Amendments to the UF Online Business Plan

Introduction

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

Amendment 1: Public-Private Partnership

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

Public-Private Partnership Termination in December 2015

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

Post-Termination

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

Beyond the value of ensuring, continuous key services following termination, the University has found that building these in-house functions also brings additional benefits including efficiencies and synergies across the entire UF Online program. To best realize these efficiencies and synergies UF now relies upon a new, in-house digital infrastructure that provides real-time

communication flow across business lines including UF Online's marketing, recruitment, enrollment and student service functions. Ultimately the University benefits from both the significant savings from the vendor termination but also the great improvements in operational efficiencies and overall effectiveness. With all key functions and experts now residing in-house, each benefits from seamless communication, joint priority setting, and direct feedback loops on the most valuable approaches.

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

Amendment 2: UF Online Pathways and Programs

The University has experienced significant change in the offering of pathways and programs for online students that were not originally referred to in the comprehensive business plan. We remain committed to including programs in UF Online focused on workforce needs and student demand and therefore wish to amend the comprehensive business plan to reflect our significant growth and proliferation of diverse online offerings in this area. The original business plan called for 30 programs by 2018-19 and 35 by 2019-20. We wish to amend the business plan to reflect the launch and growth of the PaCE program. The program can provide a pathway to many in-residence majors after successful completion of the required 60 hours. In addition to this "hybrid" possibility, the University has also increased the UF Online major programs and its offerings of online minors and certificates. We project that UF Online major programs offered in 2018-19 will meet or exceed the original benchmarks with continued growth to meet or exceed the 2019-2020 benchmark of 35 as well. We wish to amend the business plan to capture how far we've come and in particular the diverse set of choices afforded students in the UF Online program and our projected growth in offerings in subsequent academic years. The University proposes the following amendment to the comprehensive business plan:

Pathway to Campus Enrollment Majors

Starting in fall 2015, the University of Florida launched the Pathway to Campus Enrollment (PaCE) program to welcome first time in college students into a new, hybrid program. These UF Online students complete the first part of their degree online and may later transition to campus in 53 different majors at the upper division level without having to reapply. UF Online has seen strong growth in FTIC students with the introductions of this pathway. The list of the 53 resident majors accessible through the PACE program is maintained at: http://www.admissions.ufl.edu/learn/pace/majors.

UF Online Academic Programs

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

UF Online Academic Programs		
Majors and Tracks	**Minors**	**Certificates**
Up to 2015-2016		
1. B.A., Anthropology 2. B.A., Biology 3. B.S., Business Administration 4. B.S., Computer Science 5. B.A., Criminology & Law 6. B.S., Environmental Management 7. B.A., Geography 8. B.A., Geology 9. B.S., Health Education & Behavior 10. B.S.N., Nursing 11. B.A., Public Relations 12. B.A., Psychology 13. B.A., Sociology 14. B.S., Sport Management 15. B.S., Telecommunication Media & Society	1. Anthropology 2. Business 3. Geography 4. Mass Communication 5. Sociology	1. Environmental Horticulture Management 2. Geomatics 3. Landscape Pest Management 4. Medical Entomology 5. Pest Control Technology 6. Urban Pest Management
New additions in spring semester 2017		
16. B.A., Business Administration - Anthropology Specialization 17. B.A., Business Administration - Computer & Information Science Specialization 18. B.A., Business Administration - Criminology Specialization 19. B.A., Business Administration - Economic Geography Specialization 20. B.A., Business Administration - Educational Studies Specialization 21. B.A., Business Administration - Geology Specialization 22. B.A., Business Administration - Sociology Specialization 23. B.A., Business Administration - Sport Management Specialization		
2017-2018		
24. B.S., Communication Sciences & Disorders 25. B.S., Fire & Emergency Services - Emergency Management Track 26. B.S., Fire & Emergency Services - Fire Management Track 27. B.S., Fire & Emergency Services - Emergency Medical Services Management Track 28. B.S., Microbiology & Cell Science 29. B.A., Educational Studies	6. Accounting 7. Biology 8. Educational Studies 9. Entomology & Nematology 10. Family, Youth, & Community Sciences	7. Emergency Management 8. EMS Management
2018-2019		
30. B.A., Advertising 31. B.S., Agricultural Education & Communication 32. B.S., Applied Physiology & Kinesiology 33. B.S., Computer Engineering 34. B.S., Entomology & Nematology 35. B.S., Finance	11. Advertising 12. Food & Resource Economics	9. Environmental Management 10. Public Relations 11. Sports Management 12. Computer Science 13. Criminology - Law Enforcement

Amendment 3: UF Online Enrollment Projections

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

UF Online Enrollment Projections thru 2019

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

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020
New PaCE	450	465	480	500
New Transfer & FTIC (non-PaCE)	820	1,260	1,840	2,580
New Headcount Subtotal	1,270	1,725	2,320	3,080
Continuing Headcount Subtotal	1,534	1,963	2,581	3,431
New & Continuing Headcount Total	2,804	3,688	4,901	6,511
% In State of New & Continuing	92.0%	91.0%	90.0%	89.0%
Student Credit Hour In State	44,443	57,819	76,005	99,843
Student Credit Hour Out of State	3,865	5,718	8,445	12,340
Student Credit Hour Total	48,308	63,537	84,450	112,183
Tuition In State	$4,888,744.40	$6,360,071.29	$8,360,512.68	$10,982,729.02
Tuition Out of State	$1,468,555.63	$2,172,971.41	$3,209,085.67	$4,689,255.09
Tuition Total	$6,357,300.03	$8,533,042.70	$11,569,598.35	$15,671,984.11

70%	Continuation rate Percentage of prior year students minus graduates and stop-outs. Persistence rate for fall 2014 to fall 2015 was 75.5%. This continuation rate is derived from this persistence and also takes into account the fact that PaCE students will not continue for their full academic career. In subsequent years we should be able to articulate a more accurate continuation rate that takes into account persistence of fully online students and PaCE students.
17.23	Average number of credits per student per year based on the number SCH divided by the number of unique students from the 2015-2016 academic year
$110	Average in state tuition per credit hour
$380	Average out of state tuition per credit hour