



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Advisory Board for UF Online
Warrington Room, Emerson Alumni Hall
University of Florida
Gainesville, Florida
October 17, 2017

10:00 a.m. – 2:30 p.m. or upon adjournment

Chair: Mr. Carlos Alfonso

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

1. Call to Order and Opening Remarks Chair Carlos Alfonso
2. Approval of Minutes of Meeting held April 26, 2017 Chair Alfonso
3. Public Comment Chair Alfonso
4. UF Online Annual Report Ms. Evangeline Cummings
5. UF Online STEM Focus Ms. Cummings
 - a. Current STEM Offerings Mr. Glenn Kepic
 - b. UF Innovations in 2016-17: Labs for Online Students Ms. Joleen Cannon
 - 1) How We Approach the Development of Labs: Joleen Cannon
 - 2) An Evolutionary Biology Lab Success Story: Emma Brady, Dr. Brian Harfe
 - 3) A Physics Lab Success Story: Emma Brady, Dr. Shawn Weatherford

Lunch

6. UF Online Students' Perspectives Ms. Cummings
7. Looking Ahead for UF Online Ms. Cummings
 - a. Gearing Up for Continued Expansion: 2018 and beyond
 - 1) Ensuring a Sound Foundation
 - 2) Shifting Marketing, Communications, and Recruitment Tactics
 - 3) Investing in the Academic Core
 - 4) Ensuring a Remarkable Online Student Experience
 - 5) Continuing Sound Management
 - b. UF Online Financial Model of 2013-2017
8. Path Forward Chair Alfonso
9. Concluding Remarks and Adjournment Chair Alfonso

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
October 17, 2017**

SUBJECT: Approval of Minutes of April 26, 2017, Meeting

PROPOSED ADVISORY BOARD ACTION

Approval of summary minutes of the meeting held on April 26, 2017.

BACKGROUND INFORMATION

Advisory Board members will review and approve the summary minutes of the meeting held on April 26, 2017.

Supporting Documentation Included: Summary Minutes for April 26, 2017

Facilitators/Presenters: Chair Carlos Alfonso

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

April 26, 2017

1. Call to Order

Chair Carlos Alfonso convened the meeting at 8:39 a.m. on April 26, 2017, with the following members present: Mr. Ernie Friend, Mr. Ned Lautenbach, and Dr. John Watret.

2. Minutes

Dr. Watret moved that the Advisory Board approve the minutes of the meeting held on October 13, 2016, as presented. Mr. Friend seconded the motion, and the members concurred.

3. Highlights of UF Online's Progress

a. Overview

Ms. Evie Cummings said that the University of Florida Online is exceeding its enrollment projections, as well as exceeding goals for fully online academic pathways. By the fall of 2017, UF Online will have added four academic programs. Through 2016-17, Biology and Physics STEM lab innovations were introduced. She also said that UF Online is adhering to its Business Plan with growing revenue, cutting costs, creating partnerships, and making smart investments, such as online labs.

UF Online is currently in Phase II of its Business Plan. Ms. Cummings said that this is the transition phase that is moving away from Pearson and moving to in-house functions. With this transition, UF has been able to increase funding that is distributed around the campus, increase online lab projects, and add faculty.

Ms. Cummings said the four new programs for UF Online are Microbiology and Cell Science, Communication Sciences and Disorders, Business Administration, and Fire and Emergency Services. A minor in Accounting was also added.

Ms. Cummings said that approximately \$75,000 has been invested in a partnership with Labster to build an Evolutionary Developmental Biology lab that is fully online. This supplemental material was built uniquely for UF. This lab is also able to be used on campus. This spring, a fully remote physics lab was created with a customized kit for online students.

Ms. Cummings said the funding model for UF Online, which reflects formulas used to distribute funds across campus, has been updated. She said that UF Online tuition arrives centrally and

then is allocated across campus in order to assist UF Online in reaching its goals. More money is being distributed across campus, mainly because there is no longer the Pearson revenue share. UF Online increased funding allocations in three areas:

- (1) Increasing online course delivery;
- (2) Improving online student academic advising and student success; and
- (3) Centralizing the support for faculty course production and innovation.

b. Academic Advising Expansion

Mr. Glenn Kopic said that 151 students have applied for spring 2017 graduation from UF Online. He remarked that this is the largest number of students in UF Online history.

There is a wide range of students, with the youngest being 21 years old and the oldest being 61 years old. Mr. Kopic said that many of these students were upper division transfers, FTIC (First Time In College), and readmission students.

c. Marketing Campaign

Ms. Kathy Harper said that there are four focus areas for their marketing campaign: (1) in-state influencers; (2) out-of-state applicants; (3) Finish@UF for Florida's Associate in Arts graduates; and (4) Gator Nation awareness. Finish@UF has picked eight top tier state colleges to show digital ad campaigns and billboards to target their audience. One of the tag lines in their marketing campaign is "Finish a Gator." Forty-eight percent (48%) of students were coming from public state college or community colleges before transferring to UF. As a result of the campaign thus far, there has been an increase in the lead volume.

Ms. Harper said that a partnership with the athletic association has been leveraged through IMG. This has helped increase awareness through digital ad campaigns, signage in stadiums for basketball games, and radio spots. Ms. Harper said that all of this has led to the increase of leads and activities.

d. Admissions and Enrollment Growth

Ms. Melissa Emmett said that through the spring 2017 term, there was a total of 2,289 students enrolled. This is an increase of 542 students from last year, an increase of over 30%. Students are enrolled in 21,647 credit hours for the spring term. Fifty-eight percent (58%) of the students are part-time students; forty-eight percent (48%) came from a public state college or community college; thirty-five percent (35%) are enrolled in the College of Liberal Arts and Sciences; 30% are enrolled in the College of Business; and about 12% are enrolled in the College of Health and Human Performance.

Ms. Emmett said that the deadline for PaCE confirmation is May 1, 2017, for fall 2017. She said that the denial rate for admissions has increased, as well as the applicant volume. Ms. Emmett

said that the four main reasons for denial are (1) GPA deficits; (2) missing prerequisites; (3) multiple reasons; and (4) other.

In February, UF Coral Gables had its grand opening. There are two full-time management staff in Coral Gables with their primary purpose being to build an increased physical presence in the tri-county area.

e. Student Success and Engagement

Ms. Jean Starobin discussed the UF Online Plaza, a virtual community that is now available to all online students. It is a bridge for UF Online students to collaborate, connect, and create a community with one another. Within the Plaza, there are pre-organized groups and cohorts. She said that students are automatically put into groups based on their time of enrollment, their majors, and their geographical home locations. Students are also able to create groups within the UF Online Plaza.

Ms. Starobin said that they are also trying to get physical engagement by students through specific events.

She said that it is important for student success to have an advisor help guide the student throughout the entire process. In the fall of 2017, a PaCE Ambassador program will be started to provide leadership and involvement opportunities.

4. Strategies to Expand Academic Offerings

In regards to the four additional programs added this year, Ms. Cummings said that this was made possible because there was a substantial part already built. Those programs were already being delivered in an online format; therefore, the cost for UF Online was minimal. New programs now have to be built from scratch. She said that the pace of building these new programs will slow down because of cost.

Ms. Cummings said that there is interest in cyber security for UF's computer science program. She said that they are accessing the market now to see if adding cyber security is possible.

Ms. Cummings said that she is also looking into sports analytics.

Dr. Watret asked what UF Online's international market is like. Ms. Cummings said that is happening organically without a lot of prodding. She also said that there has been some interest from Asia about PaCE. She is putting it off until 2019, when it will be a dedicated strategy. She said that UF Online is first and foremost focusing in-state and in the major urban areas across the United States.

5. Concluding Remarks and Adjournment

Chair Alfonso adjourned the meeting at 9:58 a.m.

Carlos Alfonso, Chair

Nancy C. McKee, Executive Director

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
October 17, 2017**

SUBJECT: UF Online 2016-17 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 proposed 2016-17 Annual Report for approval and submission to the recipients listed above.

Supporting Documentation Included: 2016-17 Annual Report

Facilitators/Presenters: Ms. Evie Cummings

UF ONLINE ANNUAL REPORT AS OF 10/9/17

ACADEMIC YEAR 2016-2017

COVER:

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

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

~ University of Florida Mission Statement

UF Online Annual Report

Academic Year 2016-2017

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Message from the Director

Welcome to our third annual report for the University of Florida's fully online undergraduate experience, UF Online. The successful launch of UF Online in 2014, the growth in online academic offerings, and the currently thriving online student body are all testaments to the strength of Gator innovation and the power of our students, staff, and faculty. We continue to transform the undergraduate experience, remaining focused on delivering strong, versatile, and valuable academic programs for our students within a thriving online learning community of faculty, staff, and students alike.

Our results this year continue to be strong and reflective of a growing demand across the higher education landscape for credible, rigorous, and engaging online post-secondary programs. Best of all, as our enrollments and programs expand, so do our faculty ranks and academic advisors; and we now celebrate over 950 graduates from UF Online. As we expand access to the state's flagship institution, we also shifted decision-making for costs over to the student, empowering them to decide what fees were right for them. This year we launched the first-of-its-kind optional fee package that enables and empowers our students to customize their own costs and customize their own student experience. Lastly, we now welcome all students into their own virtual campus -- the UF Plaza, where students take the initiative to connect, share and form study groups, sometimes from across the country or around the world. A hallmark of this year has also been the advancements in labs for our online students in biology and physics. Faculty at UF are rethinking traditional approaches and limitations and the results are nothing short of awesome.

I am also proud that this University has been able to continue to expand offerings and programs all while undergoing a major transformation away from a private vendor. We emerge now on the other side in a much better position to serve students as one campus. Best of all, there was no pause in our services and we were able to continue to add majors and course offerings even as our enrollments increased another 30% over last year. The Gator Nation certainly rises to the occasion.

I invite you to read more about these accomplishments in the pages that follow. To pay homage to our fantastic students, in this year's annual report we wanted to share some of their stories in their own words. I hope these stories of our students inspire you as much as they inspire all of us here at UF Online. We are so grateful for the opportunity to serve these remarkable Gators.

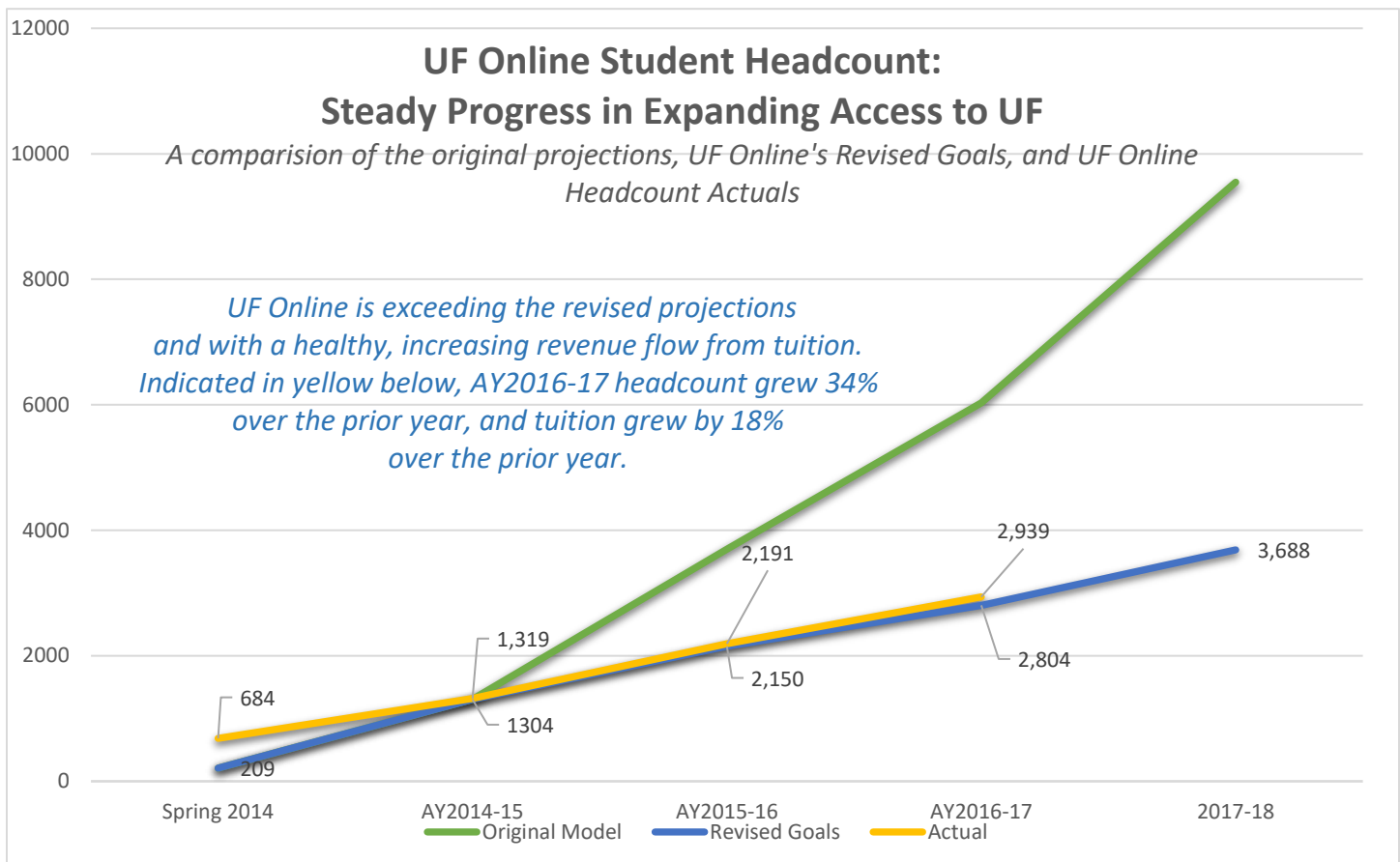
Here's to another year at UF Online as we welcome, support and celebrate the accomplishments of so many students, thanks to the remarkable faculty at this great institution.

Go Gators!

Evangeline Tsibris Cummings
Assistant Provost and Director of UF Online

Introduction

The University of Florida faculty are serving a growing number of fully online undergraduates with an ever-expanding list of majors, courses and lab innovations. As UF Online continues to grow in size and breadth, below we describe the UF Online Model in place to guide that growth. We are pleased that UF Online continues to progress in accordance with our projections and the tenets of the UF Online Comprehensive Business Plan.



Phases of Growth

This year we continued to transition UF Online from a program dependent on a large private vendor to a program fully integrated into the University's operations with a robust set of campus services and teams, all working to support UF Online students. We describe UF Online's path in terms of our three phases. First, UF Online's initial launch from 2013-2015 with the aid of a large, private vendor. UF Online's second phase, "Excellence in all Operations to Ensure Sound Growth" began midway through 2015 as the University began work to integrate all major program functions back into University hands. We are now firmly in UF Online's second phase (2015- 2018) given our transformation of operations and services, our continued growth and maturation of services. This past year (July 2016- June 2017), we successfully completed our transition away from our previous vendor and now have completely in-house functions serving students within a thriving online learning community. We have also focused this past year on the growth of our academic programs and advisors, our marketing reach, our online STEM academic innovations, and serving our expanded student body with an adaptive and engaging online student experience, all while maintaining our quality and affordability. Our goal as we complete this second phase by mid-2018, is to position the University ultimately to fuel our continued expansion of academic programs and student services.

The UF Online Model: A Multi-Dimensional View of Value for our Students

In the near term, we are utilizing a model of growth that balances the need for steady and methodical organizational design with the need to deliver bold academic innovation and offerings for students right now. This past year, as UF Online has completed its transition away from its previous, private vendor, UF has established a rich organizational framework for online undergraduate learning, fully supported by on campus, in-house University teams and networks. This organizational framework has all be designed and built with the value of UF Online in mind. That is, each team and functional area all contribute value to our common purpose as a program: student academic achievement. By looking at our organizational design through this lens of impact we are able to build what we need, but also maintain a steady focus on outcomes and impact of those functions. As a result, UF Online strives to remain nimble as an organization and as a set of connected functions. As we continue to grow and evolve, we will continually improve to ensure we give full attention to the dimensions that drive student academic achievement within UF Online. Laid out below, we articulate seven (7) separate dimensions that frame the UF Online Model. In our view, these are the seven dimensions of the University of Florida that drive online student academic achievement online, and on campus. Many of these concepts are universal components of any educational enterprise, and they are our focus here in UF Online as we serve a growing population of students in earning their bachelor's degree through an online modality.

Taking a multidimensional view to driving student academic achievement in the online realm will enable UF Online to boost progress in each discrete area to achieve an overall amplifying affect for each student. Taken together, all seven of these dimensions contribute to drive UF Online students to excel. In order to realize success in each of these seven areas, underpinning all of these dimensions, are our core management tenets found in our Comprehensive Business Plan: boosting revenue, cutting costs, smart investing and leveraging partnerships. These frameworks form the UF Online Model that will guide our work into the future.

A Multi-Dimensional Mission that Cuts Across Organizational Teams

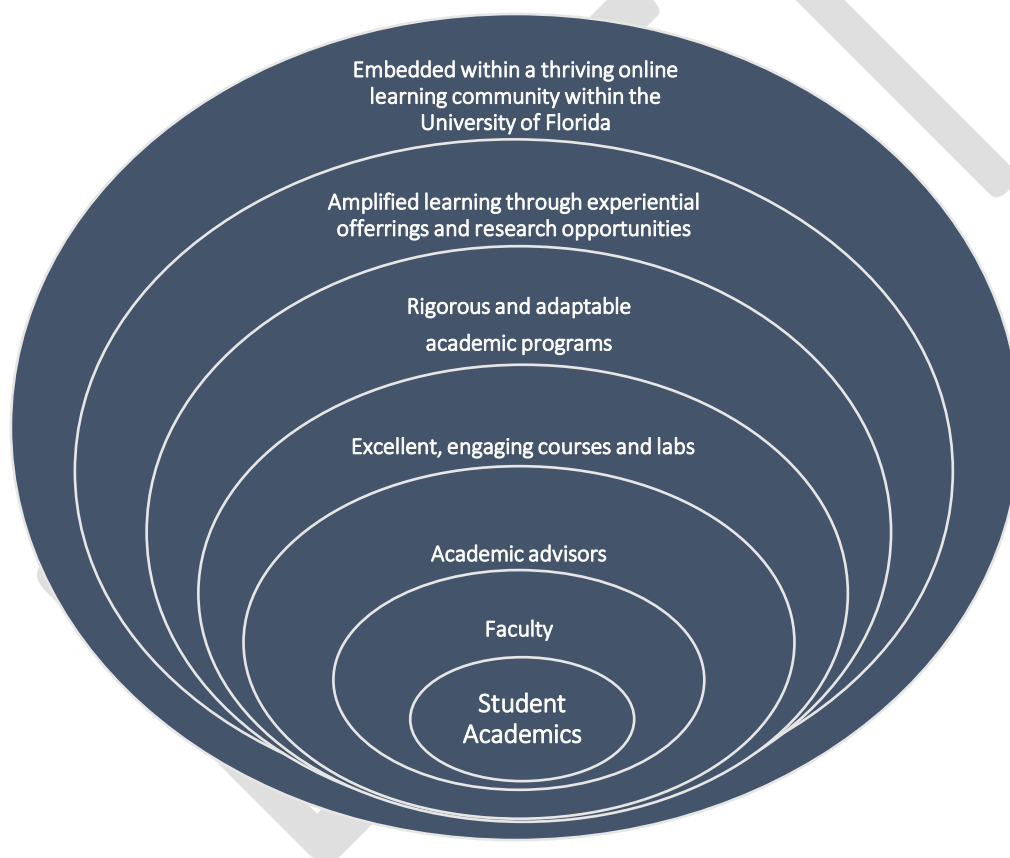
We now have core leadership roles and teams in the following areas: (1) Administration, Operations and Infrastructure, (2) Marketing and Communications, (3) Recruitment and Enrollment Management Services, (4) Academic Advising and Curriculum, (5) Course Innovation and Production, and (6) Student Success and Engagement. Most significantly, UF now has the advantage of newly realized synergies and collaborations that may occur across these functions given that all staff members work in-house. This affords the opportunity for seamless in-house communication and information sharing. For instance, planning for course production can be informed directly by academic advising. In addition, feedback flows directly to course production from recruitment and marketing channels. In another example, the new student success and engagement team is able to rely upon UF Online's marketing and communications experts to amplify notification of events and opportunities for current students. At the same time, the marketing team's outreach to prospective students ensures that they see UF Online's unparalleled approach to student engagement as they determine whether UF Online is a good fit for them. Fundamentally, all in-house functions rely on the same data infrastructure, enabling UF Online analytic and outreach capability that has not been possible until this point. As we move forward, we will grow, learn, and continually fortify these fundamental business lines to best serve our students and faculty. It is important to note, however, that although distinct leadership now exists in each area, our goal is for the organization to remain quite flat and matrixed to ensure collaboration and data sharing across each team.

Seven Dimensions that Fuel Student Academic Success



Chart 1: The UF Online Model: Seven Cumulative Impacts that Flow toward UF Online Student Academic Achievement

Viewed differently, the seven dimensions can be seen as a nested framework, each reinforcing the other and affecting each other in real time and in concrete ways as they all drive student academic achievement.



View 2: Nested Relationships of the Seven Dimensions of UF Online Student Academic Achievement all supported by the four management tenets from the UF Online Comprehensive Business Plan

Remaining Agile, Continually Improving thru 2017 and Beyond

Each dimension represents an area that contributes value to our students. Furthermore, the success of each area may be supported and fueled by multiple organizational units – faculty and staff cut across colleges and service lines – yet all rely on core data and analytics stemming from our data infrastructure for the benefit of many units across campus. If we build this slowly and thoughtfully, this integrated model will serve our students best, but we must work extensively to further define

these dimensions in terms of goals, strategies, and tactics. As with any approach, this one will improve over time and must fundamentally remain flexible and agile to ensure UF Online remains focused on the greatest value areas for students, not entrenched organizational silos. We will spend considerable time in our next business phase to ensure dedicated strategies and supportive frameworks for each of these seven dimensions. Looking ahead, taking this multi-dimensional approach enables the organization to maintain focus on programs with the greatest benefits for our students along these seven dimensions instead of working exclusively on fortifying new organizational units and budgets.

DRAFT

Highlights of our Results 2016-17

A great, multi-dimensional vision that drives toward student academic achievement is only a vision unless it is broken into real, concrete actions and programs, which achieve incremental change through strategic management and resource allocation year after year. Summarized below are just a few highlights of UF Online's remarkable achievements in the past year, organized by each dimension:

- **Student Academic Achievement**
 - We served nearly 3,000 students in 16 majors that include over 23 pathways to a degree.
 - UF Online student figures continue to grow, with overall enrollment up 34% over the prior year.
 - Student admissions selectivity has begun to climb with only 40% of applicants admitted in AY16.
 - Most impressively, UF Online students are graduating and completing their degrees. Through the end of summer 2017, UF Online celebrated over 950 graduates from twelve majors in six colleges.
- **Faculty Leaders and Mentors**
 - Over 360 UF faculty across 67 departments and 13 colleges continue to conduct all teaching and course design, ensuring all online students get academic offerings of the same rigor as campus offerings.
 - This year, the number of UF instructors teaching in UF online increased by 24% with these faculty teaching 28% more courses online this year than last year.
 - UF Faculty have been the recipients of awards and other recognition for their online teaching efforts.
- **Coursework and Labs**
 - UF faculty developed over 50 new courses within UF Online last year for delivery in the same year, working in partnership with UF Online-funded instructional designers.
 - UF faculty led the way in STEM this year, with a brand new Evolutionary Biology lab in UF Online launched in fall 2016 to very positive student reviews.
 - UF physics faculty have also pioneered two separate physics labs for online students based on new, custom-designed at-home physics kits that were shipped out to online students to complement their online, interactive classroom experience with their instructor.
- **Academic Programs and Pathways**
 - In fall 2016, UF's College of Journalism and Communications launched a fully online degree in Public Relations for the very first time, with admitted students tripling in fall 2017.
 - In spring 2017, UF's College of Business also launched eight new online academic pathways for students into a Business Administration degree, more than doubling the options available to students seeking a degree via the popular UF Online business programs.
 - Work is underway now to plan for and begin the work necessary to bring on additional high demand courses and future degrees.
- **Academic Advising**
 - This past year, UF Online expanded the number of academic advisors to 13 FTE.
 - To guide our investments going forward, UF Online also established a minimum ratio of advisors to UF Online students of 1:250 across all colleges. UF Online intends to continue to increase our investment in academic advising with the goal of lowering this ratio even further.
 - As of July 1, 2017, UF Online aims to double the outlay of revenue funds for college use in ensuring robust network of academic advisors serving UF Online students.
- **Amplified Learning Programs**
 - This past year, UF Online students completed internships, senior capstone projects, and undergraduate research projects. In just one example, last year UF online graduated a biology major that was able to conduct independent research, one-on-one with a UF Preeminent faculty member in the Biology Department, all done remotely. This current year, many more UF Online students are participating in undergraduate research projects with UF faculty, regardless of their location.
- **Learning Environment and Community**

- As we work to fortify a strong, thriving and engaged learning community, UF Online was pleased to launch the country's first fully online campus for online undergraduates -- *the UF Online Plaza*. Following a pilot launch, UF Online completed the full launch of our virtual campus for all students in May 2017. Over 2,800 students now enjoy the UF Plaza as a thriving learning community where students can connect, share, or just reach out to their peers and form a study group.
- To increase access for our students to campus activities and services and to boost the engagement of our students with our entire campus community, we launched the Optional Fee Package for all UF Online students in 2016. This option was well received and we have seen a significant increase in its usage by students. This Optional Fee Package keeps costs low for students that do not intend to frequent Gainesville and therefore need not pay for the local campus services.
- To further our commitment to student academic achievement, this year we established a new team dedicated to Student Success and Engagement that supports the UF Online Plaza virtually but also convenes events around the state to connect our online Gators face to face. UF Online held its first Homecoming Tailgate event in Gainesville in October 2016, our first graduation reception in April 2017, and our first PaCE Day at UF Coral Gables in May 2017, just to name a few.

Current Organizational Structure

The UF Online program is a network of faculty, staff and administrators across the entire campus, all focused on delivering online programs and serving this entirely new online student body. UF online has continued to expand its in-house, central staff to take on functions previously occupied by external vendors. Most notably, our marketing and communications team has grown from one staff member to three full-time employees and three student assistants. UF Online has also now created an entirely new functional team focused on Student Success and Engagement. Furthermore, UF Online has merged its course production team with graduate online course production to form the new Center for Online Innovation and Production. In doing so, UF Online realized savings in cost production previously done by a separate unit within UF IT support. By reorganizing its course production needs and by merging the undergraduate function with graduate online production, UF is now much better positioned and faculty are better served with a central unit of experts supporting online course production.

New org chart here (pull out COIP somehow to show most accurately)

Academic Programs and Curriculum Delivery

This year, UF Online offered fully online majors, minors and certificates and continued the PaCE program. The table below reflects the academic programs (majors, minors, and certificates) currently active in UF Online. We were pleased to expand our offerings in AY2016-17 through the addition of a new Bachelor of Arts in Business Administration with eight distinct specializations, presenting one new degree but eight new pathways for UF Online students to choose from. In addition, this past academic year, UF Online made available six additional, fully online certificates for our degree-seeking UF Online students.

UF Online Programs 2016-2017		
Majors and Tracks	Minors	Certificates
Offerings in Fall 2016		
<ol style="list-style-type: none"> 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.A., Psychology 11. B.A., Public Relations 12. B.S.N., Nursing 13. B.A., Sociology 14. B.S., Sport Management 15. B.S., Telecommunication Media & Society 	<ol style="list-style-type: none"> 1. Anthropology 2. Business 3. Geography 4. Mass Communication 5. Sociology 	<ol style="list-style-type: none"> 1. Environmental Horticulture Management 2. Geomatics 3. Landscape Pest Management 4. Medical Entomology 5. Pest Control Technology 6. Urban Pest Management
Eight (8) Academic Pathways were added in spring 2017		
<ol style="list-style-type: none"> 16. B.A., Business Administration, with eight specialization pathways: <ol style="list-style-type: none"> a. Anthropology Specialization b. Computer & Information Science Specialization c. Criminology Specialization d. Economic Geography Specialization e. Educational Studies Specialization f. Geology Specialization g. Sociology Specialization h. Sport Management Specialization 		

Pathway to Campus Enrollment Majors

Starting in fall 2015, the University of Florida launched the PaCE program to welcome First Time In College (FTIC) students into a new, hybrid program. These PaCE students complete the first part of their degree online and later may transition to campus at the upper division without having to reapply. The University has seen growth in PaCE and the 50+ majors included in the program. This year, we welcomed a record number of PaCE students into the majors below that include a new suite of offerings in the Arts. The table below contains the list of majors included in the PaCE program as of September 2017. This list is maintained online at: <http://www.admissions.ufl.edu/learn/pace/majors>.

College of Agricultural & Life Sciences (18)	
1. Agricultural Education and Communication Tracks include Communication and Leadership Development or Agricultural Education 2. Agricultural Operations Management 3. Animal Sciences Tracks include Equine or Food Animal 4. Botany, General Botany 5. Dietetics 6. Entomology and Nematology Track include Basic Science, Biosecurity, Ecotourism, Plant Protection or Urban Pest Management 7. Environmental Management in Agriculture and Natural Resources 8. Environmental Science (BA) 9. Family, Youth and Community Sciences 10. Food and Resource Economics Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics 11. Food Science	12. Forest Resources and Conservation Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry or Watershed Science and Management 13. Horticultural Science Tracks include Horticultural Production, Horticultural Science, Organic Crop Production or Plant Molecular and Cellular Biology 14. Microbiology and Cell Science 15. Natural Resource Conservation 16. Nutritional Sciences 17. Plant Science Tracks include Community Food Systems, Crop Ecology, Garden Design and Management, Landscape and Nursery Horticulture, Plant Genetics, Plant Health, Restoration Horticulture or Sustainable Food Production 18. Wildlife Ecology and Conservation Tracks include Wildlife Ecology and Conservation Specialization
College of the Arts (8)	
19. Art 20. Art History 21. General Theatre 22. Art Education	23. Visual Art Studies 24. Music 25. Music Education 26. Dance
Warrington College of Business Administration (1)	
27. General Studies (BABA)	
College of Design, Construction & Planning (5)	
28. Landscape Architecture	29. Sustainability and the Built Environment
College of Health & Human Performance (3)	
30. Health Education and Behavior 31. Sports Management	32. Tourism, Events and Recreation Management
College of Journalism & Communications (4)	
33. Advertising 34. Journalism	35. Public Relations 36. Telecommunications
College of Liberal Arts & Sciences (18)	
37. African American Studies 38. Anthropology 39. Computer Science 40. English 41. Exploratory 42. Geography 43. Geology (BS) 44. History	45. Linguistics 46. Mathematics 47. Philosophy 48. Religion 49. Sociology 50. Spanish 51. Statistics 52. Sustainability Studies 53. Women's Studies

Delivery of Curriculum

To serve students in the many majors noted above, UF Online focuses on ensuring the regular delivery of rigorous and engaging courses. We were also pleased to increase our course offerings this year by 28% all while going through a vendor transition plus an internal strategic management shift in our handling of course production detailed in the next chapter.

The table below details the continued expansion of offerings by UF Faculty to serve the growing number of UF Online students. The table displays the number of unique courses, sections, and instructors for each term with subtotals for each academic year. (Note that the subtotals and totals for courses and instructors are not simple sums but rather the count of distinct courses and instructors for the given time frame.)

Term	Courses	Sections	Instructors
Spring 2014	76	77	78
AY 2013-2014	76	77	78
Summer 2014 A	16	16	20
Summer 2014 B	16	16	21
Summer 2014 C	25	32	31
Fall 2014	90	103	85
Spring 2015	109	110	98
AY 2014-2015	159	277	162
Summer 2015 A	16	17	19
Summer 2015 B	32	33	31
Summer 2015 C	30	42	40
Fall 2015	169	174	172
Spring 2016	188	192	198
AY 2015-2016	260	458	297
AY YOY Growth	64%	65%	83%
Summer 2016 A	27	27	27
Summer 2016 B	37	38	37
Summer 2016 C	61	75	72
Fall 2016	223	232	232
Spring 2017	236	253	233
AY 2016-2017	334	625	368
AY YOY Growth	28%	36%	24%
Total	360	1437	520

UF Online Curriculum Maps

To guide the delivery of these many courses and sections, UF Online continues to refine processes and workflow to ensure a robust curriculum and that efforts on course production are expended on the most impactful priorities. Each faculty request for course development or course update is evaluated based on the needs of the student and program to make certain that course production resources are being applied where they are most needed.

This past year, UF Online launched a new service provided to UF colleges to guide the growth of their programs and help faculty plan for growth. These curriculum maps are infused with these key elements: for each degree, which pathways are possible, with which courses, with what capacity and offered at what frequency. These maps are developed closely with UF Online's course production team and the campus-wide academic advising group. *Curriculum Mapping* alleviates pressure on departments, which are managing significant needs of faculty members while delivering ambitious campus teaching schedules and rotations. These UF Online curriculum maps also assist departments in their own review and analysis of their online course offerings to establish ideal course sequencing, capacity planning, and development, all mindful of faculty effort and

research project planning needs. Provided at no cost to departments, UF Online’s curriculum maps are ultimately owned by the chair of each department but are used within UF Online to allocate resources. Each curriculum map is also synced with maps for supporting course offerings, optional electives and general education requirements. These maps provide UF Online Academic Advisors with pathways that may then be tailored to each student’s individual needs. Through these Curriculum Maps, UF Online is also able to ensure appropriate capacity planning and course enhancements needs well into the future. Finally, curriculum maps will improve our marketing and communication efforts to prospective students on UF Online course offerings that may suit their academic interests.

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Course Innovation and Production

As we focus on the needs of faculty and continue to support them in the delivery of premier online learning, the University of Florida launched the Center for Online Innovation and Production (COIP) on July 1, 2017 to provide all course production and support for UF Online courses and graduate online courses. This new unit consists of new hires funded by UF Online for course production and faculty support, as well as resources that have been reorganized and centralized to better serve the University overall. The goal of COIP is to form collaborative partnerships with faculty to ensure that courses developed for UF Online, and other online programs at UF, provide a dynamic and engaging learning experience for students, and that faculty are able to sustain their innovation and high quality offerings over time. Using sound pedagogy and multimedia expertise, COIP provides services from conception through production, and support for UF Online courses throughout the life of the course.

A Comprehensive Approach to Course Development

Faculty members are required to complete training in online teaching or on how to use online teaching tools. They also have access to IT Help Desk services in addition to working with instructional designers during course production. But there is a gap between these resources when it comes to providing real-time critical support throughout the teaching of the course. This support is as critical to successful course delivery as the initial course design. To address this issue, part of COIP's new structure involves the creation of a support team of instructional designers dedicated solely to the ongoing support of faculty and their UF Online courses. Since these instructional designers are part of the course production process, they know the courses intimately and are in a strong position to provide assistance and guidance quickly in response to the needs of the faculty. In addition to lending just-in-time support, they also provide course refresh and update services while identifying opportunities for innovation. The intent is for faculty to feel supported throughout the life cycle of their course. Our goal is to create, sustain, and improve their courses over time. The development of this team was made possible through a shift in funding in the UF Online funding model, thereby saving money that can be reallocated to the course as it evolves, not only during the initial production process.

STEM Leadership

The challenges in online course delivery of Science, Technology Engineering and Math (STEM) courses largely center on meeting the skill practice and content application requirements necessary to produce rigorous STEM labs, as well as devising innovative methods in delivering quality laboratory experiences to online learners. By having a team with a focus on STEM, we are in a position to collaborate with faculty across disciplines and share positive results and discoveries as we work to develop solutions for barriers unique to STEM education for online learners. To this end, UF Online has chosen to give deliberate and dedicated attention to STEM by creating a team comprised of four instructional designers with STEM backgrounds.

UF Faculty Leadership in STEM: Physics and Biology

Innovations in Physics I and Lab (PHY2053, PHY2053L) and Physics II and Lab (PHY2054, PHY2054L)

PHY 2053L: Developed Fall 2016, Piloted Spring 2017, finalized and relaunched Summer 2017

PHY 2054: Developed Spring 2017, Piloted Fall 2017

Physics I and Physics II are requirements for many non-majors in UF Online. In an effort to overcome the challenges of offering physics labs to online students, UF Online completely funded the UF Physics Department's recruitment and hiring of a

highly-qualified lecturer and curriculum developer with experience and practice in online STEM education to focus on online Physics course development and delivery. The use of the newly invented IOLab combined with custom-sourced and assembled experiment materials kits that were shipped to students enables them to collect, communicate, and analyze authentic data as part of UF-developed lab experiments conducted in their homes. The Physics lecture course and lab were designed simultaneously to complement each other and provide a comprehensive learning experience.

The instructor presented PHY2053L and its use of the iOLab at the American Association of Physics Teachers conference in July 2017. IOLab is a handheld data-gathering device that communicates wirelessly to its software, and gives students a unique opportunity to see the concepts of physics in action. UF Online was one of only two universities in the country to author and deliver Physics I laboratories fully online using this remote sensing device.

Biology, ZOO3603C: Virtual Lab Custom Co-Development Pilot, successful launch Spring 2017

Evolutionary Developmental Biology is an upper division elective course for Biology and related majors. UF Online instructional designers now housed in the Center for Online Innovation and Production, worked with faculty and a vendor to develop laboratory simulations for students on:

- Discovering genes responsible for patterning a vertebrate limb
- The power of *C. elegans* in human gene discovery
- Investigation of regenerative capabilities

In the case of this course, simulated laboratories allow students to experience content with a greater depth than face-to-face students. These custom-built simulated environments allowed UF faculty to develop experiments that used dangerous chemicals and expensive equipment that residential students could never experience. The ability to speed up time and make mistakes allows biology students the opportunity to run multiple trials and collect data to an extent not possible in on-campus labs.

ZOO3603c received the UF 2017 Online Education Excellence Award from UF for its innovative approach to online teaching and currently has IRB approval to conduct a research study comparing learning outcomes of the online vs residential version of the course. These online laboratories are now being used in both online and residential courses.

Course Innovation and Production: Looking Ahead

Keeping abreast of innovations, trends, and challenges in the realm of online course delivery will be the focus in the coming year, as we actively assess past development work and refresh content. We will also work to identify multimedia opportunities that solve problems and enhance the student learning experience. Some highlights of our initiatives for the year will include:

- Revisit ZOO3603c, PHY2053, PHY2054 to reflect feedback from students
- Develop PHY2048 and PHY2049 for Calculus students
- Develop online lab skills course to prepare students for cross-disciplinary laboratory courses
- Develop and standardize processes for providing hands-on teaching and learning materials at the lowest cost to students
- Review and evaluate existing 200+ existing courses identifying gaps and refresh opportunities
- Establish protocols/guidance for faculty to follow as they refresh and maintain their courses each semester
- Work to identify additional tools and multimedia approaches that put more control and power in the hands of faculty
- Participate in studies of the courses we produce to determine efficacy

- Identify faculty ready to engage in higher level multimedia engagement for their courses and work with them to deliver their content in a more engaging manor

Academic Advising

The academic advising community continues to build upon its solid foundation and maintain its commitment to the original pillars of success established for the program.

- **Assigned Advisor Model**

Each UF Online student is assigned an advisor based on their major. The student will work with the same advisor as long as they remain in their major. This consistency allows for strong bonds to be formed; students often feel like they have found their personal UF Online guide to assist them in navigating their educational journey. Advisors have the opportunity to learn about each student's values, interests, and goals as well as their personal and professional commitments. After evaluating each student's current situation, the advisor and student work together to develop a personalized academic plan.

- **Small Student to Advisor Ratio**

UF Online has continued to maintain the desired 250:1 student to advisor ratio. UF Online delivers advising dollars to each college to maintain this ideal number. Maintaining the 250:1 ratio allows advisors to spend more time with each student and reduces the amount of time students need to wait for an appointment or response from an e-mail question. This UF Online ratio is consistent with the recommendations of the Global Community for Academic Advising (NACADA) and provides a smaller student to advisor ratio than what is found in UF's residential programs.

- **Accessibility**

UF Online academic advisors continue to find ways to be available for the mostly non-traditional students they serve. Successful techniques include offering appointments during lunch hours and outside the 8 a.m.-5p.m. working hours, being available to "chat" in the secure Skype for Office environment, responding to e-mails in a timely manner, and making face to face sessions an option for those choosing to visit in person.

- **Continuous Support from Admission to Graduation**

Once students are informed of their admission to UF Online, their first point of contact is usually their academic advisor. The initial conversation includes a transcript evaluation explaining to the student how any previous coursework will apply to their degree. Then, a general timeline is established based on the student's individual goals and commitment level. Finally, a first semester course plan is developed. These conversations continue as often as needed, but usually no less than once per term until the student graduates.

- **Live Programs for New Students**

Academic advisors are heavily involved in the live PaCE Preview and College of Business New Student Welcome Program. The PaCE Preview is mandatory for all newly admitted PaCE students who confirm their admission. This consists of a full day of informational sessions are followed by one-on-one sessions with an advisor and concluding with first semester registration. This highly successful program resulted in 98% of confirmed PaCE students attending and registering for classes during one of the three available summer sessions. The College of Business offers an optional live New Student Welcome Program during which program-specific information is shared and group advising and registration occurs. The program also allows online students to meet others who will be participating in the same program who may also be from the same geographical location. Many phone numbers are exchanged and study groups formed during this live interactive event.

- **Regular Communication and Meetings for All UF Online Advisors**
Bi-weekly meetings are held to update all UF Online Academic Advisors on current policy changes, course availability, new programs, best practices, and any other information that will assist them in advising their students. Guest speakers are often invited to present on timely and relevant issues for the online advising community. In addition, a UF Online Dashboard that includes updates and relevant information is available as a resource for all advisors and administrators as well as a UF Online Advisors Listserv. These resources has helped solidify the UF Online advising community and assures its members are among the most educated and informed professionals on campus.

Student Success and Engagement

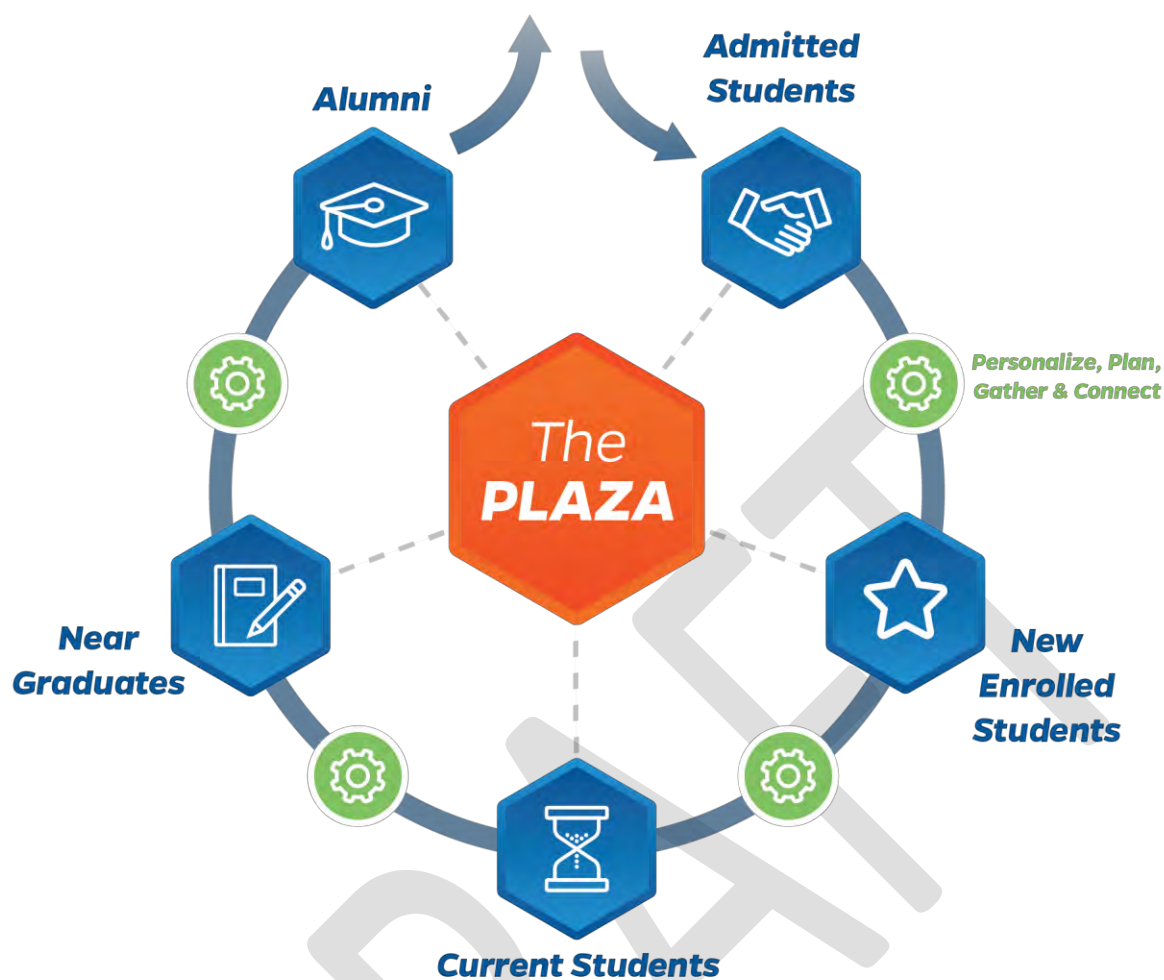
This past year, UF Online has focused on enhancements to the online student experience. The University supports every student as they pursue and realize their academic goals and will continue to expand its support and engagement for our growing online student community. UF Online cultivates student success by promoting an individualized approach to fulfill each student's specific needs, motivations, and goals. During the 2016-2017 academic year, the Student Success & Engagement team focused on fostering a positive student experience for all online students through engagement, community and connection events.

Launch of the UF Online virtual campus: UF Plaza

Following an extensive design and build process by UF Online's in-house Salesforce lead, UF Online's virtual campus community, the *UF Plaza* (the Plaza), launched in the Fall term of 2016 as a beta-launch with students in the UF Online business major. Following a successful beta-launch, in Spring 2017, students from thirteen additional UF Online majors were granted access to the Plaza. All remaining majors were added by the end of Spring 2017. The key tenets of our virtual community (the Plaza) are:

- Academic engagement through intentional groups
- Social Engagement through connection events & student-created groups
- A secure space for peer connections
- Peer collaborative learning
- Sharing of resources
- Support & Encouragement
- Community

The Plaza functions by meeting students where they are with focused resources, engagement opportunities, interactions, and community. The Plaza operates to both assist and augment advisors, staff, and faculty to tailor the student's academic experience to fulfill their specific needs, motivations and goals that will ultimately lead to their academic success. To fully influence and amplify both the students' and the advisors' experiences and interactions, presentations to students and trainings for advisors and faculty on how to use and get the most from the Plaza were implemented in Spring 2017. The structure of the Plaza allows for groupings of students both as assigned groups and as organic, student-created groups. Assigned groups based on major are led by advisors and promote academic engagement through interactions with advisors, faculty, and peers. Including campus stakeholders and the student advisory committee from the ground up facilitated the continuing improvement and evolution of the Plaza. The intent of the Plaza is for it to act as the overarching community and bring engagement and education beyond the classroom to each online student. This will continue by providing UF Online students the means to both participate in high impact academic and social engagement activities as well as a place to find support and encourage each other.



UF Online Connections Program: Community, Connections, Collaboration

Launched in 2017, the *UF Online Connections Program* works to foster a thriving learning community across all online students, faculty, academic advisors and staff. Coupled with strong academic programs, a vibrant and engaged online student experience assures UF Online students not only gain the skills they need but also the connections and network to support them after they graduate. This past year the Connections program emphasized providing community and networking opportunities with key strategic in-person events. Themes and highlights of UF Online student engagement events include:

- *Celebrating UF Traditions* with online students: UF Online's Homecoming event for online students and their friends and families
- *We Come to You* Help sessions: for the first time, in March 2016, UF provided a local site visit in Coral Gables, FL to answer questions about PaCE and help students and their families to make an informed decision.
- *Celebrating our graduates*: UF Online graduation celebration held in May 2017 welcomed over 140 UF Online students in their caps and gowns, along with their families, in UF's famed "F Club" right near the Ben Hill Griffin Stadium. UF Online students were invited over, with close proximity to the university's main graduation events, for a special reception in their honor. Many brought loved ones including their children to the reception and enjoyed the complimentary official photos of them and their families in their UF graduation regalia. Best of all, online students mingled in person with their faculty and academic advisors, sometimes, for the very first time.

Partnerships

As UF Online works to serve online students, we collaborate and join with existing student activities and events whenever possible. This past year, UF Online collaborated with the CALS/MCB department to facilitate working dinners during their on-campus Lab Bootcamps. UF Online introduced students to the Plaza and sought feedback on resources they needed and hoped to see in the virtual campus. Based on student responses, the collaboration with the Career Resource Center was strengthened, as evidenced by the development of Virtual Career Fairs and Career workshops. This helped to keep all UF Online students informed of the Career Resource Center's virtual resources. UF Online also partnered with UF Admissions to engage high school guidance counselors at the High School Guidance Counselor Breakfasts (September 2016) and with prospective students and their families at the campus admissions welcome events for admitted students and their families, Florida Days (May 2017). Florida Days are campus-wide events that welcome newly admitted students to campus to learn more about UF as they make their final enrollment decisions. Presentations at Florida Days by UF Online staff helped to better inform students and their families about UF Online and the PaCE Program.

UF Online Optional Fee Package: Usage on the Rise

In April 2016, the University announced that online students would be eligible to opt in or remain out of a set of student activity fees. Starting in the Fall 2016 semester, students who opted in would have access to additional services. This optional package keeps costs low, puts UF Online students in the driver's seat, and funnels revenue directly to the services online students would like to utilize. This past year, we have seen a rise in students opting into the fee package and have heard very positive feedback from students and their families about the availability of this option.

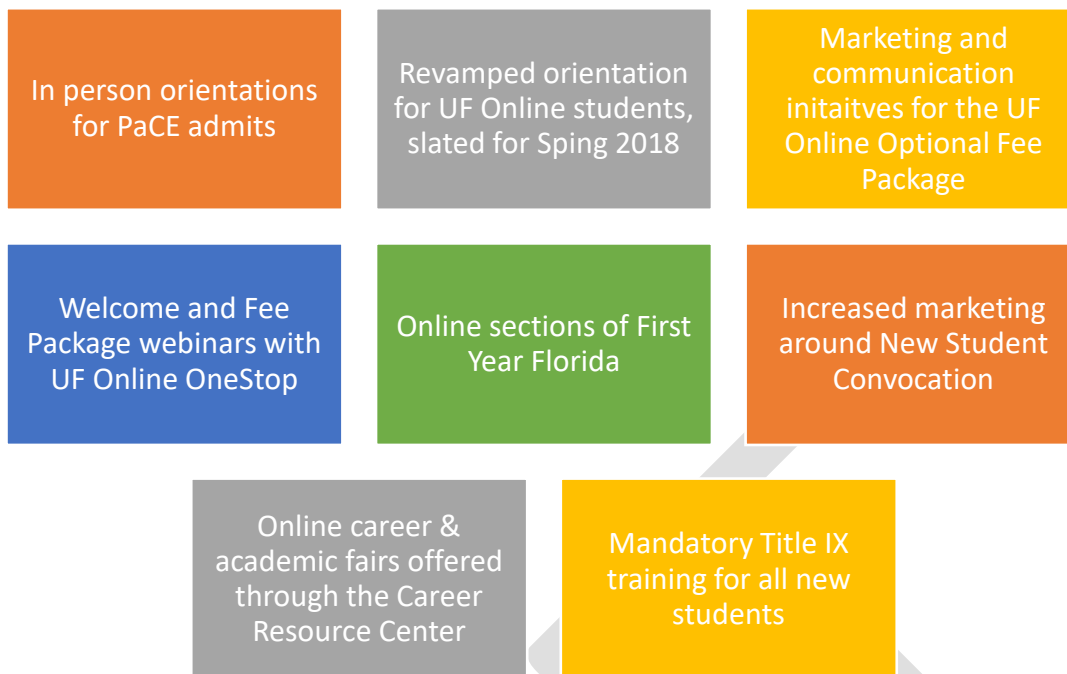
Division of Student Affairs

During the 2016-17 orientation cycle, New Student & Family Programs (NSFP) was able to enhance the transition process for PaCE students by adding additional in-person Preview Orientation sessions. The addition of more sessions allowed for more suitable registration options for students. NSFP also tailored the Links for PaCE online orientation to be program specific. This revamped online orientation now address pre-Preview information, as well as post-Preview needs of transitioning students.

For UF Online specific orientation initiatives, NSFP increased communication with campus partners to better enhance student services initiatives available for UFO students. This included the creation of student Plaza specific pages and UF Online Optional Fee Package information within the Links Orientation for UF Online students. Additionally, quizzes were added to each of the modules within the Links Orientation. Doing so enhanced student learning and knowledge acquisition through orientation.

Communication on orientation cycles and timelines were shared with campus partners at the beginning of the academic year, so as to clearly communicate the new student timeline for the upcoming year. NSFP has also begun the bi-annual orientation remodel for the 2018 orientation cycle. Remodeling the orientation process involves engaging campus partners, both student affairs and academic affairs, to address individual department needs for onboarding new students.

Continued initiatives include:

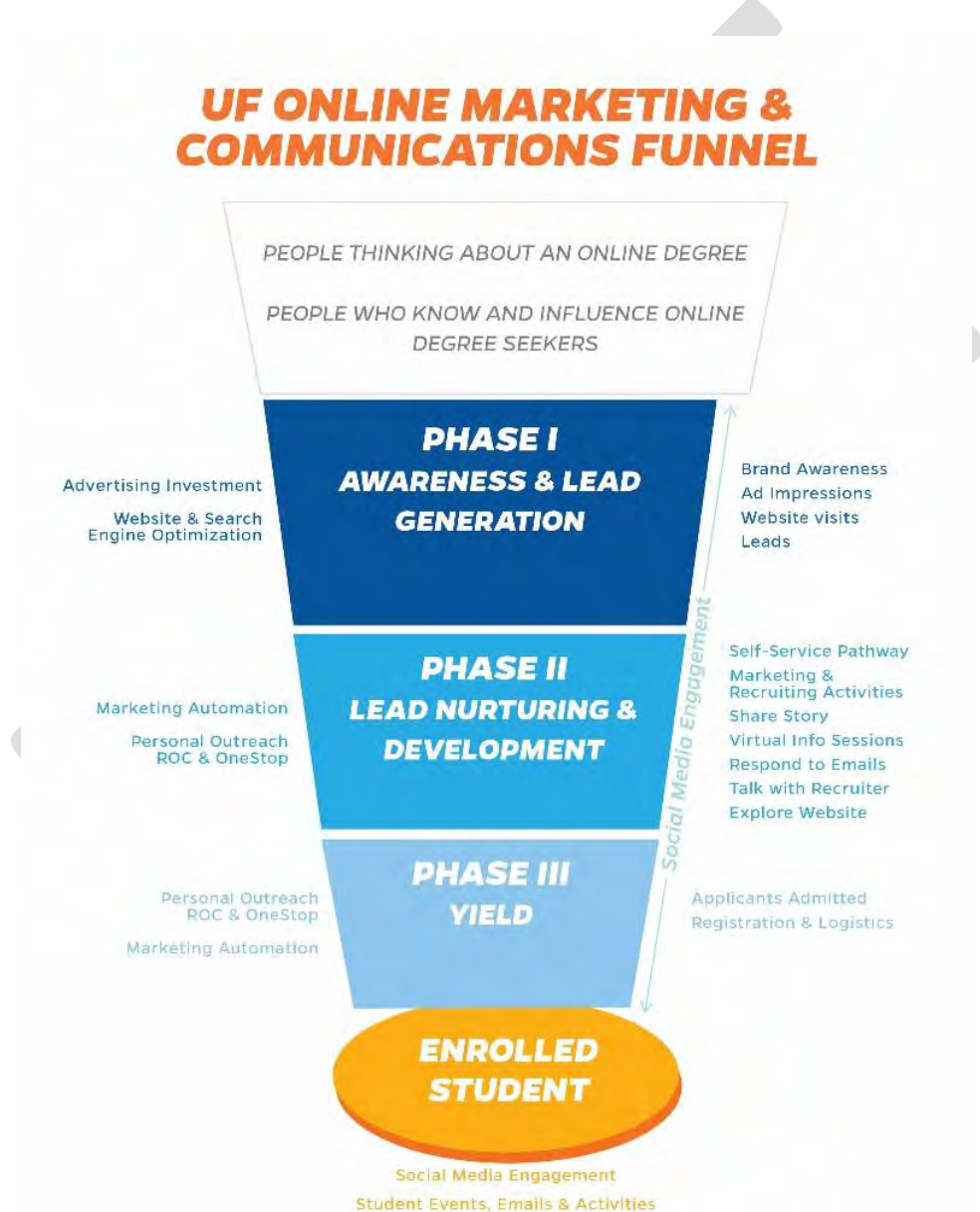


Communications and Marketing

After launching in-house marketing and communications team in the last fiscal year, activities in this cycle focused on establishing processes and strategy, further developing messaging and tools, tracking and analyzing the campaigns and growing the team to meet demand.

Overall UF Online Marketing and Communications Funnel

A focus on strategy and process led to the development of the UF Online Marketing and Communications Funnel. The development of this funnel allowed us to visualize processes in place and identify gaps to make adjustments.



Highlights of Phase I Awareness and Lead Generation Activities

In Phase I of the funnel, the marketing team is the primary driver of activities in this stage and the UF Online Recruiting and Outreach Center (ROC) provides support. There are two goals in this phase, to create awareness about UF Online programs and to generate leads. The primary activities in this phase were:

- **Advertising** – The advertising budget is the largest part of the marketing budget and more than \$1.8 million was spent on campaigns for this cycle.
- **Sponsorships and Partnerships** – Additionally, UF Online created relationships with key entities to enhance and complement advertising efforts. The three key partnerships for this cycle were:
 - **UF Athletics Association** – A branding strategy employed by many corporations is to sponsor a championship sports team to associate their brand in the minds of consumers with a winning team. Since UF is known for its championship winning sports teams, we partnered with the UAA through their marketing entity, IMG, for a sponsorship that included advertising in football email blasts, in arena logo placements, game announcements, radio ads/mentions and contests.
 - **UF Alumni Association** – UF alumni are spread all over the world and by working with our alumni association and the programs they have created, we begin building interactive relationships that not only benefit us from a marketing perspective but also from the vantage point of student engagement as well. Full-page ads ran in the alumni print publication and there was outreach to Gator clubs around the country on social media.
 - **Finish@UF** - To create more awareness about the existing articulation agreement between the University of Florida and state colleges, UF Online created the Finish@UF program to highlight how state college AA graduates have an accelerated and defined pathway for admission to UF Online programs where they meet the requirements. This program launched in Spring 2017 and was a major focus of the advertising campaign for that cycle.
- **Promotional Support** – The UF Online marketing team collaborated with Enrollment Services on many levels to provide a variety of brochures, specialized major flyers and other materials. The ROC attended a variety of high school college fairs, state college transfer fairs and corporate education fairs. Additionally, the undergraduate campus admissions team distributed UF Online brochures and materials to high school students, parents, high school guidance counselors and state college academic advisors.
- **Social Media Interaction** – The marketing team employed an organic social media strategy that would complement social advertising campaigns and create interest and activity for students and prospects. Additionally, UF Online added a Snapchat account to its existing channels on Facebook, Twitter and Instagram.
- **Website Redesign** – In March 2017, UF Online launched a new website that fully incorporated the look and messaging of the brand established in the previous cycle. This complete redesign of the site also featured a new component to our messaging – the Gators Online Advantage.

Highlights of Phase II Lead Nurturing and Development Activities

Once a prospect submits their information to UF Online, they enter Phase II of our marketing funnel. All prospects are entered into our CRM and marketing automation system so they can receive planned communications and outreach from the marketing and recruiting teams. While marketing is still the lead in this phase, there is heavy involvement and interaction with the recruiting team. Our goal in this phase is to provide a self-service pathway where prospective students can find the information they need through mediums like our website, automated email campaigns and virtual information sessions (VIS)/ however, prospective students may reach out to the ROC at any time for assistance from an admissions officer. The two most prominent activities in this phase are:

- **Email campaigns** – A combination of targeted email blasts and automated nurturing email campaigns deployed during this cycle. The targeted messages for the email blasts varied from promoting attendance to a VIS (at least

five emails are sent for each VIS), application deadline reminders and announcements about rankings and program enhancements. The five-email series nurturing campaigns are customized for each recruiter and have key messages with clear calls to action. More than 1.5 million emails were sent during this cycle.

- **Virtual Information Sessions (VIS)** – The ROC hosted 79 VIS events during this cycle. The topics for the sessions varied: at least one VIS for each of our 19 majors, Finish@UF sessions, a session dedicated to high school guidance counselors, and general sessions on all programs.

Highlights of Phase III Yield

Submission of an application moves a prospect to the next stage of the funnel. It is also at this stage where the Enrollment Services team takes the lead and the marketing team is in a support role. The same automation and tracking tools are used in our lead development and nurturing. One area of support the marketing team provides at this stage is:

- **Yield Postcards and Sunglasses** – The marketing team worked with the OneStop to produce a congratulatory postcard and gift of sunglasses to newly admitted students. This yield activity has a theme of “Your Future’s So Bright, You’ve Got to Wear Shades.” There is also messaging on the postcard that reaffirms the steps to enroll in UF Online.

A person moves to the final stage of the funnel when they enroll. The marketing team continues support in this stage while Student Engagement and Success takes the lead.

Strategy and Analysis of Marketing Programs

Strategy and Staffing Enhancements

The marketing and communications team continued to make progress from the very beginning of the cycle. The most significant areas to note are:

- **Campaign Targeting** – For each cycle, tweaks and adjustments were made to enhance results for advertising campaigns.
 - **Fall 2016** – In our Spring 2016 campaign, UF Online had ads and messaging for each major. For Fall 2016 the focus was narrowed. The majority of campaigns were general and only a few majors had targeted advertising – biology, business, environmental management, public relations and sport management. Additionally, the media channels used were narrowed down to Google Search and Display, Facebook, The Trade Desk, Billboards, NPR and Spotify.
 - **Spring 2017** – Enhancements for this cycle focused on three key areas. First, an in-state awareness campaign was added. This addition included newspaper ads, airport ads and bus wraps. Target markets were Gainesville, Miami, Orlando, Tallahassee and Tampa. Second, an in-state campaign supporting the Finish@UF program was implemented. Specific messages were created for several state colleges. The message was “Start (school mascot), Finish a Gator.” Finally, there was a shift of the funds spent in-state versus out-of-state. For prior campaigns, the split was 70 percent out-of-state and 30 percent in-state. This cycle, the distribution was changed to 41 percent out-of-state to 58 percent in-state.
- **Messaging – Gators Online Advantage** – The launch of the new UF Online website included an enhancement to our messaging. This messaging put forth the specific value proposition for Future Gators. The Gators Online Advantage highlights the following:
 - UF Online Student Experience
 - UF Academics
 - UF Reputation
 - Network and Career Opportunities

- Research Opportunities
 - Flexibility of UF Online
- Staffing – To meet the demands of marketing our growing program, staffing was increased in the marketing and communications area. While already part of the UF Online team, a senior graphic designer was moved to the marketing area full-time in August 2016. Additionally, three student assistants were hired. While two left at the end of the semester, one remained until the end of the fiscal year and assisted with social media and market research. In December 2016, a full-time marketing specialist was also added to the team. The addition of this staff allowed for further enhancements in social media, graphic design and email marketing that had an immediate impact on marketing results.

Moving Forward

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

- Boosting UF on-campus communications.
- Partnerships with agencies that specialize in international students.
- Continued enhancements in analytics.
- Focus on more consistent content production.
- Analysis and investment changes to focus on lead quality vs lead volume.

Admissions & Enrollment

UF Online Enrollment Services is part of the Division of Enrollment Management and is under the leadership of the Vice President and Associate Provost for Enrollment Management. The unit includes the UF Online Recruitment & Outreach Center (ROC) and the UF Online OneStop Student Services Center. Both centers are geographically located on the university's main campus and share physical office space on the third floor of Criser Hall. The OneStop was established in Spring 2014 and the ROC was established in Spring 2016. Together, the unit currently has 17 full time professional and clerical staff members, all of which support UF Online students at various cycle of the enrollment cycle.

The UF Online Recruitment & Outreach Center and the UF Online OneStop Student Services Center work with a high degree of cohesion to accomplish a shared mission. Our mission is to provide UF Online prospective students, current students, and alumni first-class customer service throughout the entire enrollment life cycle, with a specific interest in increasing student enrollment and retention.

The Recruitment and Outreach Center (ROC) and the OneStop jointly support UF Online Admissions. The ROC is charged with recruiting the highest quality applicants to join the Gator Nation through UF Online's program. Admissions Officers are responsible for direct outreach to all UF Online prospective students, including freshmen, lower division transfers, upper division transfers, international candidates, and readmits. Once prospective students apply to the program, the OneStop Student Services Center provides all back-end admissions support to UF Online applicants. The OneStop student services team is responsible for application services, screening, and transfer evaluation. Once admitted, the ROC provides personalized support and outreach to admitted students to help ensure they are registered for classes and have the resources they need to be set up for success in the program.

UF Online Student Services

Once admitted, the OneStop Student Services Center becomes a primary resource to UF Online students. The OneStop Center is a cross-functional services unit that provides convenient and centralized support for UF Online students on behalf of the Office of the University Registrar, Student Financial Affairs, and the University Bursar. Instead of having to contact three separate offices for multiple questions, UF Online students contact the OneStop and speak with staff members who are cross-trained in all of these areas. One website. One phone number. One email address. In addition, the Onestop serves as a centralized resource for campus partners who interact with UF Online students.

The ROC and OneStop communicate with prospective and current students through a variety of channels. The offices maintain extended hours to accommodate the needs of both traditional and non-traditional students. Together, the two teams coordinate activity to attract, engage, enroll, and retain the highest quality students in UF Online.

Enrollment Management Services: Year in Review

UF Online welcomed additional new programs into the UF Online degree portfolio this past year and we have seen a growing number of prospective students interested in learning about online enrollment. As a result, the Recruitment & Outreach Center hired two additional Admissions Officers to join our phone-based recruitment team. We also introduced and hired for the role of a Student Enrollment Specialist to join the Recruitment and Outreach team. At the OneStop Student Services Center, application volume and customer service inquiries increased steadily. In addition, the responsibility of coordinating UF Online readmissions applications was transitioned from the Office of Admissions to the OneStop. For these reasons, we hired an additional Admissions Coordinator this past year to join the OneStop team.

Service Model Redesign

UF Online Recruitment and Outreach Center -Over the last year, the demand from prospective students to learn about and eventually apply to UF Online sharply increased. As a result, we redesigned our service models for both the ROC and OneStop with specific goals to increase internal efficiency and to enhance external student service. Based on the new ROC service model, Admissions Officers could now focus exclusively on pre-applicant outreach while the Student Enrollment Specialist could focus on providing an enhanced layer of support to applicants and admits. In our new service model, a higher number of prospective students can learn about the Gators Online Advantage and UF Online applicants/admits receive increased support throughout the entire admissions process. Another noteworthy change is that UF Online's recruitment strategy for the South Florida market was reworked so that we could maximize our new resources at UF Coral Gables, which opened its doors in February 2017 and now acts as a storefront for the university.

UF Online OneStop Student Services Center - The service model at the OneStop was also redesigned this past year to appropriately support the program's enrollment goals. In the old model of service, the OneStop Coordinators were cross-trained in admissions processing and customer support. However, as UF Online's application volume increased, customer service inquiries for a growing number of our current students also peaked. To ensure that our applicants continued to receive timely admissions decisions and our current students continued to receive excellent service, we redesigned our service model so that the OneStop staff would have more narrowly defined roles. Applicants and current students would continue to receive the same services from our unit, but the OneStop roles were differentiated to maximize our resources and maintain high quality service through the entire student lifecycle.

New Initiatives

Now that the ROC and the OneStop both have established business practices and stable infrastructures, we have piloted new recruitment tactics and introduced additional tools and technologies. Below are the key ways that UF Online Enrollment Services invested our resources in the last 12 months to enhance the UF Online student experience.

- Recruitment
 - Experimented with extensive in-state travel to increase UF Online's brand awareness among students and key influencers
 - Focused on building stronger relationships with state and community colleges
 - Rolled out new content and a more comprehensive schedule of Virtual Information Sessions
 - Overhauled UF Online's presentation of admissions content for re-design of website
 - Developed a strategic communication plan for admitted students
- Student Support
 - Built an entirely new UF Online Admissions Application (To be released during the 2017-2018 Academic Year)
 - Re-designed the phone tree and call queues for the Onestop
 - Added additional CRM automations and enhancements

- Provided Signiant input into the new Student Information System

The initiatives we have undertaken this year all have made a direct impact on how we serve the Gator Nation and how we build the Gator family.

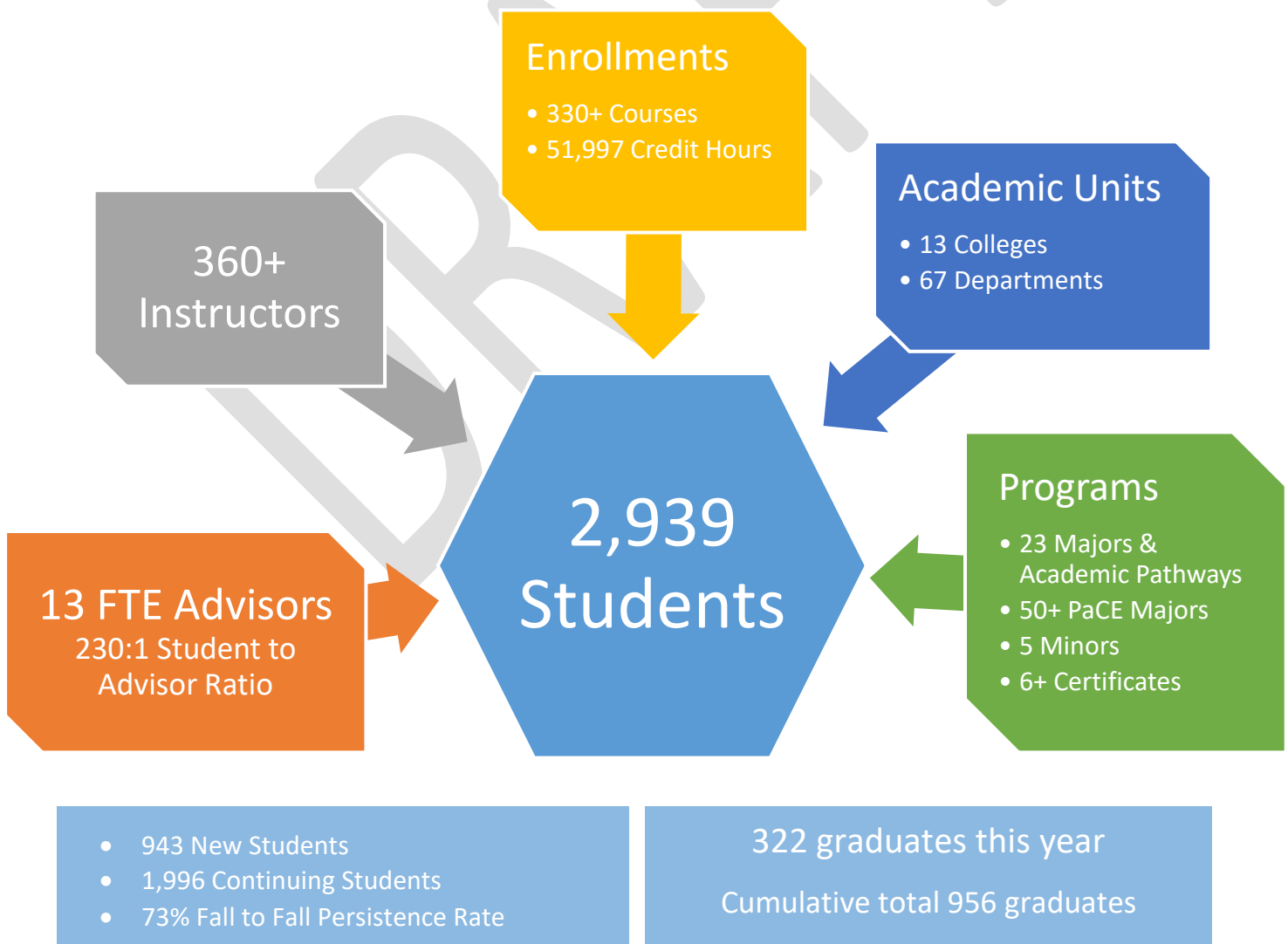
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UF Online By the Numbers

Numbers alone do not tell the full story of UF Online. The stories of individual students, the adversities they have overcome, and the support they have received from advisors, family, and others to achieve their goals are part of what make up UF Online. The full story of UF Online must also include the advancements of UF faculty working with instructional designers to produce engaging and effective courses as well as the innovative policies developed by administrators – policies that are responsive to the needs of these non-traditional students while remaining true to the traditions of the University.

This year we present a more holistic view of the University's progress through UF Online, in the data and charts below. We intend these additional data vantages to provide a much more accurate view of UF Online, the scope of the program and the many factors that contribute to the success of our students and their families. Student academic achievement is at the core of our efforts so we maintain a close watch over these outcomes to insure that all of our efforts contribute to student success in the most efficient and effective manner possible. The charts and tables below contain important metrics from the 2016-2017 academic year (i.e. summer 2016, fall 2016, and spring 2017).

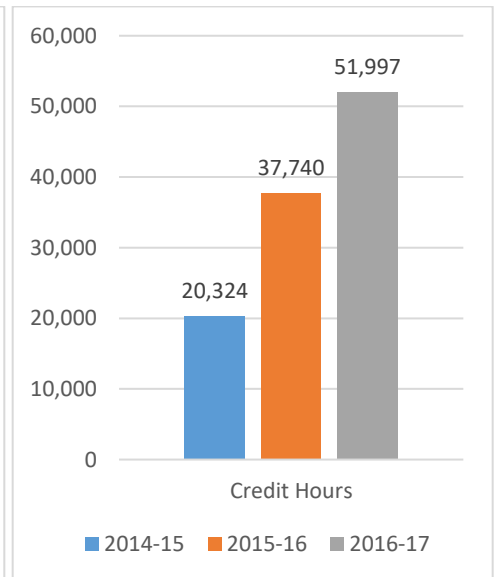
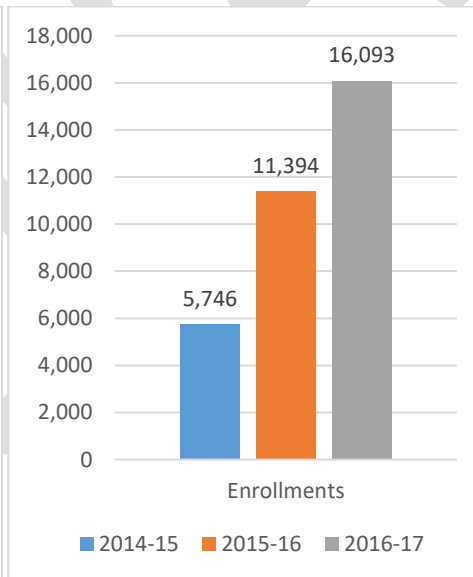
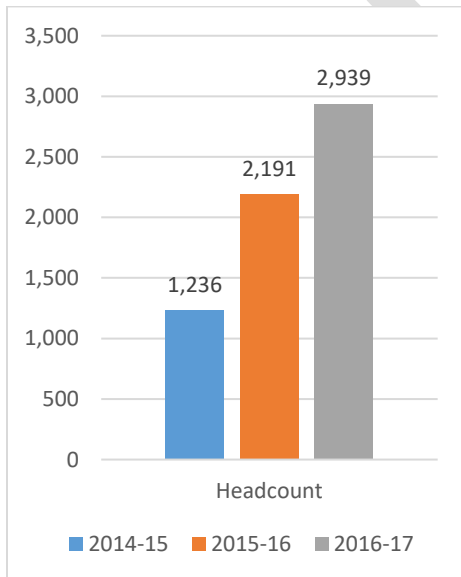
Summary of UF Online Numbers for 2016-2017



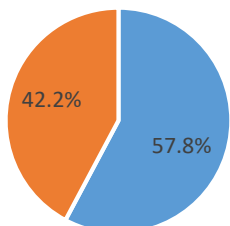
Enrollment

Enrollments in UF Online are reaching a sustainable year over year growth at around 30%.

Term	Head Count			Enrollments			Credit Hours		
	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total
2014 Summer A	83	14	97	112	19	131	336	57	393
2014 Summer B	74	10	84	97	10	107	287	29	316
2014 Summer C	425	5	430	740	7	747	2,943	19	2,962
2014 Fall	849	42	891	2,130	130	2,260	7,641	411	8,052
2015 Spring	919	49	967	2,361	140	2,501	8,147	454	8,601
AY 2014-2015	1,172	68	1,236	5,440	306	5,746	19,354	970	20,324
2015 Summer A	204	20	224	269	25	294	807	72	879
2015 Summer B	266	26	292	362	32	394	1,115	96	1,211
2015 Summer C	572	23	595	928	33	961	3,632	105	3,737
2015 Fall	1,524	120	1,644	4,461	356	4,817	14,644	1,100	15,744
2016 Spring	1,641	128	1,769	4,574	354	4,928	15,058	1,111	16,169
AY 2015-2016	2,009	191	2,191	10,594	800	11,394	35,256	2,484	37,740
AY YOY Growth	71%	181%	77%	95%	161%	98%	82%	156%	86%
2016 Summer A	365	34	399	497	47	544	1,447	125	1,572
2016 Summer B	402	35	437	521	42	563	1,560	122	1,682
2016 Summer C	863	56	919	1,431	98	1,529	5,236	308	5,544
2016 Fall	2,092	147	2,239	6,316	448	6,764	20,147	1,391	21,538
2017 Spring	2,151	142	2,293	6,254	439	6,693	20,344	1,317	21,661
AY 2016-2017	2,725	214	2,939	15,019	1,074	16,093	48,734	3,263	51,997
AY YOY Growth	36%	12%	34%	42%	34%	41%	38%	31%	38%

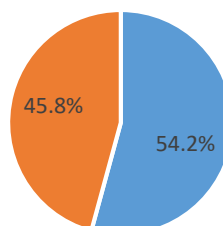


Fall 2016 Student Demographics



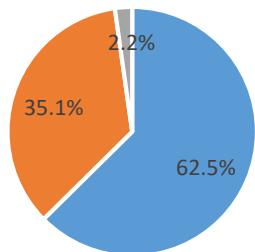
Gender

■ Female
■ Male



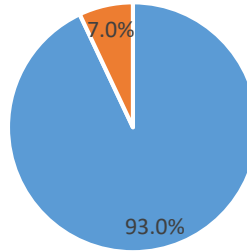
Full/Part Time

■ Part time
■ Full time



Student Type

■ Transfer
■ FTIC
■ Post-Bacc



Residency

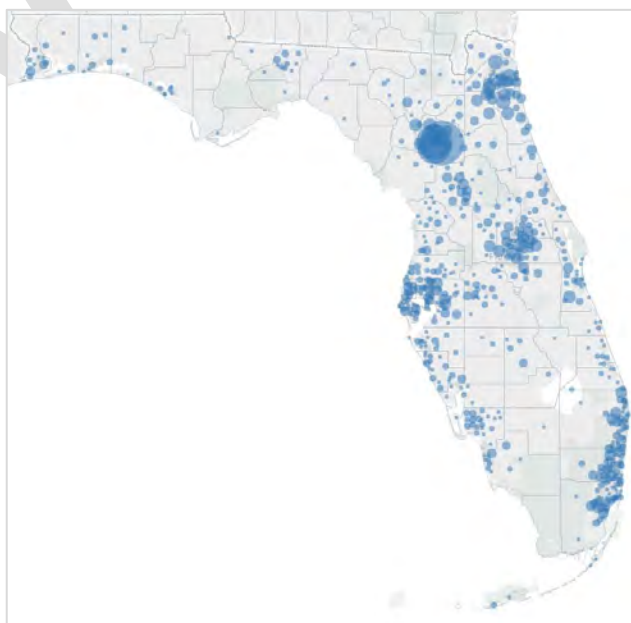
■ In State
■ Out of State

Ethnicity	%
White (non-Hispanic) incl. middle-eastern peoples	64.5%
Hispanic	17.6%
Black (non-Hispanic)	7.2%
Asian (incl. Indian subcontinent)	4.8%
Not reported	3.8%
American Indian or Alaskan Native	1.1%
Nonresident Alien	0.8%
Hawaiian Pacific Islander	0.3%

Age - Average: 28	%
< 20	27.4%
20 – 24	21.7%
25 – 29	16.7%
30 – 34	12.5%
35 – 39	7.7%
40 – 44	5.9%
45 +	8.1%

Geographic Distribution

In Fall 2016, UF Online students resided in over 40 states and across Florida. Around 91% of students resided in Florida, and the image below shows the geographic distribution of those students.



Optional Fee Package Subscriptions for Fall 2016

The table below contains the number of students who opted into the optional fee package for Fall 2016 and the credit hours generated by those students.

Student Type	Applied Term	Opted In & Registered	SCH	Total Registered	% of Total (Opted in & Registered)/(Total Registered)
Non-PaCE	< 201608	20	198		
Non-PaCE	201608	14	177		
Subtotal		34	375	1,689	2%
PaCE	201508	28	346		
PaCE	201608	240	3,090		
Subtotal		268	3,436	556	48%
Total		302	3,811	2,245	13%

We inform incoming and continuing students of the optional fee package and provide them the ability to estimate their tuition and fees if they were to opt into the optional fee package. The screenshot below shows the web page which students can use to calculate these estimates.

Tuition & Fees Estimates

Use the tool below to estimate your tuition and fees by increasing or decreasing your credit hours. You can also add or exclude the Optional Fees. *Note that the totals presented below are only estimates and do not reflect actual costs.*

In State **Out of State**

In State

Cost per Credit Hour

<input checked="" type="checkbox"/>	Tuition	\$111.92
<input checked="" type="checkbox"/>	Required Fees	\$17.26
<input checked="" type="checkbox"/>	Optional Fees	\$46.21

Credit Hours:

Estimated Total* **\$2104.68**

Fall to Fall Persistence Rates

The tables below contain fall to fall persistence rates for non-PaCE and PaCE students comparing Fall 2015 with Fall 2016. The overall persistence rate for both PaCE and non-PaCE students was 73%.

Non-PaCE Students

Major	Fall 2015 Enrolled	Fall 2015 minus Grads	Fall 2016 Enrolled	Persistence
Anthropology	5	5	5	100%
Biology	28	28	20	71%
Business Administration	612	488	341	70%
Computer Science	50	50	32	64%
Criminology & Law	182	152	106	70%
Environmental Management	35	32	25	78%
Geography	1	1	1	100%
Geology	30	30	21	70%
Health Education & Behavior	141	102	71	70%
Psychology	118	102	71	70%
Sociology	33	33	28	85%
Sport Management	98	80	60	75%
Telecommunication Media & Society	52	49	40	82%
Total	1385	1152	821	71%

PaCE Students

College	Fall 2015 Enrolled	Fall 2015 minus Grads	Fall 2016 Enrolled	Persistence
AG	59	59	43	73%
AR	9	9	7	78%
BA	67	67	55	82%
FA	4	4	2	50%
HH	17	17	13	76%
JM	41	41	38	93%
LS	62	62	55	89%
Total	259	259	213	82%

Fall 2016 Status of PaCE Students

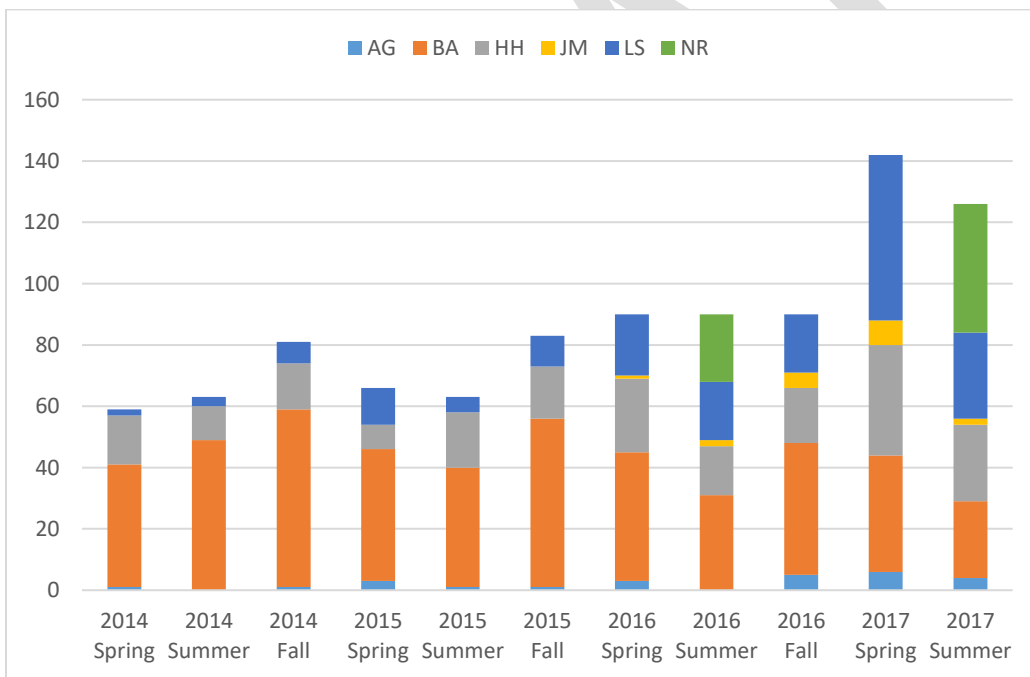
The table below contains the Fall 2016 status of PaCE students who first enrolled in Fall 2015.

College	Cancelled	Inactive Readmission Required	PaCE & UF Online	Transitioned to UF Main	Transitioned to UF Online	Total
AG	12	6	28	13		59
AR	1		3	5		9
BA	7	6	36	18		67
FA		1	2	1		4
HH	1	2	12	2		17
JM	1	1	15	23	1	41
LS	4	4	27	26	1	62
Total	26	20	123	88	2	259

Graduates

The table and chart below contain the number of graduates from UF Online by term and college. Our graduates take many paths to graduation. While FTIC (First Time in College) students have been admitted to and graduated from UF Online, the average UF Online graduate finished high school over ten years before they were admitted to UF Online. Most of our graduates take around two years to earn their degree with some taking as long as four years.

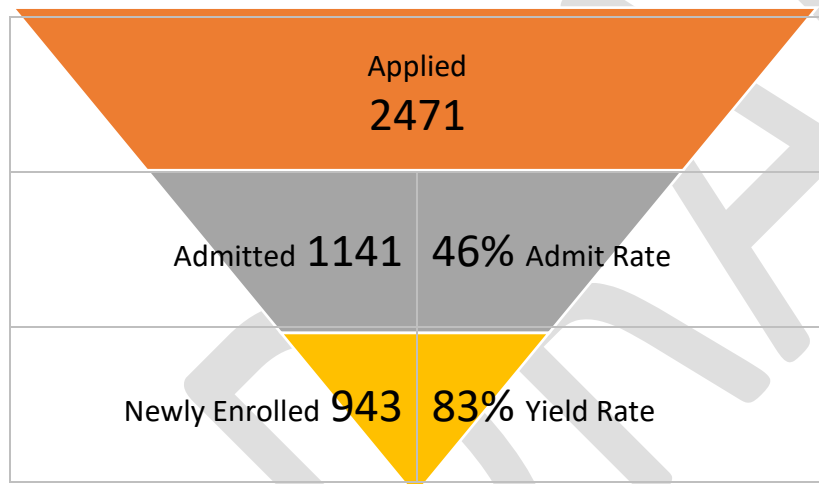
Term	College						Total
	AG	BA	HH	JM	LS	NR	
2014 Spring	1	40	16		2		59
2014 Summer		49	11		3		63
2014 Fall	1	58	15		7		81
2015 Spring	3	43	8		12		66
2015 Summer	1	39	18		5		63
2015 Fall	1	55	17		10		83
2016 Spring	3	42	24	1	20		90
2016 Summer		31	16	2	19	22	90
2016 Fall	5	43	18	5	19		90
2017 Spring	6	38	36	8	54		142
2017 Summer	4	25	25	2	28	42	126
Total	25	463	204	18	179	64	953



New Applicants and the Cohort of Admitted Students

The numbers of applicants, admitted and newly enrolled students for 2016-2017 are below.

Term6	Applied			Admitted			Newly Enrolled			
	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total	PaCE
2014 Summer	195	26	221	75	1	76	73	0	73	
2014 Fall	596	106	702	328	28	356	304	15	319	
2015 Spring	429	69	498	254	20	274	226	11	237	
AY 2014-2015	1,220	201	1,421	657	49	706	603	26	629	
2015 Summer	490	123	613	191	24	215	158	11	169	
2015 Fall	1,093	286	1,379	541	68	609	464	42	506	259
2016 Spring	773	121	894	427	35	462	359	20	379	
AY 2015-2016	2,356	530	2,886	1159	127	1,286	981	73	1,054	
2016 Summer	420	86	506	184	18	202	151	10	161	
2016 Fall	805	195	1000	395	56	451	342	37	379	427
2017 Spring	817	148	965	443	45	488	376	27	403	
AY 2016-2017	2042	429	2471	1022	119	1141	869	74	943	427



Financials

UF Online's financial model looks holistically at the relationship among revenue streams, expenses, income from student fees, and the role of carry forward balances. This past year we focused on completing our transition away from our previous online vendor, the growth of in-house expert teams and functions, and our ever-expanding portfolio of programs, student services and course offerings, all with increasing enrollments at only 75% of the tuition rate for in-state students. We are proud to present a healthy financial overview and will guide our expansion in 2018 and beyond with strong and steady revenue flows, strategic investments, and cash reserves that were held largely intact during this transition despite our plans to utilize them if needed during this time of transition and financial uncertainty. In summary, UF Online ended the year with a balance of \$2,408,906. Separately, UF Online students paid fees totaling just over \$1,400,000.

Summary

Carry Forward Beginning Balance

Total Revenues

Total Expenses

Remaining Balance

Fee Revenues for UF that are paid by UF Online Students

	FY16	FY17
Carry Forward Beginning Balance	\$ 4,312,639	\$ 3,533,617
Total Revenues	\$ 10,409,570	\$ 11,342,479
Total Expenses	\$ 11,188,592	\$ 12,467,190
Remaining Balance	\$ 3,533,617	\$ 2,408,906
<i>Fee Revenues for UF that are paid by UF Online Students</i>	\$ 777,258	\$ 1,412,459

Going forward, we will continue sound financial management to serve more and more students with a preeminent online academic program supported by a vibrant learning community. We will continue our sound stewardship of appropriated funds and tuition revenue to strategically approach our budget to maximize investments in our core value for students.

Detailed Financial Breakout

For the first year, we depict here each of the major components of the UF Online financial model in the charts that follow in detail: revenue, expenses, carry forward and lastly, student fee revenues. This past year saw rising costs as we invested in academic expansion but also significantly in marketing including a national ad campaign, an instate-awareness campaign, the launch of Finish@UF and the build of an in-house communications and marketing team. During this final transition phase from a large Online Program Management company, UF Online utilized carry forward funds to mitigate uncertainty while ramping up in-house functions. Balances were held in reserve in this manner to ensure a smooth and invisible transition for all of our students, staff, and faculty during CY16 and CY17 while not jeopardizing current services and allowing for a considerable expansion of services. Going forward, UF Online will no longer utilize the carry forward method to this extent, opting instead to maximize the investment toward our academic core by fueling all seven dimensions of the UF Online program. Presented below are revenues and expenses from fiscal year FY 2016 and FY 2017.

		FYE 30-Jun-16	FYE 30-Jun-17
Carry Forward Beginning Balance		4,312,639	3,533,617
Tuition:			
	In State	\$4,409,682	\$5,064,895
	Out of State	\$961,450	\$1,277,584
Total Tuition Revenue		\$5,371,132	\$6,342,479

State Subsidy	\$5,038,438	\$5,000,000
Total Revenue	\$10,409,570	\$11,342,479
Expenses:		
Production	\$1,126,245	\$1,329,852
Delivery	\$3,171,000	\$4,302,309
Enrollment Management	\$419,379	\$772,736
Direct Administration	\$738,233	\$484,782
Pearson Services	\$1,846,445	\$1,223,079
UFIT	\$285,097	\$0
Student Services	\$1,583,614	\$356,311
Marketing	\$1,406,928	\$2,840,977
Proctoring	\$172,743	\$194,010
Advising		\$555,766
Operating Expenses	\$160,421	\$32,563
Facilities Operations	\$5,543	
RCM Taxes	\$272,944	\$374,806
Total Expenses	\$11,188,592	\$12,467,190
Remaining Balance	\$3,533,617	\$2,408,906

UF Online Student Fees

Finally, we present a detailed breakout of revenues generated by UF Online student fees.

Required fees for all UF Online students:			
	Capital Improvement Fee	267,858	361,870
	Financial Aid Fee	286,807	386,451
	Technology Fee	207,192	280,766
Optional Fee Package:			
	Activities and Services Fee	6,344	158,182
	Transportation Fee	3,106	78,017

	Athletic Fee	625	15,811
	Health Fee	5,328	131,361
Total Fee Revenues		\$ 777,258.46	\$ 1,412,458.83

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Looking Ahead: Challenges

As UF Online grows and moves through its phases of maturation as a program, UF Online eyes key challenges common to other institutions growing their online programs yet also some distinct challenges as we grow UF Online as part of the fabric of a large, leading public research university. These areas are articulated below and shape our future focus.

- ***Climbing Denial Rate of over 60%*** of all applicants to UF Online programs. This past year we saw another increase in the overall applicant denial rate – both those applying from within the State and those across the country, but with the out-of-state denial rate 10% higher at 70%; when compared to an in-state denial rate of 60%. While we anticipated a moderate denial rate in light of the University’s overall admissions selectivity and the growing interest and awareness in the University’s online programs, this increase is a cause for concern given our goal to expand access to University programs. To address these, we will focus efforts going forward on lowering media spend that appears to be generating pools of unqualified applicants and shifting those resources to more supportive recruitment pathways that help best ensure applicant preparedness for the University of Florida admissions criteria and process. Augmenting our website with tools for applicants to self-evaluate their own preparedness will also help prospective students better understand and prepare for the UF admissions criteria. Similarly, where we are seeing the most significant denial rates with out-of-state students, we will examine pilots where we can put in place transfer equivalency tools for out-of-state applicants to better assist them in preparing their application for successful UF admission and the acknowledgement of transfer credits.
- ***Maintaining affordability while expanding program offerings.*** Given that the number of UF Online students continues to grow, and that the majority of our students benefit from a 25% lower tuition rate, UF Online is reexamining our ideal allocation of revenue. The state appropriations remain a critical fuel for academic program builds, delivery payments, select faculty salaries, and academic advisor salaries but over time, UF Online is seeing a need to provide funds for numerous additional faculty hires across colleges and boosts to existing academic advising funds to ensure we are increasing teaching and advising capacity to meet student demand. As faculty and academic advisor salaries grow within the UF Online budget to meet student demand and maintain UF’s quality programming and student support services, investments in marketing and other programs will likely need to decline. As a result, enrollment levels may slow their growth if not fueled by a significant marketing investment to ensure awareness in a crowded post-secondary online. However, UF Online just reexamine the ideal use of revenue and in doing so, will not slow its investment in the seven dimensions of value for our students while maintaining affordability to achieve our mission of expanded access. We simply anticipate that the reach of this valuable program will decline as we divert a greater proportion of UF Online revenue to faculty hires and salaries to meet student demand and in doing so, decrease marketing spend outside the state of Florida. As always, we will continually work to increase program efficiencies and decrease costs wherever possible, funneling any savings to the highest value areas for our students and faculty.
- ***Serving a diverse population of learners at unique life and career stages, all amidst a dynamic and evolving post-secondary market for online programs*** - UF Online is still in a transition phase as we map our ideal future – one that remains focused on academic rigor but which is also a welcoming, flexible option for students regardless of their life stage. We are successfully serving students in various life stages from many parts of the state and the country. UF Online therefore provides a dedicated advisor for each student to help them define an ideal academic pathway. However, this model is high cost and intensive for academic advisors and faculty to administer. Financially, we are prepared to enter an exciting yet dynamic next five years serving these transformative students in the digital undergraduate realm but we anticipate costs to remain high throughout this period and hopefully declining thereafter.
- ***Communicating the Value of an Accredited, Rigorous Program for Students*** – A key aspect of any successful launch of a transforming educational offering involves not only agility but also clarity of value. Prospective students now are evaluating the changing market with their own information, often relying on commercials and marketing websites that appear to be objective. What may be getting lost is basic information about the value of

accreditation, the value of faculty with both life experience and academic training. In addition, the need for students to be critical shoppers to ensure faculty engagement is a key component of any program they chose to enroll in for their education. UF Online therefore takes on a larger communication challenge in not only penetrating the market with the value of UF online programs, but also in assisting prospective students on how to compare online programs.

Conclusion

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

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Appendix I: UF Online Student Stories

During the final document layout and design process, the graphic design team will incorporate testimonials from several students and alumni. Here are their stories:

Shayce Johnston

Status: Graduate 2017

Major: Psychology

Residence: Gainesville, FL

Notes: [Have photo](#); enrolled in UF Masters

With UF Online, I was able to achieve my academic goals and be prepared as a competitive candidate for acceptance into a top university's graduate program. Best of all, UF Online allowed me the flexibility to meet my family and work commitments. I did things on my terms and how it worked best for me. It was one of the best decisions I have ever made!

Brett Larsen

Status: Current Student

Major: Telecommunication Media & Society

Residence: Palm Beach, FL 33480

Notes: [Have photo](#).

Educational journeys can vary. Sometimes life happens and we're taken off course. By the time I graduate from UF, it will have taken 30 years of blood, sweat, and tears for me to obtain a degree - not just any degree but one from one of the best schools in the country. UF will have made this possible by offering a quality education and experience delivered online, and I will be forever grateful to the institution for the opportunity.

Being a Gator means being part of a special group of people who strive for excellence in all they do and all they are. It means being strong but kind and expecting the best from ourselves and from others. Gators are generous, optimistic and spirited. We value tradition but also seek to make a difference for future generations. In short, being a Gator means being part of a family by choice and being committed to its success.

Alura Romero

Status: Current Student

Major: Telecommunication Media & Society

Residence: Virginia Beach, VA

Note: [Have photo](#); military spouse; Chomp Story

Any of my successes from here on out, I owe to UF Online. If it was not for UF Online, I would not feel as confident about my future as I do now. I would have never been able to call myself a Gator, because I'm not living in Florida and couldn't attend the University of Florida on campus. UF Online gave me the opportunity to meet other Gators, to challenge myself in school (we all know UF isn't the easiest school), and to build my future.

Brandon Salter

Status: Graduate 2016

Major: Law and Criminology

Residence: Gainesville, FL

Notes: [Have photo](#); enrolled in law school at Barry University

My online experience with UF Online was precisely what I had anticipated: hard work and proper training and preparation to ensure I was ready to succeed in law school.

Adriana Leon

Status: Graduate 2017

Major: Anthropology

Residence: Boston, MA?

Notes: Photo requested, professional soccer player with Boston Breakers who helped Gators win 2012 SEC title

I am just really fortunate that I was able to complete my degree with Florida," Leon continued. "I don't think there are many universities that offer the online program like Florida does. I am just really fortunate I was able to complete it over the last few years and obviously very proud to officially be a college grad.

Paige Pritchett

Status: Graduate 2017

Major: Sociology

Residence: Belleview, FL

Notes: Photo requested; military spouse

UF online has helped me to achieve one of my biggest goals- receiving my B.A. Thus, wherever the military will take us, I will have my degree to take with me. Even more so, because of UF online, I was able to receive my bachelor's degree and not worry where we might have to go. I really loved knowing that UF offered an entirely online B.A. degree and I never had to worry about not being able to finish because I had to move or something. I could take my school with me! Pursuing my BA at UF Online has been one of the best decisions I have ever made and I am so thankful I had to the option of receiving my degree online.

Virginia Bernal

Status: Graduate, 2016

Major: Criminology. Minor: Sociology

Residence: Gainesville, FL

Notes: Photo requested. Part time at Millhopper Montessori School, tentative offers from jobs in federal law enforcement (as of Aug. 2017)

My favorite part of UF Online was the ability for professors to teach in innovative and modern ways while having constant contact with students. Plenty of the other online students that I worked with lived in distant regions of Florida or out of state, but many of the professors used that to the class's advantage. If I'm being completely honest, my favorite part of my entire online experience was Dr. Swan in the psychology department. In my opinion, his method of using technology, weekly video updates, and humor exemplified the full potential of UF Online. His classes reminded me that college could be more than a stepping stone to a career. It's important to enjoy learning for learning's sake.

Alexandra Melendi

Status: Current UF Student; PaCE Transitioned

Major: Public Relations

Residence: Tampa, FL

Notes: Have Photo; Plaza student assistant

I thoroughly enjoyed my experience in the PaCE Program. The faculty and staff of the program were always so uplifting and positive. They made it known that there were no limitations to my growth, education and potential in being Gator.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
October 17, 2017**

SUBJECT: Looking Ahead for UF Online

PROPOSED ADVISORY BOARD ACTION

For information

BACKGROUND INFORMATION

Ms. Evie Cummings will share her thoughts for continuing to expand UF Online, as well as review the performance of the UF Online Financial Model from 2013-17.

Supporting Documentation Included: UF Online Business Model Progress

Facilitators/Presenters: Ms. Evie Cummings

UF Online Business Model Progress

As of 10/5/17

The table below contains the projections from the original business model, the revised goals published in October 2016, and the actual figures for overall headcount and tuition collected.

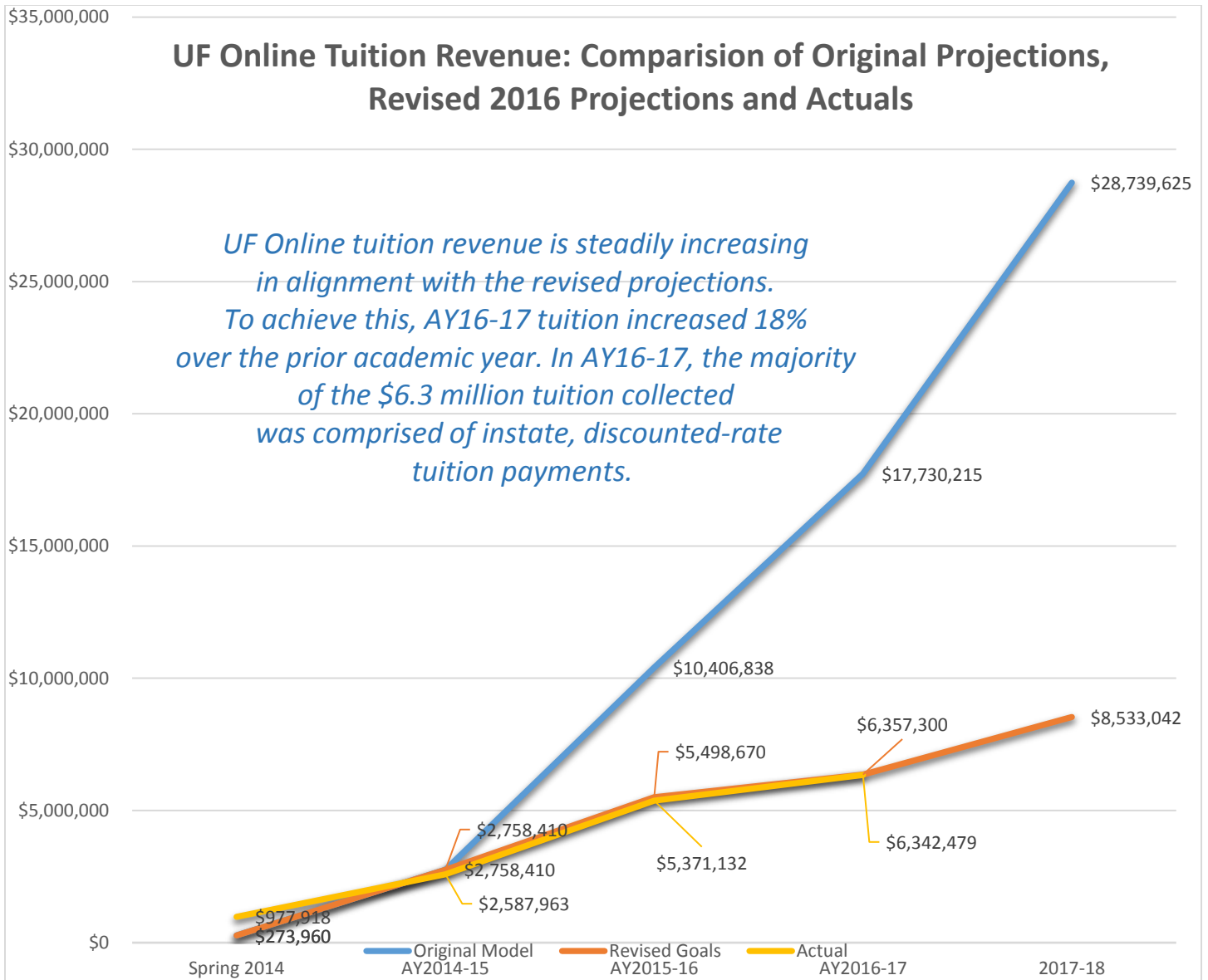
	Headcount Academic Year including summer, fall, and spring terms				Tuition Collected Fiscal Year from 7/1 to 6/30			
	Original Model	Revised Goals	Actual	Goal Attainment	Original Model	Revised Goals	Actual	Goal Attainment
Spring 2014	209		684	327%	\$273,960		\$977,918	357%
2014-15	1,304		1,319	101%	\$2,758,410		\$2,587,963	94%
2015-16	3,698	2,150	2,191	102%	\$10,406,838	\$5,498,670	\$5,371,132	98%
2016-17	6,029	2,804	2,939	105%	\$17,730,215	\$6,357,300	\$6,342,479	100%
2017-18	9,548	3,688			\$28,739,625	\$8,533,042		
2018-19	13,622	4,901			\$41,228,220	\$11,569,598		
2019-20	18,426	6,511			\$55,609,686	\$15,671,984		

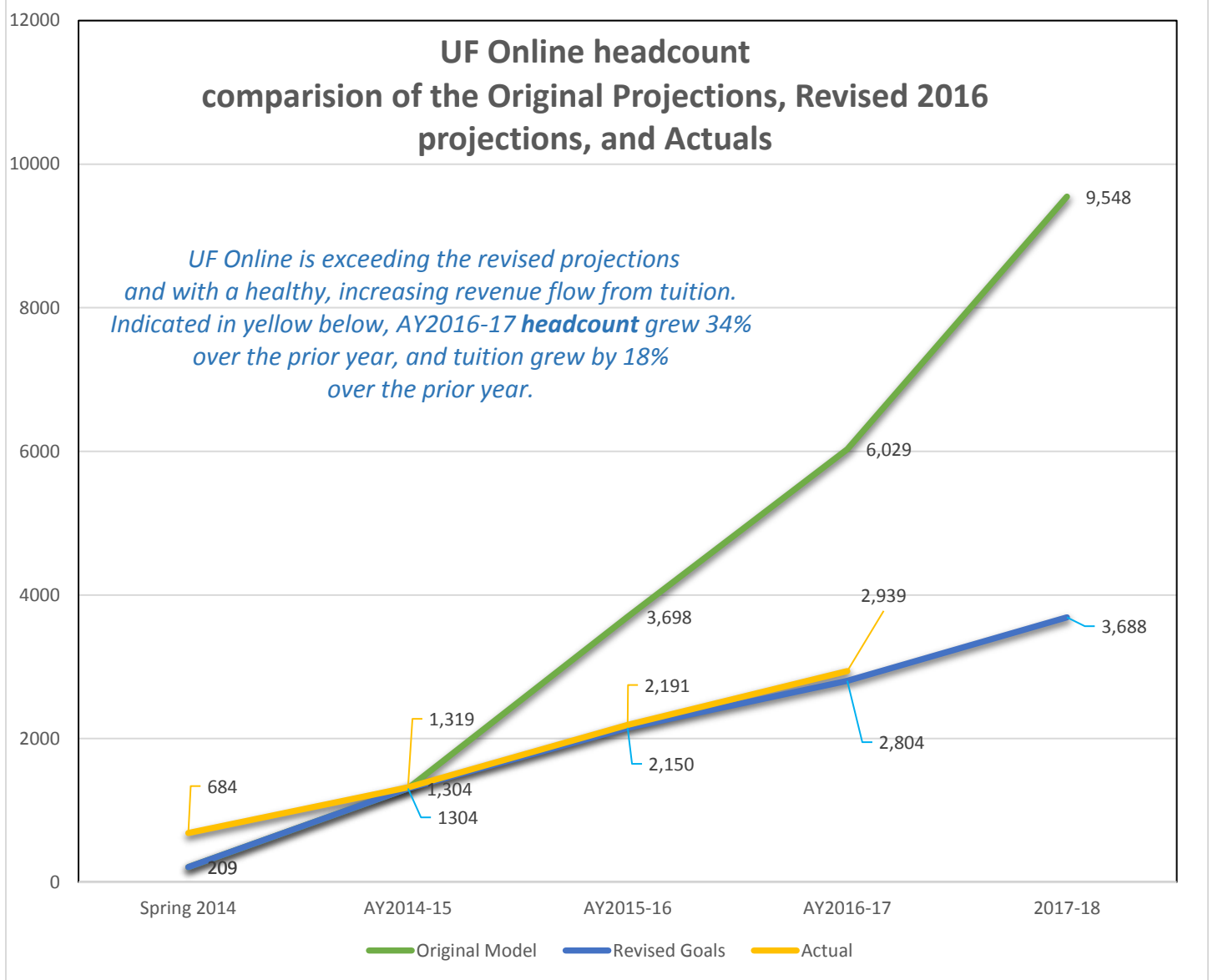
Note on Academic Year vs Fiscal Year

There is a slight disconnect in the model between the tuition projections and the actual tuition reported. The tuition projections are based on the headcount and resulting student credit hours for the terms included in the academic year (summer, fall, and spring), but the actual amounts are taken from the tuition collected during the corresponding academic year. The disconnect arises from the fact that tuition collected during a fiscal year does not necessarily correlate to the tuition billed for a given set of terms. Regardless there is a close enough correlation between the tuition projected to be collected for the three terms that comprise an academic year and the actual tuition collected during the corresponding fiscal year so that the comparisons of the projections to the actuals are valid.

UF Online Tuition Revenue: Comparison of Original Projections, Revised 2016 Projections and Actuals

UF Online tuition revenue is steadily increasing in alignment with the revised projections. To achieve this, AY16-17 tuition increased 18% over the prior academic year. In AY16-17, the majority of the \$6.3 million tuition collected was comprised of instate, discounted-rate tuition payments.





**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Advisory Board for UF Online
October 17, 2017**

SUBJECT: Path Forward

PROPOSED ADVISORY BOARD ACTION

For information

BACKGROUND INFORMATION

UF Online's Comprehensive Business Plan is for 2013-19. Chair Alfonso will lead a discussion regarding the development of a new plan that would go into effect for academic year 2019-20.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Alfonso