/Transfer
10.59%	First Time in College*
89.41%	Transfer

* Includes both FTIC's who began as in UF Online and who began as FTIC's at UF before UF Online was established.

%	Residency
91.74%	FL Resident
8.26%	non-FL Resident

%	Ethnicity
3.50%	Asian (incl. Indian subcontinent)
8.16%	Black (non-Hispanic)
14.72%	Hispanic
1.17%	American Indian or Alaskan Native
0.64%	Nonresident Alien
0.32%	Hawaiian Pacific Islander
67.69%	White (non-Hispanic) incl. middle-eastern peoples
3.81%	Not reported

Persistence Rates for Spring 2015

Online undergraduate programs often struggle to retain their students. From the outset UF Online has made every effort to keep our students engaged and on track. Overall the persistence rate for UF Online is nearly 90%. The table below shows the persistence rate of returning students from the fall 2014 to the spring 2015 terms.

Persistence Rate by Major	Fall 2014 Enrollment	Fall 2014 Total minus Grads	Spring 2015 Enrollment	Persistence Rate
Biology	1	1		
Criminology	104	97	84	87%
Business	541	484	427	88%
Geology	7	7	5	71%
Health Education	93	88	77	88%
Environmental Management	21	20	20	100%
Psychology	45	45	36	80%
Sport Management	76	66	53	80%
Telecommunication	4	4	4	100%
Total	892	812	706	87%

Graduates

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

Term	CALS	WCBA	HHP	CLAS	Total
2014 Spring	2	40	16	2	60
2014 Summer		50	11	4	65
2014 Fall	1	58	15	8	82
2015 Spring	3	44	8	13	68
2015 Summer	1	39	19	5	64
Total	7	235	70	32	344

Policies & Practices: Funding, Participation, and Delivery

The content in Appendix 4, Emerging Policies and Practices in UF Online, was shared with the Deans and Directors this past spring (2015) to establish and modify practices and policies in UF Online in regards to the participation, production, and delivery business models of UF Online. The policies will help pull together the trifecta and establish a context for the evolving business plan as summarized below.

- **Participation/Inclusion**

Participation in UF Online is incentivized by a \$100,000 start-up funds to the college that is awarded on a four step completion basis conditioned on schedule adherence and quality standards.

- **Production**

Production is centered at the Center for Instructional Technology and Teaching (CITT) with sub units located in the Colleges of Business, Education, Agriculture and Life Sciences, Engineering and the Distance and Continuing Education (DCE) unit of the Associate Provost for Teaching and Technology. Most of the production (75%) is handled by CITT and DCE which are institutionally funded units. Over flow and/or non-standard production efforts are assigned to the subunits as needed by the production manager. Annual maintenance and periodic refreshment is carried out by DCE or the subunits as required.

- **Delivery**

The delivery funding model is based on a per credit hour algorithm. Currently the base amount is \$65 per credit hour. These funds are transferred to the college of course origin for appropriate distribution in support of UF Online. Appendix 4 elaborates on a number of delivery options and constraints which constitute the remainder of existing policies and practices.

Academic Integrity

Current state

A primary means of upholding the integrity of the academic program is through a systematic process of live online student authentication and proctoring services. Since the inception of UF Online, *ProctorU* has been the primary strategic partner in maintaining academic integrity on high stakes assessments.

The table to the right provides details on the number of individual exams proctored since UF Online began in January, 2014.

Term	Proctored Assessments
Spring 2014	2841
Summer 2014	1396
Fall 2014	4512
Spring 2015	4851
Summer 2015	970
Total	14,570

Future state

The Associate Provost's Office of Teaching & Technology is currently facilitating an enterprise-wide Invitation to Negotiate (ITN) aimed at securing long-term student authentication and proctoring services for the University. Both a live and an automated, "record and review" solution are sought by the committee charged with reviewing the potential strategic partner services to serve UF's enterprise-wide authentication and proctoring needs in the foreseeable future. A decision on these prime partners will be made by early fall.

Challenges/Opportunities

Currently, no provision exists to allow UF Online to pass the cost of online student authentication and proctoring along to the student. Assessments cost approximately \$10 per student for each assessment. The average number of assessments per course is approximately three (3).

Resident students in online courses pay a distance learning fee that may include the cost of assessment. UF Online is not allowed to impose a “distance learning fee” and/or any other fee not specified in the founding legislation. The latter does note that text books are an additional cost. We are examining the option of bundling access to proctored assessment as part of the “texts” of the course.

Majors

The original plan called for the University of Florida to launch 35 degree programs online by academic year 2018-2019.

Through the 2014-2015 academic year, 10 degree programs have been offered in UF Online. By fall 2015, an additional three degree programs will be offered. These are Bachelor of Arts in Geography, Bachelor of Arts in Sociology and a Bachelor of Arts in Anthropology. In spring 2016 a Bachelor of Science in Nursing will be launched. The table below lists all fourteen majors.

College	Major	2014-2015 AY	2015 Fall	2016 Spring
CLAS	B.A. in Anthropology		Y	Y
CLAS	B.A. in Biology	Y	Y	Y
WCBA	B.S. in Business Administration	Y	Y	Y
CLAS	B.S. in Computer Science	Y	Y	Y
CLAS	B.A. in Criminology & Law	Y	Y	Y
CALS	B.S. in Environmental Management	Y	Y	Y
CLAS	B.A. in Geology	Y	Y	Y
CLAS	B.A. in Geography		Y	Y
HHP	B.S. in Health Education & Behavior	Y	Y	Y
NR	B.S. in Nursing			Y
CLAS	B.A. in Psychology	Y	Y	Y
CLAS	B.A. in Sociology		Y	Y
HHP	B.S. in Sport Management	Y	Y	Y
JM	B.S. in Telecommunication Media & Society	Y	Y	Y

In the 2016-2017 academic year, UF Online is on track to add an additional five majors. These include Bachelor degrees in Economics, Finance, Digital Arts, Public Relations, and Industrial Systems Engineering. Economics was originally slated for delivery in 2018-2019 but has been moved up two years due to student demand.

The table below contains the majors originally proposed in business plan along with revisions to the plan. We continue to work with colleges and departments across campus to identify viable programs which address workforce needs in the state as well as student demand.

	2013–14	2014–15	2015– 16	2016–17	2017– 18	2018– 19
Original Plan	<ul style="list-style-type: none"> • Business Administration • Sport Management • Criminology 	<ul style="list-style-type: none"> • Biology • Mechanical Engineering • Psychology • Telecom 	<ul style="list-style-type: none"> • Industrial Engineering • Accounting • Sociology 	<ul style="list-style-type: none"> • Chemistry • Health Science • Civil Engineering • Public Relations 	<ul style="list-style-type: none"> • Chemical Engineering • Journalism • Architecture 	<ul style="list-style-type: none"> • Food Science & Human Nutrition • Economics

	<ul style="list-style-type: none"> Health Education Environmental Management 	<ul style="list-style-type: none"> Nursing 	<ul style="list-style-type: none"> Microbiology & Cell Science Physiology & Kinesiology 	<ul style="list-style-type: none"> Elementary Education 	<ul style="list-style-type: none"> Computer Science Political Science 	<ul style="list-style-type: none"> Electrical & Computer Engineering Animal Science History
Revised Plan		<ul style="list-style-type: none"> Computer Science Geology 	<ul style="list-style-type: none"> Anthropology Geography Nursing 	<ul style="list-style-type: none"> Digital Arts & Sciences Economics Finance Industrial Systems Engineering 	<ul style="list-style-type: none"> Microbiology & Cell Science General Business w/ Accounting Minor 	<ul style="list-style-type: none"> Chemistry Civil Engineering

Note: Most of the majors that have been eliminated are ones which continue to deal with the “hands on” needs perceived in required labs and/or senior projects. Majors such as Chemistry, Physiology and Kinesiology, Civil Engineering, and Mechanical Engineering fall into this category. These majors will be reconsidered once the “bootcamps” (scheduled for summer 2016 on campus and at research centers around Florida) are accepted as a solution. The other changes in the schedule of majors are changes in timing or elimination of non-existent resident majors (e.g. Elementary Education and Health Sciences).

Minors

Minors in UF Online provides students with a richer academic experience. So far two minors are available to UF Online students with two more to be added in the coming academic year.

Current Minors:

- Business Administration
- Sociology

Minors to be Added in 2015-16 AY

- Anthropology
- Geology

Course Production

Courses Developed by Spring 2016 (projected)	
Major	Courses
Anthropology	6
Biology	8
Business Administration	20
Computer Science	12
Criminology	15
Environmental Management	25
Geography	8
Geology	9
Health Education and Behavior	18
Nursing	7
Psychology	9
Sociology	8
Telecommunications	15
Sport Management	13

As of fall 2015, a total of 176 courses will have been created and made

Total	173
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available to UF Online students. An additional 46 courses are projected to be ready for their first offering in spring of 2016. This will bring the projected total number of available UF Online courses to 222. This number is not final as adjustments continue to be made to the spring production schedule. This total includes 173 courses that fulfill individual program requirements.

The average cost per three credit course was \$19,744 for the 2014-15 fiscal year. This was slightly lower than the projected \$20,625. The cost is expected to rise during the next fiscal year due to increased production for STEM courses and labs.

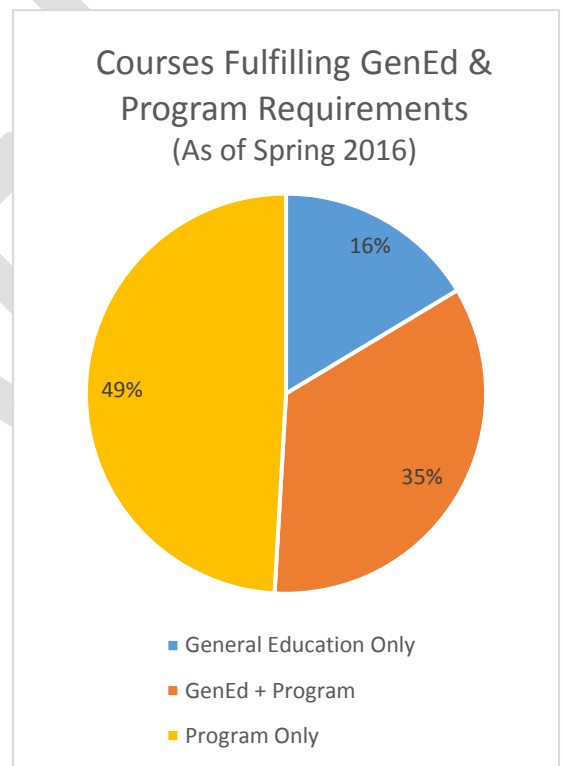
General Education Courses

The University General Education requirements apply to all undergraduate students regardless of platform. Students must also complete courses that involve substantial writing. The University of Florida requirement is a total 24,000 words. As of spring, 2016 students will have 140 courses available to them to fulfill the General Education and Writing course requirements. A full listing of general education courses can be found in Appendix 5.

Of the total 222 courses that will have been created by spring of 2016, 112 courses fulfill general education requirements and 76 of those courses will fulfill both general education and program requirements.

General Ed Courses as of Spring 2016 (projected)	
Subject Areas	Courses*
Biological Sciences	10
Physical Sciences	28
Composition	6
Diversity	10
Humanities	18
International	11
Mathematics	12
Social and Behavioral Sciences	35
Writing	10
Total	140

*Some courses fulfill multiple requirements



e-Texts

Electronic textbooks make it possible for online students to gain access to course materials efficiently, and in many cases more economically than print versions. During the summer of 2015, 18% of the required course textbooks were available in electronic format. The number of available e-texts increases to 22% for fall 2015. Approximately half of the e-texts used for fall are Pearson materials that are integrated into the courses in the LMS. This integration is possible only because the Pearson materials are available to UF Online students at no direct cost to the student. Due to UF Online's inability to charge students directly, the added convenience and seamless user experience is not available for content from other publishers.

The Unizin consortium has recently purchased CourseLoad which has the potential to increase availability of e-texts as well as to increase student engagement. The CourseLoad interface offers the following benefits:

- Content is available through web browser or mobile apps
- Instructors can create annotations
- Students can ask questions within the e-text interface
- Faculty can answer questions within the e-text interface
- Students can create private notes or share with a team
- Faculty can view notes created by students to identify areas for clarification

Challenges involved with the potential use of CourseLoad include the need for all students enrolled in the course to purchase access.

Evaluation of Programs & Faculty

Quality Assurance

Following the first offering, UF Online courses are peer reviewed to ensure that courses meet the UF Standards and Markers of Excellence. The course review procedure includes:

- UF Online staff check the course site for inclusion of “standard” course elements
- One or more Faculty Quality Assurance Committee members review “student experience” elements which include:
 - Frequency and type of feedback
 - Video lecture duration and quality
 - Learning materials and activities
 - Course fosters active learning
 - Student-student, student-faculty, student-course material engagement
- Director of the Office of Faculty Development and Teaching Excellence does a final check to ensure that review is accurate and helpful
- Faculty member discusses review with instructional design team to determine a strategy for implementation of any course changes

As of spring 2014 the QA committee has completed reviews of 89 courses. Reviewers found the majority of courses to be well-organized and to provide good opportunities for active learning. Opportunities for improvement were largely focused on video quality.

Four of the six courses chosen to receive the 2015 Online Education Excellence Awards were UF Online courses.

- BSC2009L Laboratory in Biological Sciences
- CHM1025 Introduction to General Chemistry
- ENT4934 Social Entrepreneurship
- HUN2201 Fundamentals of Human Nutrition

It should be noted that the UF Online CHM1025 has been statistically proven to be as effective as the on-campus version of the course.

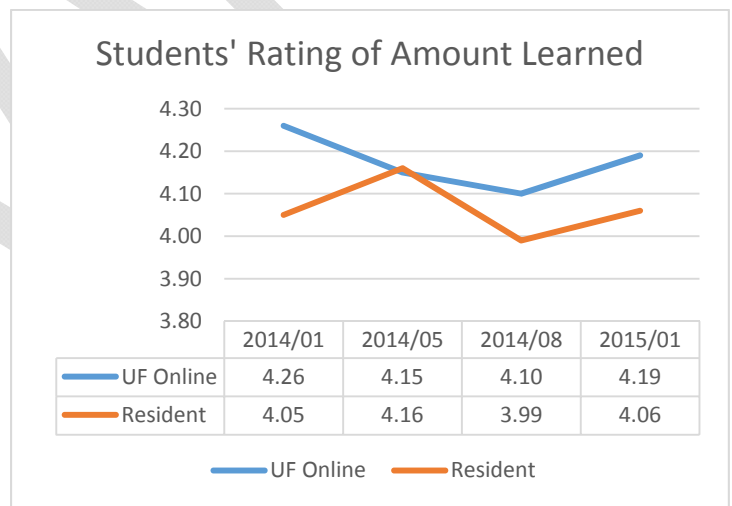
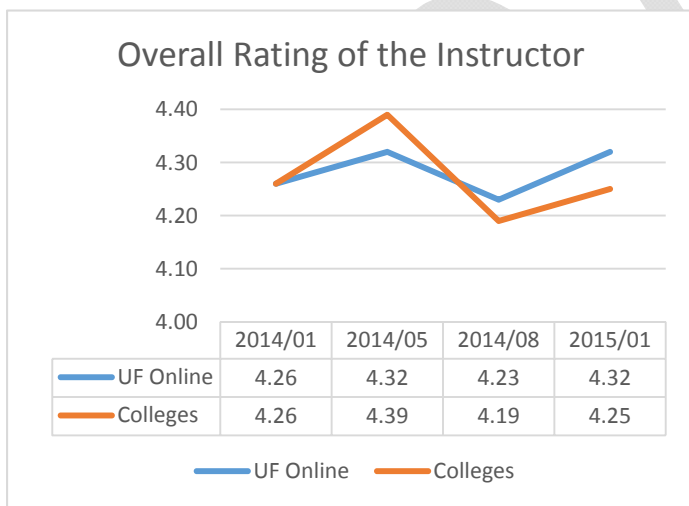
The UF Standards and Markers of Excellence are currently undergoing the final stages of revision. Many of the items which were previously “exemplary” have been made “standard.” New “exemplary” items have been added, particularly in the area of instructional methods. The proposed revised standards can be found in Appendix 2.

Student Experience

Every instructor teaching is evaluated by his/her students in accordance with a standard online student satisfaction survey. The evaluations are administered at the end of the courses and contain a common set of 15 questions and any number of additional questions that the faculty may insert for feedback and information. These evaluations also contain open-ended questions which solicit full student responses. The table and charts below contain a sample of evaluations from UF Online and in-residences students.

Overall UF Online students have rated their learning experience in the individual courses close to, or slightly better than on-campus students. The full list of questions and responses can be found in Appendix 3.

	Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	UF Online	Resident	UF Online	Resident	UF Online	Resident	UF Online	Resident
Response Rate	36%	39%	34%	26%	33%	41%	40%	41%
Overall rating of the instructor	4.26	4.26	4.32	4.39	4.23	4.19	4.32	4.25
Amount learned	4.26	4.05	4.15	4.16	4.10	3.99	4.19	4.06
Amount of effort required	4.10	3.99	4.14	4.00	4.17	3.97	4.19	3.98
Difficulty of the subject matter	3.86	3.80	3.87	3.69	3.86	3.77	3.83	3.79
The educational value (relevance) of this course	4.16	4.05	4.19	4.04	4.13	4.01	4.19	4.09



Academic Learning Compacts

Each department has identified the knowledge, communication and critical thinking skills that comprise the Student Learning Outcomes (SLOs) for each program. These skills, which are outlined in the Academic Learning Compacts (ALCs), will be acquired by each student as he/she moves through the program of study. The UF Online ALCs are the same as those for resident students. The SLOs are reported at the end of each academic year to the Office of Institutional Assessment. The instruments used to measure progress are the same for both UF Online and campus students. Reports from the 2013 – 2014 academic year indicate that the progress of UF Online students is consistent with that of campus students.

The University and its programs were reviewed without comment by the SACS accrediting teams in December, 2014. The “no-comments” outcome is consistent with the highest SACS approval standards, and UF Online was included in this extensive and intensive review.

State Authorization

The United States Department of Education regulation 4 C.F.R.§ 600.9(c) requires each educational institution 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.

As of August 2015, the University of Florida is authorized to conduct Distance Learning programs in forty-nine states, the U.S. Virgin Islands, and the District of Columbia (authorization is pending in Minnesota).

Faculty and TA Training

All UF Online faculty are required to complete the Faculty Institute which is an online workshop on how to create and deliver an online course. The workshop takes 7 - 10 hours to complete. The class is centered upon the best practices outlined in the UF Standards and Markers of Excellence including these main areas:

- Goals and Objectives
- Assessment
- Instructional Materials and Activities
- Interaction and Engagement
- Course Technology
- Accessibility

As of July of 2015, 261 instructors have completed the workshop. Individual colleges may, at their discretion, provide an equivalent face-to-face course development workshop for their faculty in lieu of the Faculty Institute.

Teaching Assistants who support UF Online courses are required to be trained through their department or by completing the TA Institute online workshop. The TA Institute was redesigned during the past spring semester and requires approximately 4 hours to complete. Course topics include:

- Online Learning Community
- Effective Alignment
- Assignments, Discussion Boards and Rubrics
- Quizzes
- Groups
- Feedback and Time Management

Face-to-face workshops and training sessions provide opportunities for faculty and teaching assistants to learn new techniques and teaching methods.

- Beyond the Podium Discussion Series - monthly faculty discussion sessions
 - Large Classes: Maintaining Quality in the Face of Multitudes
 - Making Learning Assessment Work
 - Transforming Learning: Undergraduates as Researches

- Interface Faculty Seminar - full day workshop
 - “Critical Reflection in Action”
 - Keynote speaker: Eric Mazur
- Workshop: Peer Review for Teaching and Learning
 - Five hour workshop offered over two days
- Peer2Peer: A Workshop for Teaching Assistants
 - Three hour workshop covering various topics

Enrollment Management

The UF Online OneStop Shop was specifically created to optimize operations within the Division of Enrollment Management and to provide UF Online students first-class customer service throughout the enrollment lifecycle. Instead of students having to call multiple offices for different services, UF Online students conveniently contact one centralized department for Admissions processing, the Registrar’s Office, Student Financial Affairs, and the Bursar’s Office. While Pearson recruits the prospective students and gets their admission files complete, the Onestop is responsible for all of the backend processing of those files and works to finalize the students’ admissions decisions.

Transfer Applicants

Application Processing

The OneStop began front end processing for UF Online transfer admissions starting summer 2014. Since then the OneStop has processed 3,226 transfer applications.

File completion

The OneStop has reviewed and processed thousands of documents to complete 2,453 transfer admissions files and has closely coordinated decision making with UF Online academic units.

Decision Making

The OneStop began centralized decision making for the College of Liberal Arts starting summer 2015. The majority of UF Online’s programs are in the College of Liberal Arts and Sciences. Since then, the OneStop has rendered 690 admissions decisions on behalf of the College.

Freshman Applicants

UF Online freshman admissions have been managed by the residential freshman admissions office since UF Online began accepting freshman for the fall 2014 term. The OneStop has worked closely with Freshman Admissions since that time and began training in August 2015 to transition processing of freshmen applications to the OneStop. Once this transition occurs, all UF Online freshmen admissions functions will be handled exclusively by the OneStop. The OneStop also processed all PaCE contracts and managed deposit confirmations with this subset of students.

OneStop Student Support Activity

The OneStop provides student support for the University Registrar, Student Financial Affairs and the Bursar’s Office for all UF Online students.

Phone

The OneStop has received nearly 8,000 incoming calls since summer 2014 (note: these data do not include outgoing calls made directly by OneStop Coordinators). Below is a monthly snapshot of incoming calls to the OneStop:

2014 - 2015 UF ONLINE ONE STOP INCOMING CALL STATS													
LINES/GROUP	JULY '14	AUG '14	SEPT '14	OCT '14	NOV '14	DEC '14	JAN '15	FEB '15	MAR '15	APR '15	MAY '15	JUNE '15	ANNUAL TOTAL:
294-3290 UF On-Line Calls	109	228	283	324	475	572	1026	363	628	876	1109	1080	7073
UF Online Staff's Direct Calls	81	89	74	78	101	89	109	52	41	83	62	56	915
TOTAL:	190	317	357	402	576	661	1135	415	669	959	1171	1136	7,988

Email

The OneStop has received over 5,600 emails and sent over 6,300 emails since summer 2014 (note: these data do not include emails sent directly to/from OneStop Coordinators' individual email accounts). Below is a monthly snapshot of incoming emails to the OneStop general inbox:

2014 - 2015 UF ONLINE ONE STOP INCOMING EMAIL STATS													
	JULY '14	AUG '14	SEPT '14	OCT '14	NOV '14	DEC '14	JAN '15	FEB '15	MAR '15	APR '15	MAY '15	JUNE '15	ANNUAL TOTAL:
TOTAL:	351	555	275	247	363	341	444	296	449	672	784	846	5,623

Click to Chat

The OneStop has been providing student support via Click to Chat since May 2015. The OneStop has fielded 86 chats with an average chat time of 23 minutes.

Student Support

Student Affairs

Becoming a Part of the Gator Nation: Transitional support

Points of pride for this year include the continued rise in the completion of orientation to course enrollment percentage which now has hit the 95% mark. The Division of Student Affairs also offers nationally recognized transitional programs to UF Online students.

Since the first semester of UF Online in of spring 2014, over 1,680 students have registered for Links, the UF Online new student orientation. Of those, 90-95% of students who completed Links registered for their first semester. This compares favorably to institutions nationally as many institutions experience far lower percentages of conversion for both face-to-face and online students. Regular, individually tailored correspondence reminding students to complete Links, get their ID card, connect to their academic advisors, and register for classes are sent pre-enrollment as part of Links through the Office of New Student and Family Programs. This individual attention and outreach has helped the number of students who go from acceptance to enrollment continue to increase. Links orientation prepares students with information about their academic programs, course registration procedures and other important policies. This program also provides students a preview of what UF offers online students: support, engagement opportunities, and top-tier academic experiences.

To help provide a more unified academic experience for first time in college (FTIC) UF Online Students the Division of Student Affairs has extended its residential Common Reading Program to UF Online, creating a point of connection to all UF FTICs. New

Student and Family Programs will provide electronics copies of this book to the over 350 freshmen starting in fall 2015. To further engage students in this unifying experience, UF Online students have been invited to attending New Student Convocation either in person or virtually. During this program students will hear from President Fuchs, UF faculty and administrators as well as the author, and they will be welcomed into their new community of students and scholars as a part of the larger UF community.

PaCE Group Chat Sessions

This year the Division of Student Affairs worked closely with academic advisors to host a series of online chats to answer questions from applicants and their families about the new Pathway to Campus Enrollment (PaCE) program. Seven online chats were hosted during the spring semester. Over 120 people participated in the chats generating over 100 pages of transcripts. Questions ranged from academics, to involvement opportunities, to career placement, and more. This real time engagement opportunity to connect with representatives from the colleges and the Division of Student Affairs helped serve as a recruitment and decision making tool for many students.

First Year Florida

This year the Division of Student Affairs took one of its top-rated learning experiences: First Year Florida, a one credit success seminar on transition, and moved it online creating a section specifically designed for UF Online students. Residential students who successfully complete the course continually out pace their peers with higher GPA's and report a higher level of engagement and sense of connection to the university. Course topics include: goal setting, strengths discovery, academic preparedness for online learning, and career development. The course also asks students to create a personal and professional success plan, to conduct a faculty interview, and to showcase examples personal community engagement. A quote from the course is included below.

Before I started this module about learning styles, I thought I was a visual learner. Come to find out after I did the Learning Styles Inventory Test, I'm not as much of a visual learner as I thought. My scores on the test were: 17 for visual, 26 for auditory, and 21 for tactile. After I finished the test then I finished the lecture. From there I begin to understand more about the learning style. The part of the lecture where you breakdown the different types of learning style was really helpful. I'm identified with the auditory and tactile learning style. This information will be a great help in my future classes.

-- Donald (3HH, *Sport Management major*)

In response to the success of this course the Division of Student Affairs will explore ways to increase enrollment in this course so that students have a strong foundation for academic and career success.

Student Engagement, Beyond a Campus

The Division of Student Affairs offers intentional engagement opportunities and programs designed to create a sense of belonging as a member of the Gator Nation. These opportunities and programs are designed to help promote personal, professional and academic success.

- Student engagement opportunities for networking have expanded through recreational sports, a virtual student organization, and wellness social media campaigns.
- Career planning and development opportunities connect students with top-tier employers during virtual job fairs as well as 24/7 access to tens of thousands of state, national and international employment opportunities through UF's online career portal Gator CareerLink.
- The Disability Resource Center also provides services for students with disabilities through learning accommodations.

- As the number of UF Online students has grown so has outreach and ongoing support to students who have demonstrated signs of distress. Through the campus-wide U Matter We Care Program, the Division of Student Affairs tries to address these personal issues before they negatively impact the ability of students to continue pursuing their degrees.

UF Online student Carrie Wiesley (*1HH, Sport Management major*) notes, “There are a lot of resources available to me even though I'm not in Gainesville.” The efforts by the Division of Student Affairs has not gone unnoticed by students, as simply stated by Selena Roth (*3LS, Criminology major*) “I really appreciate the extra effort y'all put in to make sure we know what we're doing and how to do what needs to be done.”

Extended Engagement: Personal, professional and academic success

The Career Resource Center continues to be a highlight of professional enrichment services offered to UF Online students. These services include one-on-one career development coaching via online technology, streaming of various career development workshops, use of technology like Google Chat and Google Hang Out to meet the needs of distance learners, virtual career fairs, and a comprehensive resource and position career portal.

A new sense of identity for the UF Online community of learners has been made possible through Recreational Sports. Recreational Sports Instagram campaign *Live in Motion*, provided students a social media connection to share ways they were staying healthy and fit through monthly word challenges. This campaign engaged 2,000+ users both online and residentially. Student Activities and Involvement have worked with UFO students in order to create virtual student organizations that meet their needs.

Online learners often balance many competing life priorities. We have seen an increase in the number of online students using the counseling services available through the U Matter We Care Program. This year the Care Team, professional staff members who assist students in distress, provided ongoing care for students dealing with a variety of issues ranging from chronic or terminal illnesses to providing primary care for loved to ones to homelessness and debilitating social anxiety. In addition, the Dean of Students Office worked with the families, faculty and friends of two online students who died by suicide. Care for distance students is a necessity driven not only by concerns for increase retention and graduation rates but also because it is part of the fabric of UF- individualized, compassionate attention.

Student Advising

As the number of academic programs expands, so does the team of academic advisors working with the UF Online students. Each college is responsible for advising students in their college, and they all have designated advisors specifically for the UF Online students. Once a student is assigned an advisor, they remain with that advisor through graduation, unless they change their major.

The academic advising community is engaging in several activities to help meet student needs. A wide range of advising programs and innovative approaches are being utilized to provide a comprehensive information and support network for all UF Online students. Several examples of such activities are described below.

Orientation

The advising community has worked with the Dean of Students Office to provide content for the online orientation called LINKS and for a module called PaCE Prep. While advising for new students begins with the LINKS Orientation, the first advising session is crucial and is a required step of all new students. During that session, the advisors build rapport with the students, answer all questions, assess student needs and abilities, and advise and register them for first term. This session reinforces for

the student that the advisor is their main point of contact for all academic questions. Students typically will remain with the same advisor until they graduate.

Communicating with Students

The typical 8-5 work day is not conducive to the schedules of some UF Online students, especially those living abroad or working full time. In order to be more accessible to these students, CLAS now offers evening appointments 3 evenings per week from 6-9 PM. Video advising and chats are offered to students who prefer to communicate in these ways, but most students continue to prefer to communicate on the phone or by email.

We are developing new and innovative ways to advise students and to insure that they receive all of the necessary information. For example the Criminology Department is creating an online advising module for newly admitted majors that will include a quiz students must pass in order to move into the advising phase. They will offer both individual and group advising sessions to new students each term.

Assisting with Recruitment

CLAS academic advisor Meredith Beaupre joined Christina Scott from UF Admissions and a team of Pearson representatives at the Florida Parents Educators Association (FPEA) in late May in Orlando for a three day recruiting event. They tabled for a total of 24 hours sharing the benefits of UF Online to the audience of approximately 15,000 attendees. This was a great first step in educating the home school population about the opportunity to attend the University of Florida in a non-traditional online format, and many of them expressed interest in this exciting new opportunity.

PaCE Group Chat Sessions

Between February 20 and March 13, the Academic Advising Community partnered with the Dean of Students Office to host seven online group chat sessions to answer questions from prospective PaCE students and their parents. The advisors from 5 colleges (College of Agricultural and Life Sciences, Warrington College of Business Administration, Health and Human Performance, Journalism and Communication, and Liberal Arts and Sciences) as well as representatives from the Dean of Students Office answered questions in separate chat rooms. Over one hundred pages of chat transcripts were saved and posted online for students and family members who were unable to attend.

Webinars

During the past year Academic Advisors partnered with Pearson to host several live informational webinars. The majors included Health Education, Business Administration, and Criminology and Law. Webinars were recorded and now reside on the UF Online YouTube channel (<http://bit.ly/UFOnlineWebinars>).

Live Orientation & Receptions

On Saturday July 21 the Warrington College of Business Administration hosted a live, on-campus Orientation for approximately 50 entering UF Online Business students. Students, mostly from the state of Florida, enjoyed breakout sessions on the services offered by the UF OneStop and on how to achieve success by recognizing one's strengths as well as a group advising and registration session. Then a panel of program alumni and current mentors shared their tips for success and answered questions from the newly admitted students. Students were grouped regionally and exchanged contact information so they could form study groups once classes begin in the fall.

On Saturday August 8, the Warrington College of Business Administration hosted a live reception on campus for students and family members of graduating online students who were able to attend the commencement ceremony on campus.

Collaboration

The UF Online Advising group meets bi-weekly to discuss important topics and issues and serves as the hub of information for all student service needs. The group has grown to 70 members comprised of administrators, faculty, the OneStop team, Dean of Students Office staff, and advisors from all of the colleges and departments involved with UF Online. A website is maintained to serve as a dashboard for this group. Also academic advisors from CLAS will be presenting at the National Academic Advising Association (NACADA) Annual Conference in September in Las Vegas. The title of their session is, "Advising Online Students: One Size Does Not Fit All."

Research

The Online Learning Institute (OLI) has now been fully staffed with the appointment of Dr. Kristy Boyer to the Computer Science Department. Dr. Boyer brings expertise in text mining, natural language processing, computer science education, and intelligent tutoring systems. Dr. Boyer comes to UF from the Computer Science Department at North Carolina State University. She joins the current OLI research faculty that includes Professors Carole Beal, Sriram Kalyanaraman, and Angelos Pampoutis.

Space identified. With the support of the Provost, suitable space has been located in Yon Hall and will be renovated in fall 2015. The space will include a state-of-art research laboratory with an eye-tracking station, collaborative workspaces for the OLI team and graduate students, seminar room and staff member offices. The lab is located on the same floor as the Office of Faculty Development and Teaching Excellence, supporting synergistic activities such as joint workshops and speakers.

Proposals submitted. As of August 2015, the OLI team has submitted 11 proposals to eight agencies with a total ask of \$20,625,546. At this time, no awards have been made, but most proposals are pending.

Projects in Progress:

- Assessment of Psychology courses
- Assessment of Warrington College of Business courses
- Evaluation of SmartThinking as a supplemental resource
- Impact of tuition on students' perceptions of online programs

Projects Planned:

- PaCE students
- Attention and metacognition in online environments
- Enhancing learning, civility and trust in large online classes
- Supporting high-quality online discussion

Outreach

Consultation with the Economist on upcoming 2015 event "The Future of Higher Education." The Economist held the first summit on the future of higher education in October 2014. Since the conclusion of that event, we have provided extensive feedback and guidance on the programming for the second version of the summit, scheduled for October 2015.

Personalized Learning Consortium: Accelerating the adoption of adaptive learning at public universities. The PLC intends to offer an opportunity to study personalized learning in online environments, with support from the Bill and Melinda Gates Foundation. OLI prepared the Statement of Interest for UF to join this initiative. We identified three UF programs that would

serve as testbeds for the integration of adaptive learning models: Chemistry (Natural Science), Psychology (Social Science) and “The Good Life” course for first-year students (Humanities), with an estimated student reach of 25,500.

Revenues & Expenses

Revenues* and Expenses: Actual and Budgeted For FY 2014-2015

	FYE June 30, 2015	Budget FY 2015	Fav <Unfav> Variance
Tuition			
In-State	2,209,136	1,137,375	1,071,761
Out of State	359,627	1,621,035	(1,261,408)
State Subsidy	5,000,000	5,000,000	
Total Revenue	\$7,568,763	\$7,758,410	(\$189,647)
Expenses			
Production	1,649,217	3,132,000	1,482,783
Delivery	1,008,258	3,420,000	2,411,742
Enrollment Management	248,029	794,169	546,140
Direct Administration	693,200	520,000	(173,200)
P3 Services	2,874,390	3,427,571	553,181
Overhead	24,832	528,631	503,799
Technology	383,352	1,341,443	958,091
Student Support	1,281,422	121,368	(1,160,054)
Total Expenses	\$8,162,700	\$13,285,182	\$5,122,482
Net Margin	(\$593,937)	(\$5,526,772)	\$4,932,835

* Excludes Technology Fee, Capital Improvement Trust Fund Fee, and Financial Aid Fee.

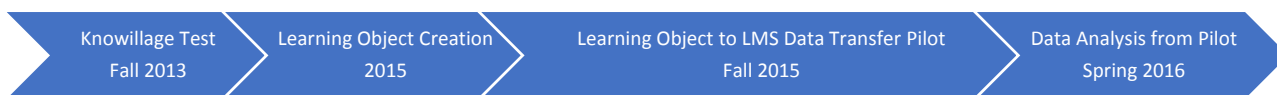
For FY 2014-15, UF Online has a positive \$4,432,835 variance as compared to the budget projections. Items to note in this financial summary include:

1. The actual and forecasted revenue totals are approximately the same. However, the composition of the tuition contribution to the total is significantly different. Ninety-one percent (91%) of this actual tuition total was from in-state charges whereas the budgeted total forecasted forty-one percent (41%) would be the in-state contribution.
2. The positive variance was a reflection of considerable savings on expenses. Especially notable were the production and delivery differences, generally reflecting in the former unexpected efficiencies and in the latter, the in-state/out-of-state mix.
3. The apparent overspend on student support resulted from reclassifying the 24/7 help desk expenses as student support rather than technology. Using the budget classification schema, the student support balance would have a smaller negative variance and technology would have a smaller positive balance.

New Initiatives

Teaching Innovations

UF Online continues to explore tools and techniques that support students' needs. Adaptive learning has the potential to deliver appropriate learning objects to students as they need them. UF Online has focused adaptive learning efforts on the General Chemistry sequence. In the next phase of adaptive learning exploration, media objects will be integrated with engagement questions to trigger the release of content.



True adaptive learning will require analysis all of the data surrounding the student experience to identify how each student learns best. During the coming fall, UFIT will work with faculty to determine the data collection and analytics needs to support the next phase of the project which will be to deliver a customized learning path for each student.

Social learning through group work and discussion is used in the majority of UF Online courses. Science and math courses will be using collaborative whiteboard tools. Teaching Assistants will oversee student teams working together to solve problem sets.

The Canvas course management system supports mobile learning through mobile apps. Many of the course activities can be done anywhere including:

- View course schedule and syllabus
- View and respond to discussions
- Turn in homework
- Upload video and audio recordings
- View course pages
- Participate in groups

Fortress Education/Smart Education

We are in conversation with this firm in regards to their proposal that they represent UF Online in Brazil and to also consider the possibility of a dual diploma program that might be offered by UF Online to students in Brazil and Latin America. This firm currently has an agreement with Florida Virtual School for a dual high school diploma and this initiative, "Smart High School" currently serves 10,000 public school students in Brazil. These conversations are in an early state but the possibilities are promising.

EdAssist

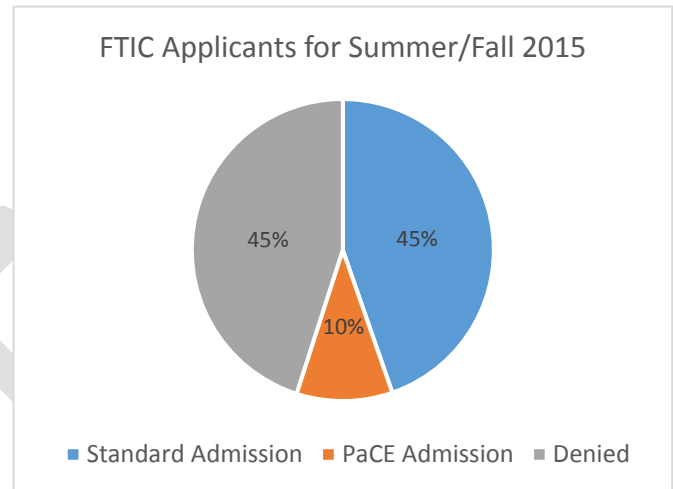
UF has been invited to join the EdAssist Education Network. EdAssist, a division of Bright Horizons, works to connect universities with corporate clients and their employees to maximize the benefits of corporate tuition assistance programs. There is no fee for UF to become part of this Education Network – the corporate client subscribes to EdAssist services. Typically the participating institution would offer reduced tuition to a dedicated set of employee student – an option available for UF Online out of state. EdAssist has 130 clients that include such firms as American Express, Microsoft, Shell, Pepsi, and the members of the Education Network include such institutions as Duke, Penn State World Campus, and Cornell.

Combined Degree Programs

Several colleges offer resident students a combined degree opportunity – sometimes called a “3+1” or “4+1” option. Generally the option provides a curricular pathway for a student to enroll in graduate level classes while still an undergraduate. Successful completion of such courses would provide credit towards both degrees.

Pathway to Campus Enrollment (PaCE)

Beginning with the freshman class of 2015, we are initiating a new program aimed at increasing access to a UF education even further. The program is called the Pathway to Campus Enrollment (PaCE). Every year UF denies admission to many qualified students because there is not sufficient capacity for them at the lower division. Given the significant capacity available through UF Online, we can now accommodate these students for the first 60 hours of their undergraduate education via online classes. Many of the students who previously would have been denied admission, have been offered the opportunity to begin their education through UF Online. Once they reach their upper division coursework, they have a choice of two options depending upon their major:



1. They can transition to face-to-face courses on campus in order to complete their degree.
2. They can remain in UF Online to complete their degree online.

Through PaCE we have been able to offer admission to over 3,000 additional applicants. This represents an increase of 22% in the size of our admitted pool. Thanks to this new program UF has been able to offer admission to 55% of total applicants, rather than to 45%. The PaCE program has been greeted with considerable interest and enthusiasm. Over 270 students have accepted the offer to enroll at UF through PaCE.

PaCE in Relation to UF Online

It is important to understand that PaCE is an admission program; UF Online is a degree program. UF Online, as a concept and as a program, is not dependent on PaCE. PaCE was developed to provide additional access to UF education. It was not developed to increase UF Online enrollment. The fact that it does is incidental and the fact that some students who enter the world of UF education through this Pathway may or may not transfer to on campus programs is a sidebar.

UF Online is charged with the development of comprehensive four year baccalaureate degree programs and that is what it is doing.

Challenges

The challenges associated with any new initiative often emerge from the unknown or unanticipated. The “disruptive innovation” aspect of online learning and the commitment of UF Online to “lead, not linger” in this dynamic environment means that equilibrium is elusive and change is constant. The current primary issues in the challenge portfolio include:

1. Bringing intensive lab experiences into the virtual world. There are a number of online lab software products currently in the market and there are some that we have developed locally. However, the chemistry, physics, and biology labs associated with pre-health curriculum (medicine, dentistry, and veterinary medicine) have not yet been captured online to the satisfaction of the professions. We now offer “bootcamp” solutions but our challenge is to develop/discover online lab experiences that will satisfy the professions.
2. The textbook affordability question should be among the educational solutions included in an “access” initiative. However, the legislation language and the publishers’ practices present a challenge. This is a challenge for which we are developing responses through customized “textbook” content as well as possible board approval of a “text book fee”.
3. As noted, the cost of assessment is a cost that is passed to the resident student but that option is currently not available for UF Online.
4. Student engagement is a continuing challenge for UF Online and it remains a focal point of many of our recent efforts to ensure a robust student experience. A recent Gallup-Purdue survey of 30,000 college graduates found that graduates’ success in the workplace and overall happiness doubled when students could engage with mentors, participate in internships, and actively engage in extracurricular activities and organizations. We are examining how UF Online can continue to adopt these and other factors found to drive student success.
5. Successfully recruiting out-of-state students. The program has not been able to meet expectations in terms of out-of-state student enrollment. Recent change in marketing strategy and media mix has generated an increased number of leads but the enrollments and tuition revenues are significantly below expectations and the minimum key performance indicators.

Successes & Accolades

Savings for Florida Residents

Through UF Online, the State of Florida is investing in the education of her citizens. UF Online has provided significant savings for Florida residents while providing access to the best undergraduate education this state has to offer. Over the past 5 semesters (spring 2014 - summer 2015), in-state students have enrolled in over 28,800 credit hours. If we multiply that number by the tuition and fees paid by on-campus students and compare that amount to the tuition paid by UF Online students, we realize that UF Online has saved Florida students over \$2,000,000 in tuition. The table below demonstrates the amount of savings generated by UF Online for Florida residents.

Standard UF Tuition & Fees	28,800 x \$210.43 =	\$6,060,384.00
UF Online Tuition & Fees	28,800 x \$129.18 =	\$3,720,384.00
	Difference	\$2,340,000.00

Not every student pays these amounts thanks to scholarships, programs such as Bright Futures, and various tuition and fee waivers. However we are very proud of the fact the UF Online provides an accessible and affordable path to an undergraduate degree for residents of this state.

Accolades

Below is a collection of accolades and rankings garnered specifically by UF Online and some of the programs offered through UF Online:

- **#13 Best Online Bachelor’s Program**, US News and World Reports
<http://www.usnews.com/education/online-education/bachelors/rankings>
- **#1 Cheapest Online Colleges with Quality Programs for 2014-15**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/cheap-online-colleges/>
- **#7 Best Online College**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/best-colleges-online/>
- **#1 Top Online Psychology Degree**, Affordable Colleges Online
<http://www.affordablecollegesonline.org/degrees/psychology-programs/>
- **#2 Best Online Psychology Program**, The Best Schools
<http://www.thebestschools.org/rankings/30-best-online-bachelor-psychology-degree-programs/>
- **#1 Top College for Criminology Offered Online**, College Factual
<http://www.collegefactual.com/majors/social-sciences/criminology/rankings/top-ranked-online/>
- **#7 Top Smart Choice Schools for Online Bachelors in Business Administration**, Super Scholar
<http://superscholar.org/best-online-bachelors-in-business-administration-degrees/>

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Appendix 1: Student Profiles & Testimonials

Students in UF Online come from a wide array of backgrounds. Below is a small sample of the type of student this program serves.

- 38 year old Biology student living in South Florida, FTIC, animal behaviorist.
- 25 year old Geology student living in North Carolina, out of state Junior College transfer, full-time pilot.
- 60 year old Biology student, FTIC (brought in 9 hours), works for the federal government and has a new deployment every 3 months. Is often deployed to Alaska.
- 24 year old Biology student, in state lower division transfer, lives in Germany (husband is stationed there), stay-at-home mom to 2 kids, husband is deployed to the Middle East.

Below is more detailed profile of student who is planning to graduate at the end of the fall 2015 semester:

- 43 year old male, single dad, 2 kids
- Stopped out of UF in 1994 after a couple tough semesters due to personal/family issues
- Starting working full time, remained in Gainesville, but was able to return to school because of his schedule and family life
- Readmitted to UF Online in Criminology Fall 2014
- UF Online provided opportunity to complete degree while working and taking care of his kids
- On-track to graduate Fall 2015 (will have completed final 40 credits in UF Online)
- Has been an “A” student since returning and is seriously considering pursuing graduate school after graduation
- UF Online allowed him to fulfill a lifelong dream of graduating from UF

Testimonials

Below are a few of the testimonials that we have received from current students and recent graduates on the UF Online Facebook page (<https://www.facebook.com/UFOnline>). You can read more about the experiences of our students in their own words at <http://ufonline.ufl.edu/students/>.





Danielle Miles ▶ University of Florida Online

December 20, 2014 · 🌐

I finally did it. I've fought so hard make it here. Words can't express the pride, satisfaction and sense of accomplishment I'm feeling. There were times when circumstances outside of my control seemed to dictate my life to me. There were times that I felt helpless and frustrated. But I pushed and struggled. I put in the blood, sweat and tears (SO MANY tears) and made my life what I wanted it to be. By the grace of God and with the love of so many people, I have achieved one of my greatest dreams! I am a Florida Gator... and it's one of the best feelings in the whole world! Thank you UF Online for giving me the opportunity to earn my degree on my terms and my time. I couldn't have done it without you! ❤️🎓👩🏻‍🎓👩🏻‍🎓

Unlike · Comment · Share

👍 University of Florida Online, Brian K. Marchman, Paul Olsen, Daniella Carvajal and 37 others like this. Most Relevant

↪ 1 share

UF ONLINE Thank you for letting us be a part of your journey. We are all so very proud of you! Congratulations!
Unlike · Reply · 👍 9 · Commented on by Tom Summerford [?] · December 20, 2014 at 5:38pm

Diana Walter I totally agree with this post. UF online is an amazing program!
Unlike · Reply · 👍 4 · December 21, 2014 at 8:45am

Tip: Mommy Miles Doing The I will

 **Christy Westcott Childs** reviewed University of Florida Online — 
 December 16, 2014 · 

I have always wanted to go to UF as long as I can remember. Because of UF Online, I have been able to fulfill that dream. In four days, I will graduate with my BSBA at the age of 41. I highly recommend UF Online to anyone that wants to attend UF, but is unable to do it the traditional way. Go Gators!

 **Trish Moore Logan** reviewed University of Florida Online — 
 May 7 at 5:18pm · 

I am loving the program. I am a single mother with a full time job and this is just the only option to complete a degree. This is a great way to help students learn in an environment that is similar to today's work force. I have not worked in an office for years and all of my managers are remote. Students need to learn to work independently. This program is a great way to prove the student has the ability to work independently.

Appendix 2: Proposed Update to UF Standards & Markers of Excellence

Note: Items designated with (E) are exemplary.

1	Content
	Welcome video from instructor describes and outlines the course.
	Course goals are clearly stated.
	Course deadlines are clear.
	Course materials are presented to students in segments or units aligned with specific objectives and activities.
	Students engage with course content in a variety of ways.
	Course contains engaging lectures/presentations.
	Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal).
	All resources and materials in the course are appropriately cited.
	(E) Introductory quiz confirms student understanding of the syllabus, course requirements, and required tools and technologies.
	(E) Course includes optional additional practice or inquiry resources above and beyond the required content.
2	Instructional Methods
	Learning objectives align with learning and assessment activities.
	Learning objectives are posted in the weekly overviews, modules, or sub-sections of the course. These objectives also align with the overall course goals.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance and behavior are clearly provided (syllabus, netiquette, guidelines, rubrics, checklists).
	Assessments are given in an appropriate time period after the learning activities have taken place.
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills.
	(E) Assignments or project-based assessments encourage students to utilize critical thinking skills.
	(E) Team-based projects or activities including peer-review are an integral part of the course.
	(E) Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided.
	(E) Students are encouraged to create content for presentation to their peers.
	(E) Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.

	(E) Course includes both synchronous and asynchronous activities. Recordings are made available to those who cannot attend synchronous sessions.
	(E) Course uses interactive and competition strategies to engage students with content and each other.
	(E) Rubrics are used for grading and shared with students in advance of assignments.
3	Communication & Interaction
	Participation expectations are explicit and easy to find.
	Methods and frequency of instructor feedback are provided.
	Opportunity for student-faculty and student-student interactions is available and encouraged.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
	The instructor seeks student feedback regarding assignments, materials, and presentations.
	Syllabus states a response/feedback policy (recommended: within 24 hours during the work week and 48 hours on weekends)
	(E) Instructor provides links to tutorials/information on how students can become successful online learners.
	(E) Students are encouraged to use images and video options to interact with students and instructor.
	(E) Instructor incorporates feedback to improve the course while in progress.
	(E) Instructor provides optional resources for those students who may need them.
4	Technology
	Requirements and expectations of technology use are clearly stated.
	Tutorials, practice, and/or remediation resources for specialized technologies are provided.
	Instructions and tutorials on how to use the course technology are conveniently located.
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended.
	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
	All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.)
	(E) Course utilizes a variety of technologies for student participation and engagement.
	(E) As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content.
5	Course Accessibility, Design, & Organization
	Course starting point is clearly demarcated.
	Course organization and navigation is logical and consistent throughout the course.
	Course uses headings, subheadings and lists to organize document structure. (See Quick Guide to Online Course Accessibility)
	Color is not used to convey meaning in the course website.
	The default alt text inserted by Canvas is edited to describe the image. (See Quick Guide to Online Course Accessibility)
	Font and background colors within course website and presentations are contrasted for easy readability.
	PDF documents (if used) can be read by a screen reader (text in the document is selectable.)
	(E) Images are relevant and high-quality.
	(E) Course layout and visuals are attractive and guide the student to focus on important concepts.
	(E) Course videos are Closed Captioned or a script is provided where needed.

Appendix 3: Student Faculty Evaluation Responses

	Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	UF Online	Resident	UF Online	Resident	UF Online	Resident	UF Online	Resident
Response Rate	36%	39%	34%	26%	33%	41%	40%	41%
Description of course objectives and assignments	4.39	4.33	4.43	4.44	4.38	4.28	4.44	4.33
Communication of ideas and information	4.22	4.20	4.31	4.32	4.23	4.13	4.31	4.20
Expression of expectations for performance in this class	4.28	4.29	4.40	4.41	4.31	4.23	4.40	4.30
Availability to assist students in or out of class	4.33	4.27	4.35	4.38	4.18	4.22	4.31	4.26
Respect and concern for students	4.44	4.37	4.49	4.49	4.40	4.32	4.39	4.36
Stimulation of interest in course	4.30	4.19	4.21	4.34	4.21	4.14	4.26	4.21
Facilitation of learning	4.17	4.16	4.21	4.30	4.18	4.10	4.24	4.18
Enthusiasm for the subject	4.36	4.45	4.46	4.52	4.47	4.40	4.46	4.45
Encouragement of independent, creative, and critical thinking	4.20	4.25	4.27	4.38	4.28	4.19	4.36	4.26
Overall rating of the instructor	4.26	4.26	4.32	4.39	4.23	4.19	4.32	4.25
Amount learned	4.26	4.05	4.15	4.16	4.10	3.99	4.19	4.06
Amount of effort required	4.10	3.99	4.14	4.00	4.17	3.97	4.19	3.98
Difficulty of the subject matter	3.86	3.80	3.87	3.69	3.86	3.77	3.83	3.79
The educational value (relevance) of this course	4.16	4.05	4.19	4.04	4.13	4.01	4.19	4.09
Expected grade	4.19	4.19	4.06	4.24	4.06	4.15	4.10	4.21

Appendix 4: Emerging Policies and Practices in UF Online

PARTICIPATION PRODUCTION AND DELIVERY BUSINESS MODELS

Participation/Inclusion

All majors selected for inclusion in UF Online, beginning Fall, 2015, will generate start-up funds for the College. These funds can total \$100,000 and the conditions and timing associated with the distribution of these funds will be as follows:

- Timing
 - \$25,000 at time of designation and approval (UCC) as a major for UF Online
 - \$25,000 when all major courses have been produced and delivery schedule agreed upon (UFO curriculum coordinator)
 - \$25,000 in the first term major courses are offered
 - \$25,000 in the first term all major courses have been offered
- Conditions:
 - Acceptance of the initial grant (\$25,000) is a commitment to UF Online and all related schedules and quality standards.
 - All fund transfer from UFO to College. All such funds must be used in support of dedicated UF Online activity.

Production

First time production will be supported by payments directly to the content provider (faculty) of \$3,500 per credit hour

- First Time production (when completed)
 - Content Provider (Faculty)
- \$3,500 per credit hour
 - Instructional Design and Facilitator
- \$3,500 per credit hour (Excluding CITT)
 - Annual Maintenance - \$1,000 per course/College; July 1
 - Refreshment [3 year life] (when completed)
 - \$1,750 per credit hour content provider
 - \$1,250 per credit hour instructional designer et al
 - Lab production – subject to negotiation

Delivery Funding

3 credit courses; a course includes all sections of a course

- UF Online Courses with 10 or fewer students
 - College receives \$1,950
 - Revenues accrue to UF Online Main (UFO)
- UF Online Courses with 11 to 20 students
 - College receives \$3,900
 - Revenues accrue to UFO Main
- UF Online Courses with 21-40 students
 - College receives \$7,800
 - Revenues accrue to UFO Main
- UF Online Courses with 41-60 students
 - College receives \$11,700

- Revenues accrue to UFO Main
- UF Online Courses with ≥ 61 students
 - Revenues (\$65 per SCH) accrue to College
- Course compensation computations based on three (3) credit course. The adjustment factor for other course credit levels
 - 1 credit = 3 credit/3
 - 2 credit = 3 credit/2
 - 4 credit = 3 credit x 1.33
 - 5 credit = 3 credit x 1.67

Delivery Options

- Co-listing – the course has a UFO section and a UF residential section
 - Base faculty compensation from non-UFO source in accordance with faculty contract
 - Funds made available (see section C) to be used for teaching assistance and/or faculty overload
- “Stand-alone” course – no co-listing
 - Delivery of stand-alone courses that have been fully produced with appropriate content provider compensation will be designed for delivery with TA or “minder” participation only. The Dean/Department Chair could assign within load “minder” duties to faculty.
- Low enrollment courses/majors
 - Any course which averages 10 or less enrollments per term offered over a 2 year period will be removed from UF Online curriculum
 - Any major which has less than 60 unique students 2 years after introduction will be removed from the list of UFO majors

Advising

The memo of May 21, 2014 has been revised to now read:

A key component of online education is the advising of students. For every 60 UF Online students enrolled in a given major, \$12,500 will be provided to the College in which the major resides. A maximum of \$50,000 will be provided for each major. These funds are to be used by the College to support UF Online students through advising, career consultation, and other forms of student engagement. UF Online will provide these funds at the start of each fiscal year beginning July 1, 2014 and annually through fiscal year 2017-18 when an alternative funding model for this component (not yet specified) will be put in place.

Delivery Options

- Colleges, Departments, Programs may not limit enrollment in UF Online sections either by applying an “unreasonable” cap or department control without consultation with the Director of UF Online.
- The newly appointed coordinator of UF Online curriculum will/is developing a course map in consultation with the major directors which will maintain a rolling list of courses to be offered and when within a one academic year horizon. Commitments to the map will be used by advisors and students for enrollment planning and such commitments must be honored.

Intellectual Property

In accordance with the Intellectual Property Policy (IPP) of the University as well as the current Collective Bargaining Agreement (CBA),

“A University-supported work is the property of the University” (IPP, p.7, 2nd para)

“Works owned by the University. (1) Instructional material if the university has either (a) expressly commissioned the faculty member in writing to produce, or participate in the production of, the work with University funds for a specific University purpose; or (b) expressly assigned the faculty member in writing to produce, or participate in the production of, the work.” (CBA, Art. 22.4(b))

A “work” shall include any copyrightable material, such as printed material, computer software or databases, audio and visual material, circuit diagrams, architectural drawings, lectures, musical or dramatic compositions, choreographic works, and pictorial or graphic works.(IPP, p.4, C.1.c.)

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Appendix 5: General Education Courses

Course Number	Course Name	GenEd
MAR3023	Principles of Marketing	S
AEB3671	Comparative World Agriculture	N, S
AEC3033C	Research & Business Writing in Ag/Life Sciences	WR
ALS3133	Agriculture and Environmental Quality	P
AMH2010	The United States to 1877	H
AMH2020	American History Since 1877	H
ANT2410	Intro to Cultural Anthropology	S, D
ANT3141	Development of World Civilizations	H, N
ANT3141	Development of World Civilizations	H, N
ANT3451	Race and Racism	S, D, WR
APK2100C	Anatomy	B
APK2105C	Human Physiology with Lab	B
APK2105C	Human Physiology with Lab	B
ARC1720	Survey of Architecture History	H, N, WR
ARH2000	Art Appreciation	H, D
AST1002	Discovering the Universe	P
BSC2005	Concepts in Biology	B
BSC2005L	Laboratory in Biological Sciences	B
BSC2010	Integrated Principles of Biology I	B
BSC2010L	Integrated Principles of Biology I Lab	B
CBH3003	Comparative Behavior	B
CCJ3024	Principles of Criminal Justice	S
CCJ3701	Research Methods in Criminal Justice	S
CHM1025	Introductory Chemistry	P
CHM1030	Introduction to Chemistry Concepts	P
CHM1031	Introduction to Chemistry Concepts II	P
CHM1083	Consumer Chemistry	P
CHM2045	General Chemistry I	P
CHM2046	General Chemistry II	P
CHM2046L	General Chemistry II Lab	P
CJJ4010	Juvenile Justice	S
CJL2000	Law and Legal Process	S
CLA2100	The Glory that was Greece	H
CLA2120	The Grandeur that was Rome	H, N
CLP3144	Abnormal Psychology	S
COT3100	Applications of Discrete Structures	M
CPO2001	Comparative Politics	N, S
DEP3053	Developmental Psychology	S
EAB3002	Principles of Behavior Analysis	S
ECO2013	Principles of Macroeconomics	S
ECO2023	Principles of Microeconomics	S
ENC1101	Writing Academic Arguments	C
ENC1102	Rhetoric and Academic Research	C
ENC2210	Technical Writing	C
ENC3246	Professional Communication for Engineers	C, WR
ENC3254	Writing in the Law	C, WR
ENY3005 + ENY3005L	Principles of Entomology + Lab	B
ENY4660 + ENY4660L	Medical and Veterinary Entomology + Lab	B
ESC1000	Introduction to Earth Science	P

EXP3604	Cognitive Psychology	S
GEB3219	Writing and Speaking in Business	C
GEO2200	Introductory Physical Geography	P
GEO2200L	Introductory Physical Geography Lab	P
GEO2242	Extreme Weather	P
GEO2500	Global and Regional Economies	S, WR
GEO3162C	Introduction to Quantitative Analysis for Geographers	P
GEO3250	Climatology	P
GLY1880	Earthquakes, Volcanoes and Other Hazards	P
GLY2030C	Environmental Engineering Geology	P
GLY3105C	Evolution of Earth and Life in North America	P
GLY3163	Geology of National Parks	P
GLY4155C	Geology of Florida -- capstone	P
HSC3102	Personal and Family Health	S
HUM2305	What is the Good Life?	H
HUN2201	Human Nutrition	B
IDS2338	Rethinking Citizenship	S
LAS2001	Introduction to Latin America	H,S, N
LEI2181	Leisure in Contemporary Society	S
LEI2181	Leisure in Contemporary Society	S
LIT2000	Introduction to Literature	H
MAC1105	Basic College Algebra	M
MAC1114	Trigonometry	M
MAC1140	Pre-calculus Algebra	M
MAC1147	Pre-calculus Algebra and Trig	M
MAC2233	Survey of Calculus	M
MAC2311	Calculus 1	M
MAC2312	Analytic Geometry & Calculus 2	M
MAC2313	Analytic Geometry & Calculus 3	M
MAN3025	Principles of Management	S
MGF1106	Mathematics for Liberal Arts I	M
MUL2010	Introduction to Music Literature	H, N, WR
PAD3003	Introduction to Public Administration	S
PHI2010	Introduction to Philosophy	H, WR
PHI2630	Contemporary Moral Issues	H, WR
PHY2020	Introduction to the Principles of Physics	P
PHY2048	Physics I with Calculus	P
PHY2048L	Physics I with Calculus Lab	P
PHY2049	Physics with Calculus 2	P
PHY2049L	Physics with Calculus 2 lab	P
POS2041	American Federal Government	S
PSY2012	General Psychology	S
REL2121	American Religious History	H, D
REL2300	World Religions	H, N
REL3191	Death and the Afterlife	H, WR
RTV3405	TV and American Society	S
SOP3004	Introduction to Social Psychology	S
STA2023	Introduction to Statistics 1	M
STA3032	Engineering Statistics	M
SWS2007	The World of Water	P
SWS3022	Introduction to Soils in the Environment	P
SWS4116	Environmental Nutrient Management	P
SYD3700	Minorities	D, S

SYD4800	Sociology of Gender	D, S
SYG2000	Principles of Sociology	S
SYG2010	Social Problems	S
SYG2430	Marriages and Families	D, S
SYO4530	Social Inequality	D, S
SYP3000	Society and the Individual	S
SYP3510	Deviance	S
THE2000	Theatre Appreciation	H, D
WST2322	Introduction to Health Disparities	S, D

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Appendix 6: Academic Year Summaries

Term6	Headcount			Enrollments			Credit Hours			Tuition		
	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total
201401	577	19	596	1,347	60	1,407	5,062	198	5,260	\$542,174	\$32,186	\$574,360
201405 A	83	14	97	112	19	131	336	57	393	\$36,260	\$7,160	\$43,420
201405 C	425	5	430	740	7	747	2,943	19	2,962	\$315,011	\$2,891	\$317,902
AY 2014	658	26	684	2,199	86	2,285	8,341	274	8,615	\$893,446	\$42,236	\$935,682
Model AY 2014	157	52	209	342	125	467	1,026	374	1,400	\$114,840	\$159,120	\$273,960
%	419%	50%	327%	643%	69%	489%	813%	73%	615%	778%	27%	342%
201405 B	74	10	84	97	10	107	287	29	316	\$30,410	\$3,815	\$34,224
201408	849	42	891	2,130	130	2,260	7,641	411	8,052	\$809,190	\$138,372	\$947,562
201501	919	49	967	2,361	140	2,501	8,147	454	8,601	\$880,887	\$170,792	\$1,051,679
201505 A	204	20	224	269	25	294	807	72	879	\$93,069	\$23,322	\$116,391
201505 C	572	23	595	928	33	961	3,632	105	3,737	\$400,069	\$38,038	\$438,107
AY 2015	1,229	90	1,319	5,785	338	6,123	20,514	1,071	21,585	\$2,213,624	\$374,339	\$2,587,963
Model AY 2015	990	315	1,304	3,370	1,271	4,641	10,110	3,814	13,924	\$1,137,376	\$1,621,035	\$2,758,410
%	124%	29%	101%	172%	27%	132%	203%	28%	155%	195%	23%	94%

UF Online Comprehensive Business Plan

Appendix L: Performance Measures & Benchmarks 2013-2019

Metrics derived from CS/CS/Senate Bill 1076: (g) Beginning January 2014, the university shall offer high-quality baccalaureate degree programs that:					
1	Bill 1076: Accept full-time, first-time-in-college students Goal: Enrollment of full-time, first-time-in-college students Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN			Office of Admissions and Enrollment Management	Report the number of enrolled students that are: <ul style="list-style-type: none"> Full-time, first-time Part-time, first-time Full-time, not first-time Part-time, not first-time 	These four cohorts a) aligned 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 in summer 2014.
2014-2015 AY REPORT	Official university data collection records	See attachment 1 for supporting data.			
2	Bill 1076: Have the same rigorous admissions criteria as equivalent on-campus degree programs Goal: Online admission criteria equivalent to residential program for FTIC students at UF. Objective: OL and residential students are evaluated for admission based on the same criteria.				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Official university data collection records	Mean weighted GPA and mean SAT scores	Office of Admissions and Enrollment Management	TBD	
2014-2015 AY REPORT				UF Online students were evaluated based on the same criteria (weighted GPA, rigor of curriculum [AP/IB/AiCE/dual enrollment], test scores, essay and extracurricular activities) as residential students.	Based on the pool of applicants the middle 50% GPA and test scores will vary from year to year

3	Bill 1076: Offer curriculum of equivalent rigor to on-campus degree programs Goal: OL and residential programs should have identical student learning outcomes and Academic Learning Compacts (ALC) Objective: To insure that UF Online courses offer the same quality education as residential courses.				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	TBD	OL and residential programs should have identical ALCs	
2014-2015 AY REPORT	Academic Learning Compacts	UF Online programs use the same Academic Learning Compacts as the resident versions of the programs. UF Online is working with UF's Office of Institutional Assessment to pilot outcome tracking within Canvas (for UF Online and Resident programs) during spring 2015.			
4	Bill 1076: Offer rolling enrollment or multiple opportunities for enrollment throughout the year. Goal: To offer additional, appropriate opportunities for enrollment Objective: Identify and test opportunities				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	TBD	Report student headcounts by term for both OL and residential students at UF	
2014-2015 AY REPORT		See Attachment 2 for headcount data.	Office of Admissions and Enrollment Management		Admissions has implemented rolling admissions for FTIC and transfer students allowing multiple entry points to UF Online. Policies have been adjusted to allow deferral of admission decisions for up to one year and automatically migrating incomplete applications to the next term for up to one year from initial application term.
5	Bill 1076: 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. Goal: TBD Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	NA	NA	NA	Narrative section in annual report	The annual report will include a narrative with a status on lab location and testing centers.

2014-2015 AY REPORT					A chemistry “bootcamp” has been developed for summer 2015 which will allow students to conduct intensive labs on campus or at research centers around Florida.
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6 Bill 1076: Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.
Goal: TBD
Objective: TBD

	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	TBD	TBD	Office of Admissions and Enrollment Management	Number of credits awarded for both online and residential students	
2014-2015 AY REPORT		Average transfer credits for UF Online is 84 transfer credits. This exceeds the numbers for our residential population. However, the number of credits accepted into a residential degree program is limited to 60.			

Additional measures proposed by UF

7 Bill 1076: N/A
Goal: OL program maintains student engagement at the same level as residential students
Objective: OL students will be engaged in the learning process as evidenced by student and faculty survey responses and CMS analytics

	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Survey data demonstrating that OL students are engaged in the learning process and analytics of CMS	Percent of positive survey respondents and percent of indicators of student engagement	Student engagement survey instrument and CMS		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.
2014-2015 AY REPORT		The Quality Assurance committee uses the student feedback from the UF Faculty Evaluation to inform recommendations for course improvement. Login data from the Course Management System have not been available to the reviewers thus far, however, UF is currently working with Instructure to access this information. Response rates in student evaluations for UF Online sections have been comparable to rates for residential sections with some variation			

		between colleges (around 40% for spring and 30% for summer terms).			
8	Bill 1076: N/A Goal: Ensure OL student retention rate is comparable to online peer institutions Objective: OL students will have retention rates comparable to online peer institutions				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	Student retention data	Annual student retention data	University of Florida and Peer Institutions data	TBD	Data will be also provided to compare retention rates of OL FTIC students to FTIC residential students and retention rates of OL Transfer students to Residential Transfer students.
2014-2015 AY REPORT		See attachment 3 for retention data for the UF Online population only. These data do not address the larger question of how UF Online retention rates compare to other institutions or to residential students, but it does demonstrate strong retention rates so far for UF Online students.			
9	Bill 1076: N/A Goal: Ensure OL student 6-year graduation rate is comparable to online peer institutions Objective: OL students will have graduation rates is comparable to online peer institutions				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	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 rates to FTIC residential students and graduation rates of OL Transfer students to Residential Transfer students.
2014-2015 AY REPORT					
10	Bill 1076: N/A Goal: Minimum increase of academic programs of 5 per year to a maximum of 35 Objective: Achieve an annual minimum addition of 5 academic programs				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES

ORIGINAL PLAN	Official university data collection records	Total annual count of OL academic programs	TBD	TBD	
2014-2015 AY REPORT		Five majors were included in the original launch in January of 2014. By fall 2014, 5 additional majors had been added. Five more majors are scheduled to be added by fall 2015.	University Undergraduate Catalog		
11	Bill 1076: N/A Goal: Provide a curriculum consistent with employment opportunities and lifelong learning Objective: TBD				
	EVAL DATA	MEASURE	DATA SOURCE	METRIC	NOTES
ORIGINAL PLAN	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 fulltime wages of undergraduates employed in Florida one year after graduation	
2014-2015 AY REPORT					

Attachment 1: UF Online Full-Time & Part-Time Enrollment

First Time in College

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full-Time	0	1	8	2	1
Part-Time	0	7	8	5	19
Total	0	8	16	7	20

Not First Time in College

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full-Time	204	62	332	337	147
Part-Time	394	437	544	622	652
Total	598	499	876	959	799

Note: For purposes of this report full-time is based on 12 or more credit hours for the entire term

Attachment 2: UF Online and Residential Enrollment

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
UF Online	598	507	892	966	819
Residential	47,999	29,330	49,505	47,880	29,887
Grand Total	48,597	29,837	50,397	48,846	30,706

Notes:

UF Online data taken from the following dates:

- Spring 2014 - May 1, 2014
- Summer 2014 - Student Information File Submitted 9/29/14 – August 8
- Fall 2014 – November 10, 2014
- Spring 2015 – Student Information File Submitted June 11, 2015
- Summer 2015 – Un-finalized data from SIF as of August 4, 2015

Residential data taken from SIF for Spring 2014, Summer 2014 and Spring 2015 and SIFP for Fall 2014 and un-finalized data from SIF for Summer 2015

Attachment 3: Persistence Rates

Spring 2014 to Fall 2014

Degree Programs	Spring Enrolled	Spring Total minus Grads	Fall Enrolled	Persistence Rate
Criminology & Law	65	59	53	90%
General Business	412	323	279	86%
Health Education & Behavior	44	30	27	90%
Environmental Management	12	11	10	91%
Sport Management	63	51	42	82%
Total	596	474	411	87%

Summer 2014 to Fall 2014

Degree Programs	Summer Enrolled	Summer Total minus Grads	Fall Enrolled	Persistence Rate
Criminology & Law	67	63	61	97%
General Business	356	307	284	93%
Health Education & Behavior	31	23	23	100%
Environmental Management	15	15	14	93%
Sport Management	38	35	29	83%
Total	507	443	411	93%

Fall 2014 to Spring 2015

Degree Programs	Fall Enrolled	Fall Total minus Grads	Spring Enrolled	Persistence Rate
Biology	1	1		
Criminology & Law	104	97	84	87%
General Business	541	484	427	88%
Geology	7	7	5	71%
Health Education & Behavior	93	88	77	88%
Environmental Management	21	20	20	100%
Psychology	45	45	36	80%
Sport Management	76	66	53	80%
Telecommunication	4	4	4	100%
Total	892	812	706	87%

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
September 2, 2015

SUBJECT: UF Online Plans for 2015-16

PROPOSED ADVISORY BOARD ACTION

For Information

BACKGROUND INFORMATION

Ms. Cummings will present UF Online's plans for 2015-16.

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Evie Cummings