

ADVISORY BOARD | University of Florida Online

AGENDA

UF Online Advisory Board Conference Call

December 18, 2019

2:00 pm – 2:30 pm

Dial in: 1-888-585-9008. Conference Room Number: 305-002-533 #

- | | |
|--|---|
| 1. Call to Order and Opening Remarks | Chair Ed Morton |
| 2. Approval of Minutes: <ul style="list-style-type: none">• October 17, 2019 Meeting Minutes | Chair Morton |
| 3. Public Comments | Chair Morton |
| 4. 2018-19 Annual Report | Chair Morton |
| 5. Revised Enrollment Projections for the UF Online
2019-2024 Comprehensive Business Plan | Ms. Evie Cummings
Assistant Provost and
Director of UF Online |
| 6. Revised UF Online 2019-2024 Comprehensive Business Plan | Ms. Cummings |
| 7. Closing Remarks and Adjournment | Chair Morton |

STATE UNIVERSITY SYSTEM OF FLORIDA
Advisory Board for UF Online
December 18, 2019

SUBJECT: Approval of Minutes of October 17, 2019, Meeting

PROPOSED ADVISORY BOARD ACTION

Approval of summary minutes of the meeting held on October 17, 2019

BACKGROUND INFORMATION

Advisory Board members will review and approve the summary minutes of the meeting held on October 17, 2019.

Supporting Documentation Included: Summary Minutes for October 17, 2019

Facilitators/Presenters: Chair Ed Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
ADVISORY BOARD FOR UF ONLINE
UNIVERSITY OF FLORIDA
GAINESVILLE, FL
October 17, 2019

1. Call to Order

Chair Ed Morton convened the meeting at 10:00 a.m. on October 17, 2019, with the following members present: Mr. Ernie Friend and Dr. John Watret.

2. Approval of Committee Meeting Minutes

Dr. Watret moved that the committee approve the minutes of the meeting held on April 17, 2019, as presented. Mr. Friend seconded the motion, and the members concurred.

3. Public Comment

There were no public comments.

4. UF Online: Recent Updates

Ms. Evangeline (Evie) Cummings presented the recent updates. She stated that they have recently hired Josh Steele who will now be in charge of all the student facing activities, including academic advising and activities that focus on the student experience.

5. UF Online Annual Report

Ms. Cummings presented the 2018-2019 UF Online Annual Report, stating that UF Online currently has 3,513 students enrolled fully online, with a majority being Florida residents and around half enrolled full-time. The majority are enrolled in the College of Liberal Arts and Sciences and the College of Business.

Ms. Cummings reviewed the mission, vision, values and commitment of the UF Online program. UF Online allows students to participate in extracurricular activities, such as band and chorus, as well as study abroad. Tuition and fees is 40% lower than for traditional students. UF Online is subsidized and currently receives \$5 million a year from the state on an annual basis, which adds to the savings for students. The optional fee package grants online students access to the facilities on the main campus, including the recreation center, transportation, health, etc. in exchange for paying the fees. Ms.

Cummings indicated that this program has been widely utilized by an increase of 30-40% a year by students.

UF Online is driven by seven dimensions, including student activities, faculty, excellent and engaging courses and labs, rigorous adaptable academic programs, academic advising, experiential offerings and research opportunities, and an online learning community with the University. Digital Arts and Sciences, Communication Sciences and Disorders, and Education Sciences are the degrees that have come fully online this past year. UF Online also started a chemistry lab intensive experience.

The six major areas of impact that have occurred over the past year include widening participation within the University of Florida, deployment of new versatile pathways, affordability, execution in-house, student success, and being faculty-led.

Ms. Cummings stated that there is an overall decline in higher-education enrollments, but online education enrollment is increasing.

Upcoming, there will be another STEM-powered conference and new online majors, including Tourism and Recreation, Advertising and Journalism.

Jerry Ross discussed the Employer Pathway Program, which was launched in May of 2018, with Walmart, Discover, and Disney offering a combined number of 17 graduate and undergraduate degrees. The employers cover 100% of the cost of the degree, including tuition, fees, books, etc., through a partnership with Guild.

UF Online students have an average loan debt less than the national average.

In the past fiscal year, tuition revenue grew 23% and the majority of money was allocated to the colleges; \$6.2 million was used to pay professors, which was up from previous years.

Mr. Ross stated that for the 2018-2019 year, there was a total revenue of \$15 million, with almost \$10 million of that amount coming from teaching revenue. Revenue from optional fees increased \$500,000.

He indicated that UF Online uses a marketing agency, with marketing being mostly digital and primarily in-state.

Ms. Cummings stated that the number of UF Online graduates has exceeded 2,000, and there are efforts to boost student retention and graduation rates. UF Online is currently #1 in the country for faculty with a terminal degree for online bachelors. She said that the average class size is 30.

This past fall, UF Online launched the inaugural class of Student Ambassadors. It was comprised of eight students that helped build community and leadership opportunities for online students. They are currently working on building a peer mentorship opportunity.

6. UF's Coursework, Transformed: Academic Innovations

Joleen Cannon, Director of UF's Center for Online Innovation and Production, discussed the process of constantly enhancing and evaluating the online courses through technology and instruction.

Dr. Inglett discussed her experience with teaching and moving some courses online. She stated that she has taught math and science classes. The advantages for the online classes were student satisfaction, students being able to hold a job while in school, and participation of students from other majors. Some challenges included technological changes, online discussions at a common time for all students, and effective student engagement.

Dr. Mulkey discussed his course, Climate Change Biology. He stressed the importance of higher education, especially its quality, for students, and said that online education is an essential piece of education for this generation and the coming generations.

7. Status of Implementation of the UF Online Business Plan 2019-2024

Ms. Cummings discussed the goals for UF Online in the next five years: investing in strategies for students to thrive, including faculty, class size, and academic quality; expanding the teams that are in charge of designing and implementing programs; mapping and analyzing the student experience, including the reinvention of orientation; and marketing and recruitment.

Challenges include widening participation and meeting the demand for instructional design. Remedies for these challenges include UF Ready, where students can take a few credits before being fully accepted; improved marketing and recruitment; more engagement with students who had never finished at UF; and meeting demand with faculty.

8. Discussion: The Path Forward

Chair Morton stated that enrollment projections should be realistic and requested that the Minutes reflect that the projections are to be revised for a conference call meeting of the Advisory Board and that the call will also include approval of the annual report.

9. Concluding Remarks and Adjournment

Chair Morton adjourned the meeting at 1:53 p.m.

Edward Morton, Chair

Nancy C. McKee, Ph.D., Executive Director

STATE UNIVERSITY SYSTEM OF FLORIDA
Advisory Board for UF Online
December 18, 2019

SUBJECT: Public Comments

PROPOSED ADVISORY BOARD ACTION

For information

BACKGROUND INFORMATION

Article V, Section H, UF Online Advisory Board Operating Procedures provides for public comment on propositions before the Advisory Board.

Individuals, organizations, groups or factions who desire to appear before the Advisory Board to be heard on a proposition pending before the Advisory Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms must be submitted prior to the meeting to the Corporate Secretary, 325 West Gaines Street, Tallahassee, FL 32399. The Chair, in consultation with the Executive Director, will determine whether the item will be considered and, if so, the timing of when such item will be placed on the agenda. The Chair may place time limits on any presentation and the number of speakers permitted to present the item.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ed Morton

STATE UNIVERSITY SYSTEM OF FLORIDA
Advisory Board for UF Online
December 18, 2019

SUBJECT: 2018-19 Annual Report

PROPOSED ADVISORY BOARD ACTION

Approval of 2018-19 Annual Report

BACKGROUND INFORMATION

Ms. Evie Cummings, Assistant Provost and Director of UF Online, gave a presentation on the 2018-19 Annual Report to the Advisory Board at its meeting on October 17, 2019; a hard copy was also distributed at the meeting. Because the Advisory Board had not received a copy to review prior to the meeting, it will consider its approval during the December conference call meeting. Formatting changes, but no substantive changes, were made to the copy distributed on October 17; the updated version is attached.

Supporting Documentation Included: 2018-19 Annual Report for UF Online

Facilitators/Presenters: Chair Ed Morton



ANNUAL REPORT

ACADEMIC YEAR 2018-2019

Presented to the UF Online Advisory Board

UF ONLINE
UNIVERSITY *of* FLORIDA



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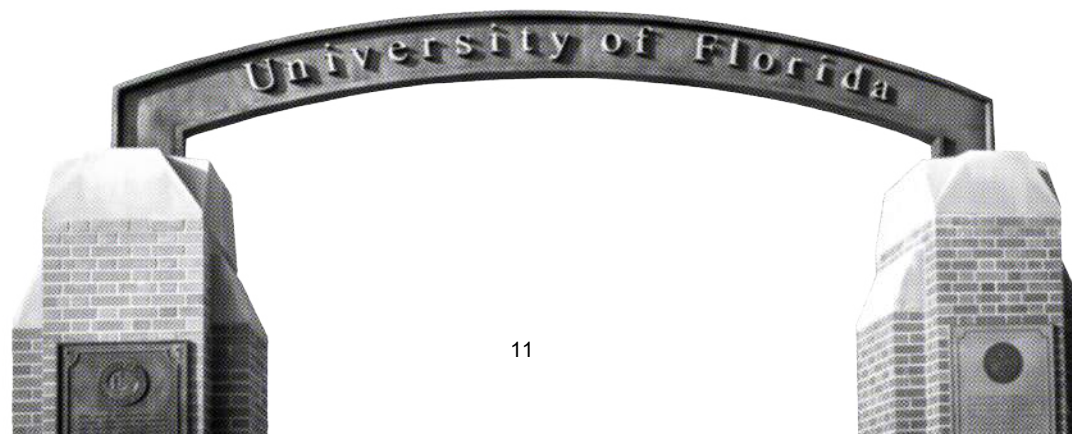
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UNIVERSITY OF FLORIDA MISSION STATEMENT

“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.”



MESSAGE FROM THE DIRECTOR



With this fifth annual report, we proudly get to celebrate UF Online's fifth birthday as well as our ascension to the #5 ranking of online bachelor's program in the country, according to U.S. News and World Report 2019.

This external recognition encourages us to remain focused on our core mission: expanding access to the University of Florida, now the nation's #7 public university.

The University of Florida is a special place. Nestled here in Gainesville, Florida, this top-ranked, research university serves just over 55,000 students and proudly celebrates the accomplishments of over 400,000 living alumni. What you may not realize is that although Gainesville is our hub, our campus is an expansive one, extending across this country and around the world, thanks to our digital, hybrid and extension programs. Universities and their impacts are limitless, especially when they realize that they can achieve their core mission in new and impactful ways.

With UF Online's accomplishments over this past year, the University of Florida is showing the world that the mission of a large, research university extends far beyond the campus walls, and if done right, a university can realize new dimensions of impact that were never even thought possible before. Our lessons from the past year include:



You can widen participation to a Research I university via online pathways while keeping admissions selectivity intact and focusing on your core values of student success. Now offering over 20 fully-online bachelor's degrees, taught completely by UF faculty, UF Online experienced considerable enrollment growth this past year while also crossing our threshold of 2,000 graduates. This rapid growth has been possible while maintaining our focus on quality and admissions selectivity.



Not only are life science online bachelor's pathways possible, but summer lab bootcamps will bring online students to campus for lab-based instruction. Not all labs need to be convened on campus, but this past summer, we held the inaugural Chemistry Lab bootcamp and it was a resounding success. UF faculty are reinventing and offering high-demand life science degrees. Faculty innovators here at UF in chemistry, biology, physics, and microbiology and cell science are forging new models and our students ultimately benefit.



Major employers – including Disney, Walmart, Discover – are eager to partner to serve their workforce with top-ranked degrees, tuition free. This new partnership between University and Employer will only grow in size and impact, benefiting so many future Gators.



Finally, you can offer more flexible pathways to a top-ranked university and, in doing so, boost access and keep costs low. Proving that affordable distinction exists, UF Online has been able to bridge our campus with our students' lives, homes, and families, saving Florida residents over \$17 million dollars in tuition and fees. By keeping our tuition and fees 40% lower than our in-state and out-of-state rates, we've been able to save our students money and boost the value of their resumes.



We have certainly learned a lot along the way and there's so much more to do and more fun times ahead. We're eager to share our lessons with other top universities that are rethinking how they serve students that simply need or require a more flexible and engaging learning experience. I am excited for our future impact as we move ahead with full implementation of the University of Florida Online Business Plan for 2019-2024. Our future is certainly bright!

All the best, and Go Gators!

Evie

Evangeline Tsibris Cummings

Assistant Provost & Director of UF Online

INTRODUCTION

As we continue to expand UF Online under the guidance of the University of Florida's vision and mission, UF is proud to have adopted a campus-wide commitment model to online learning. Our online model is unique in the country, designed and taught by the very same stellar faculty who teach on our main Gainesville campus. UF admits, enrolls, and evaluates each online student just as they do residential students, with the same admission standards, enrollment protocols, and academic rigor required of each and every student. UF Online students also count on the full support of the institution in offering rigorous academic programs, enriching engagement opportunities, extensive resources, and an established network to help each student thrive.

As one unified campus working to implement a shared mission and vision, we recognize the separate yet interconnected dimensions that make the realization of this vision possible. Our work proceeds along the following seven dimensions, yet that work is accomplished by countless experts and organizational units across the institution.

SEVEN DIMENSIONS

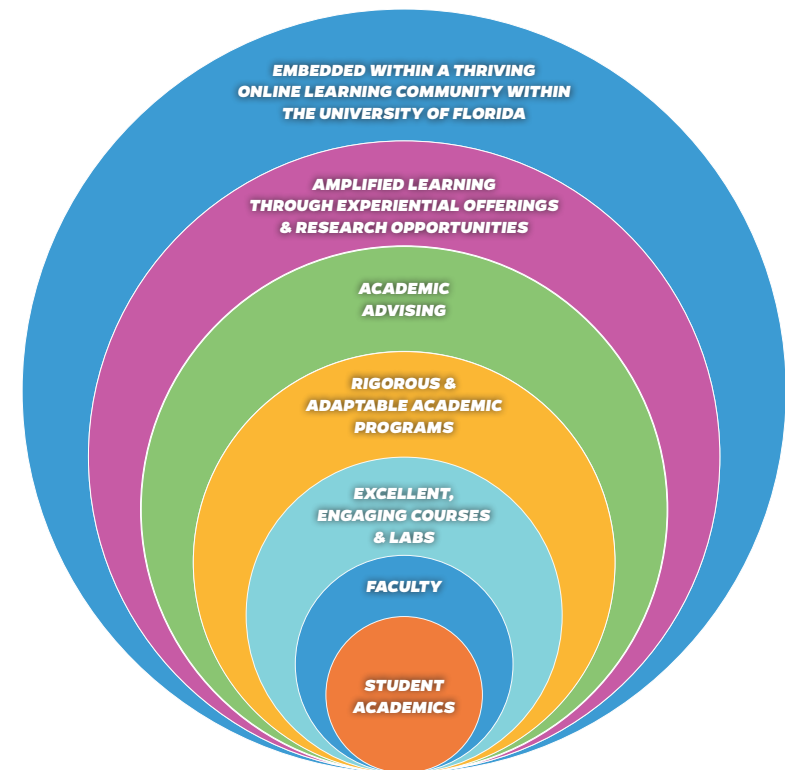
A MULTI-DIMENSIONAL VIEW OF VALUE FUELING STUDENT ACADEMIC SUCCESS



VIEW 1: THE UF ONLINE MODEL - SEVEN DISTINCT AREAS FUELING STUDENT SUCCESS

CONTINUALLY IMPROVING THROUGH 2019 & BEYOND

Each dimension represents an area that contributes value to our students. The success of each area may be supported and fueled by multiple organizational units – faculty and staff cut across colleges and service lines. However, all rely on core data and analytics stemming from our data infrastructure for the benefit of many departments across campus. In addition to this integrated model, we must work extensively to best serve our students by further defining these dimensions in terms of goals, strategies, and tactics. As with any approach, this one continues to evolve, improving over time and remaining flexible and agile to ensure UF Online remains focused on the greatest value areas for students. 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.



VIEW 2: NESTED RELATIONSHIPS OF THE SEVEN DIMENSIONS OF UF ONLINE

SEVEN DIMENSIONS

A MULTI-DIMENSIONAL VIEW OF VALUE FUELING STUDENT ACADEMIC SUCCESS

Student academics:

Our core programmatic dimension is the accomplishment of our online students. Driven and controlled by the students themselves, we expect each and every student to engage academically and to be present in their chosen pathway with timely advice from advisors and faculty. UF Online also strives to provide individualized support to each of our students, further investing in the academic core over the next five-year chapter.

Faculty leaders and mentors:

Over 350 of UF's top faculty lead the way in content, course design, and teaching in UF Online. UF faculty design, deliver, teach, and evaluate all academic components of the UF Online program and experience. Faculty foster innovation, drive success, and often serve as mentors to students outside the digital classroom. UF Online students can have confidence in their instructors as leaders in their field.

Coursework and labs:

Fueled with the creativity and acumen of their discipline, faculty design all courses and labs for UF Online students, often with the aid of a teaching support team comprised of expert instructional designers, graphic designers, and more. UF coursework is accessible through our learning management system and is not to be underestimated. Courses and labs are just as challenging as they are in our residential formats, given that students earn the very same degree and are taught by the same faculty as campus peers. Courses and labs are also available in varied formats, as determined by the faculty.

Academic program pathways:

This dimension is comprised of courses, labs, and experiential learning requirements, as designed by faculty, departments and colleges here at UF. The programs offered in UF Online must meet the same rigor as campus yet may be available in more dynamic, versatile, and often flexible formats.

HAPPY FIFTH BIRTHDAY, UF ONLINE!

In 2019, UF Online was proud to celebrate reaching its fifth official year. And, what better birthday gift than to reach 2,000 graduates while celebrating five years! Serving students across the United States and the world, UF Online encompasses 21 majors, students from 50 states, 7 countries, and now crossing over 2,000 awarded degrees. UF Online has seen tremendous growth within its short time.

Since its inception in January 2014, UF Online has seen many successes. Between 2018 and 2019, our fully-online undergraduate program moved up seven ranks, now holding a position as fifth in the nation, according to the 2019 U.S. News & World Report Best Online Programs.

Over the course of five years, UF Online also launched a first-of-its kind virtual campus for online students. The Plaza has become an open forum for students to interact with peers in their educational community, whether it's to discuss

coursework or chat about shared interests. Just as the Plaza of the Americas offers a meeting space for students on campus to come together, the online Plaza unites those taking virtual classes, no matter where they are in the world.

Building on five years of momentous milestones, UF Online completed another goal by graduating 2,000 students and looks forward to next thousand and beyond. The program will continue striving to provide new ways to welcome the next generation of students into a place they can call home: The Gator Nation.

With a new five-year chapter on the horizon, the following pages highlight our achievements over the Academic Year 2018-2019 within the framework that guides our future work. Each section is connected to one of five overarching goals, cutting across the seven dimensions and simultaneously fueling and informing our growth.

Academic advising:

Looking across each student's academic coursework and their progression along their academic program pathway is the critical partnership between the student and their dedicated academic advisor. Each student enrolled in UF Online has their own dedicated academic advisor who works with them to design their own custom pathway given their schedules, life responsibilities, and other constraints. UF Online academic advisors are also a professional cadre of experts who can assist in course sequencing, locate academic support services, map career interests to degree offerings, and overall help ensure each student has the support they need to excel academically.

Amplified learning programs:

UF Online is also unique in its promotion of co-curricular activities and opportunities for online students to gain experiential learning while they complete their course of study. From internships, to capstone courses, to study abroad, online students have the ability to take advantage of amplified learning programs. These opportunities complement our robust academic offerings by enabling students to explore their interests via a hands-on approach.

Learning environment and community:

Surrounding all online students is the common student experience as a valued member of the UF Online learning environment. As we work to fortify a thriving and engaging learning community, we focus on both online and face-to-face opportunities for engagement and connection across our entire student body and alumni network. This dimension includes our UF Online Plaza, the country's first ever fully-online campus for online undergraduates, the Optional Fee Package, and Connections Events.



GOAL 1: ROBUST STUDENT LEARNING

The foundation of success for UF Online continues to be the University's commitment to academic excellence in the online learning environment. UF faculty, therefore, lead the way in creating a robust student learning environment, attesting to the power and value of premier academic faculty, departments, and colleges in the design and delivery of innovative online offerings and experiences.

MICROBIOLOGY BOOTCAMP

Every May since 2013, UF Online students majoring in Microbiology come from all over to participate in two five-day lab bootcamps to complete their required in-person lab requisites. As part of UF Online's Microbiology and Cell Science major, the bootcamps are part of a program that's one of only two online microbiology lab programs in the country.

Each class is comprised of 30 to 35 students, the same as traditional labs, with a student to teaching assistant ratio of six to one. From 8 a.m. to 5 p.m., students work on a minimum of two lab modules each day, as compared to the one module each week that a traditional student takes. Despite the intensity of the program, it has proven

effective, as students enrolled in the lab bootcamps receive the same quality and structure as with traditional labs. Not only are the same experiments being performed as on-campus labs, but they are career-oriented, intensive, and have the same final exam on the last day as their traditional counterpart.

"Intensive? Sure. Lived up to its name – but by far the best-organized and most smoothly-run lab class I've ever taken," said Shawn Palmer, a student who recently completed the lab bootcamp.

The bootcamp is the best of both worlds for online students and non-traditional undergraduate students, many of whom balance their coursework with other obligations. The bootcamp complements their

top-quality online education with the benefit of hands-on training of modern lab skills on state-of-the-art lab equipment.

This teaching model was acknowledged and approved in 2011, when the Microbiology and Cell Science department was awarded a National Science Foundation grant called STEP, to help launch the online degree program by offering research experience to students. From there, another grant called the S-STEM, worth \$4.7 million, was awarded to give scholarships to students in need taking 2+2 pathways (transfer students).

Not only has this model been proven successful for teaching students in online programs, but also at increasing

Having an environment conducive of my academic and personal goals was a turning point. It led me to pursue medicine from a research perspective and gave me direction.

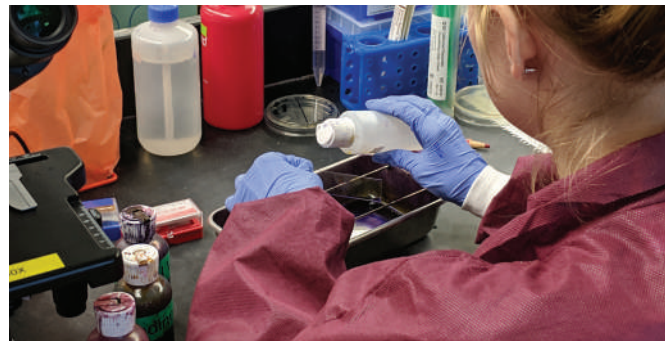
I'm tremendously proud of who I've become. Being a Gator and being part of one of the most elite colleges in the nation has given me identity.

Phong Truong – Microbiology and Cell Science



the diversity of students through a 2+2 hybrid online STEM program, as compared to traditional on-campus students.

With the number of students attending these bootcamps increasing each year, UF Online and the Microbiology and Cell Science department look forward to welcoming them and guiding them on their pathway to graduation.



I was a first-generation college student, so my parents didn't understand a lot of the things I went through before, but now it's nice having her understand. My drive in school comes from seeing how hard [my mom] works and how much effort she puts into things.

Morgan Pinkerton (Student's Daughter)



It's a huge accomplishment to get into UF. I'm part of a family of Gator alumni. When anyone sees you with a Gator shirt on, there's an immediate connection. The feeling is amazing. And just to experience it with my daughter [who also goes to UF] is even better.

Angel Pinkerton – Business Administration

GOAL 1: ROBUST STUDENT LEARNING



CHEMISTRY BOOTCAMP

In 2018-2019, UF Online launched a brand-new chemistry lab bootcamp for the first time across the State University System of Florida. The lab pairs with CHM 2045 General Chemistry I in a hybrid format, a traditional semester-long course compressed into an intensive face-to-face experience with critical online instruction and content. Students complete their coursework entirely online before convening at the University of Florida campus in Gainesville for an in-person lab bootcamp.

UF Online's flexibility gives students the opportunity to participate in a face-to-face General Chemistry I lab, where they can perform the exact same lab activities as students perform each spring, summer, and fall term, over a much shorter period of time, in the new lab space. Additionally, the small

size of the class allows the teaching assistants to have more interaction with the students.

Prior to launching the lab bootcamp, UF's Chemistry department worked closely with UF Online for nearly a year, planning, conceptualizing, and designing the experience for these students – both the online/preparation portion and the face-to-face experience. Once in the lab, students use technology, such as a virtual reality headset, to prepare them for various lab activities, such as a virtual tutorial on how to use a micropipette.

Alexys Dew, a student in the bootcamp who recently completed her freshman year through UF Online, said she appreciates the blended format of the course, and that it works well for Chemistry. "I like online classes,

especially with harder classes, because you can do things like stop the video and kind of gather your thoughts," Dew said. "It's really cool being able to be here and being able to talk to someone ... as well as being at home and being able to write your own [notes on lectures] down," she said.

Online students don't want lesser quality, they want equity of access to earn their degree. Flexible formats, like bootcamps, not only ensure an engaging delivery of lab-based instructions, but also serve as a great opportunity for online students to connect with faculty and one another at UF's top lab facilities.

STEMpowered

In October of 2018, UF Online hosted its first State University System Symposium and Showcase, STEMpowered. The two-day event focused on exchanging ideas on the future of online STEM courses and labs for undergraduate students. The goal was to foster discussion on how to wisely integrate educational technology into the State's STEM teaching practices.

Faculty members from across Florida engaged in lively presentations, demos, panels, keynotes and more. Attendees were able to choose between two tracks for each set of breakout sessions, featuring 25 presenters in total. Some of the topics covered included best practices for

teaching online, incorporating new technologies, strategies for online lab development, designing hands-on experiences at a distance, and creating research opportunities for online students. UF faculty members had the chance to present on topics including hands-on physics homework, 2+2 transfer systems, and opportunities for collections-based courses. Between sessions, attendees visited the Exploration Room to watch live demonstrations of new technologies that are being used at different universities, such as a virtual reality lab setting.

With over 170 attendees spanning 13 institutions of higher education, STEMpowered helped both to highlight

innovative practices and create synergy among state universities as they work to achieve similar goals. Supported by the State's investments in higher education, the University of Florida and others continue working to expand access to quality STEM programs. Developing online curricula is a key to this mission, with its strategic implementation promoting the diversity of learners and scalability of programs. UF Online looks forward to building upon the success of its first symposium by bringing it back for 2020 and engaging with more state partners on the cutting edge of online STEM education technology.

STEMPOWERED
FLORIDA SUS FACULTY SYMPOSIUM



Every class wasn't cut from a cookie cutter. You could tell how involved [the professors] were in how they facilitated students working with each other. They made it more interactive. I started with psychology, and the more I learned, the more I got excited about it. Being able to accomplish this gave me so much more confidence in my educational ability, and that's a big mark.

John Chaffin – Psychology

GOAL 1: ROBUST STUDENT LEARNING

UNDERGRADUATE RESEARCH

UF Online has begun a partnership with the Center of Undergraduate Research to identify opportunities for fully-online students to engage in research projects. While this capability has existed over the past few years, this year we have placed greater focus on developing pathways for online students to engage in the research taking place on campus through fully-funded projects.

Additionally, students have the opportunity to conduct research in individual degree programs. Some, such as the Interdisciplinary Studies-Environmental Management in Agriculture and Natural Resources degree, require students to complete three units of applied learning, where many students elect to perform research across the state of Florida.

As part of their hands-on research, students have the opportunity to utilize UF's Institute of Food and Agricultural Sciences' (IFAS) 67 extension offices and 12 Research and Education Centers (RECs). A few of the research projects completed over the last year include:

- Studying pest and plant interactions at the Apopka REC
- Habitat restoration in Fort Lauderdale REC
- Supporting Sea Grant research on microplastics in coastal areas through Martin County IFAS extension

Such networks help students evaluate environmental issues in their hometowns, working with top-ranked

faculty from the University of Florida. Below are student responses to their research experiences within the program:

"Before my academic advisor sent me this internship application, I didn't know that IFAS existed. None of my family had heard of it before. Even after I applied, I had to look up what IFAS was. I think this is a spectacular program with enormous potential for solutions for your life."

-Heather Surratt, Student

"Working a full-time job, going to school full-time and having an internship was not easy. I am really thankful the Orange County Environmental Protection Division tried to make sure I was not overwhelmed,

but that I also had an informative and fun internship. This internship really helped me figure out what I want to do after I graduate. I was able to job shadow when I was not working on tasks. I was able to shadow the manager of the entire division as well as the heads of NPDES, water quality, pollution prevention, air monitoring, air inspectors, and air quality management. I had a close-up look at everything that goes into environmental governance and how tax dollars are spent. This experience has changed my opinion of environmental government work and seriously made me consider it as a future career."
-Lily Willingham, Student

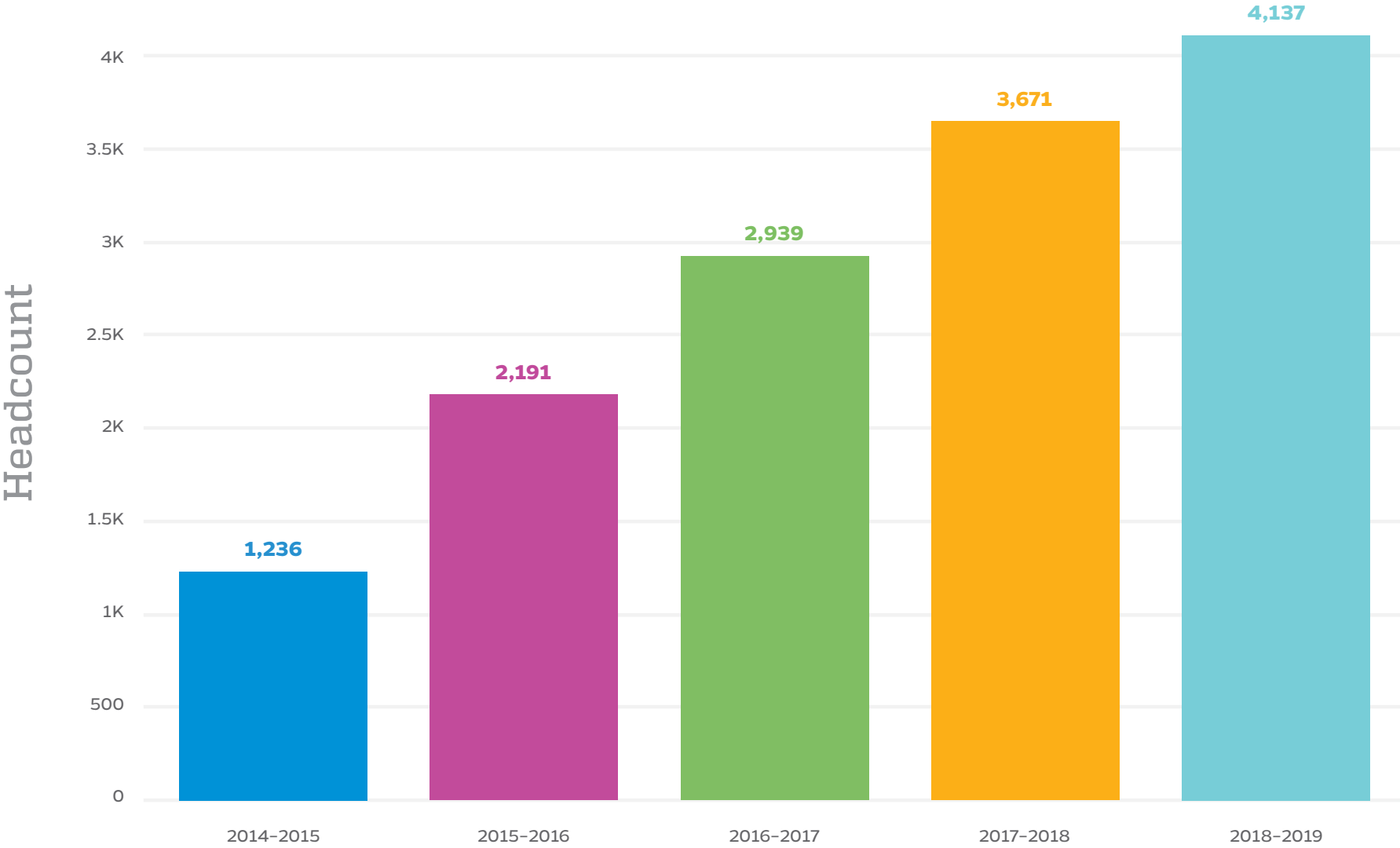
GRADUATES

UF Online continues to expand the Gator Nation with each passing semester. In Summer 2019, UF Online crossed the 2,000 graduate threshold. This important milestone in just five short years is a testament to the campus-wide commitment to UF

Online students. Through innovative pathways, UF Online students turn into workforce ready graduates poised for the next chapter in their lives. UF Online celebrates with new Gator alumni every semester.



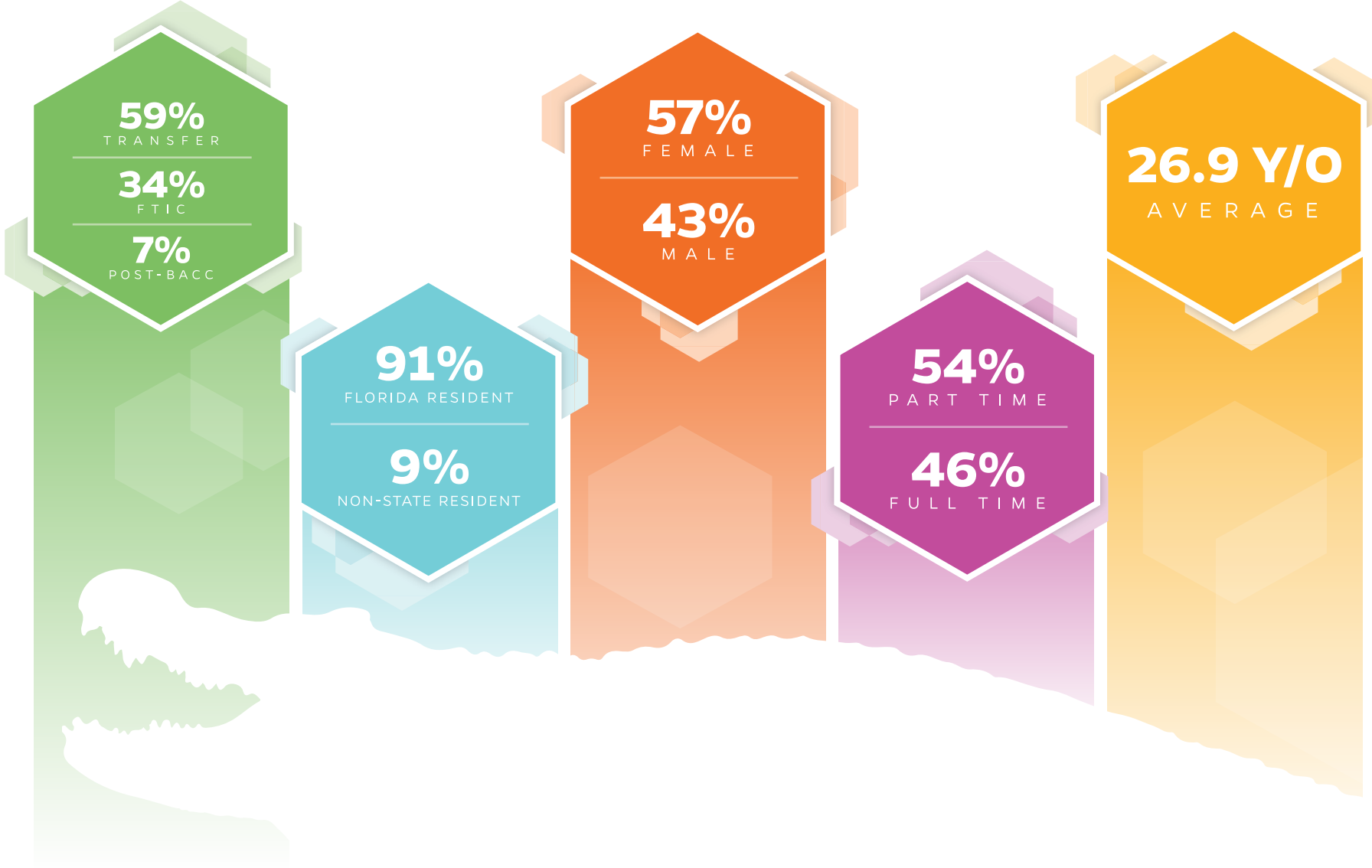
UF ONLINE HEADCOUNT



ENROLLMENT

TERM	HEADCOUNT			ENROLLMENTS			CREDIT HOURS		
	IN STATE	OUT OF STATE	TOTAL	IN STATE	OUT OF STATE	TOTAL	IN STATE	OUT OF STATE	TOTAL
2014 Summer	493	17	510	949	36	985	3,566	105	3,671
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
Total	1,172	68	1,236	5,440	306	5,746	19,354	970	20,324
2015 Summer	780	45	825	1,559	90	1,649	5,554	273	5,827
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
Total Distinct	2,009	191	2,191	10,594	800	11,394	35,256	2,484	37,740
YOY Change	837	123	955	5,154	494	5,648	15,902	1,514	17,416
YOY %	71%	181%	77%	95%	161%	98%	82%	156%	86%
2016 Summer	1,226	82	1,308	2,449	187	2,636	8,243	555	8,798
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
Total Distinct	2,725	214	2,939	15,019	1,074	16,093	48,734	3,263	51,997
YOY Change	716	23	748	4,425	274	4,699	13,478	779	14,257
YOY %	36%	12%	34%	42%	34%	41%	38%	31%	38%
2017 Summer	1,556	103	1,659	3,176	228	3,404	10,611	696	11,307
2017 Fall	2,647	210	2,857	8,255	679	8,934	25,864	1,986	27,850
2018 Spring	2,582	208	2,790	7,647	675	8,322	24,449	1,925	26,374
Total Distinct	3,383	288	3,671	19,078	1,582	20,660	60,924	4,607	65,531
YOY Change	658	74	732	4,059	508	4,567	12,190	1,344	13,534
YOY %	24%	35%	25%	27%	47%	28%	25%	41%	26%
2018 Summer	1,928	174	2,102	4,107	365	4,472	13,556	1,156	14,712
2018 Fall	2,908	277	3,185	8,969	770	9,739	28,456	2,419	30,875
2019 Spring	2,786	286	3,072	8,381	778	9,159	26,949	2,444	29,393
Total Distinct	3,732	405	4,137	21,457	1,913	23,370	68,961	6,019	74,980
YOY Change	349	117	466	2,379	331	2,710	8,037	1,412	9,449
YOY %	10%	41%	13%	12%	21%	13%	13%	31%	14%

DEMOGRAPHICS



GOAL 2: SMART DESIGN, PRODUCTION, AND DELIVERY OF ACADEMIC PROGRAMS

With continued growth, we seek to steadily expand the number of programs available through the UF Online pathway while also investing in course production to ensure high-quality courses and programs characteristic of our institution. Additionally, UF Online continues to innovate with its vital Employer Pathways Program, delivering the most workforce-relevant and rigorous academic programs and pathways with the support of a growing network of committed employers.

NEW PROGRAMS

In Academic Year 2018-2019, UF Online continued its strategic approach to new academic pathways. We have added new programs in Education Sciences and Digital Arts and Sciences. These programs bring new academic colleges into UF Online while providing exciting opportunities for UF Online students. In addition, we have expanded access to the Communication Sciences and Disorders program to now include a transfer pathway.

Launched in 2018, the Education Sciences major in the College of Education at UF is the only major of its kind in the state of Florida. Through this program, students become acquainted with diverse facets of the field of

education, including core courses focusing on educational technology, education psychology, social foundations of education, and advocacy for access and inclusion of people with disabilities.

The Bachelor of Arts degree in Digital Arts & Sciences was launched in March 2019, with the first students joining UF Online in Fall 2019. The major is the first degree offered through UF Online that is delivered through the UF College of the Arts. Combining arts, communication, and technology, the degree encompasses all facets of the digital landscape, including programming, animation, and video game design.

In 2018-2019, UF Online also expanded access to the Bachelor of Health Science degree with a major in Communication Sciences and Disorders. Students interested in careers in speech, language, and hearing sciences could greatly benefit from this major. The degree serves as a stepping-stone to graduate studies in audiology, speech-language pathology and doctoral-level education in research in these areas. This BHS degree provides the foundation necessary for students planning to pursue clinical graduate education and find a rewarding career in speech-language pathology or audiology.

UF Online was the perfect fit because it was close to home, had my major, and I could use my in-state scholarships. I'll get recognition for the hard work I did and the outstanding school I'm graduating from, and I hope the recognizable name will benefit me in the future.

Ashley Nicolls – Environmental Management



ACADEMIC PROGRAMS & CURRICULUM DELIVERY

UF Online Academic Offerings | 2014-2019

Majors & Tracks

1. B.A., Anthropology
2. **B.A., Biology**
3. B.A., Business Administration with 8 specializations (*Anthropology, Computer & Information Science, General Business, Geography, Educational Studies, Geology, Sport Management*)
4. **B.S., Business Administration**
5. B.S., Communication Sciences and Disorders
6. **B.S., Computer Science**
7. B.A., Criminology and Law
8. **B.A., Digital Arts and Sciences**
9. B.A., Education Sciences
10. **B.S., Environmental Management**
11. B.S., Fire and Emergency Services with 3 tracks (*Emergency Management, Fire Management, and Emergency Medical Services Management*)
12. **B.A., Geography**
13. B.A., Geology
14. **B.S., Health Education and Behavior**
15. B.S., Microbiology and Cell Science
16. **B.S.N., Nursing**
17. B.A., Psychology
18. **B.A., Public Relations**
19. B.A., Sociology
20. **B.S., Sport Management**
21. B.S., Telecommunication: Media and Society

Minors & Certificates

Minors:

1. Accounting
2. **Anthropology**
3. Business
4. **Geography**
5. Health Promotion
6. **Mass Communication**
7. Sociology

Certificates for Degree-Seeking Students:

1. Environmental Horticulture Management
2. **Geomatics**
3. Landscape Pest Management
4. **Medical Entomology**
5. Pest Control Technology
6. **Urban Pest Management**

This year, UF Online offered fully-online majors, minors and certificates and continued the PaCE program. The table to the left reflects the academic programs (majors, minors, and certificates) currently active in UF Online.



PaCE MAJORS

In Fall 2015, the University of Florida launched the Pathway to Campus Enrollment (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 level without having to reapply. The University has seen consistent growth in PaCE and the 50+ majors included in the program. The following table contains the list of majors included in the PaCE program as of September 2019.

This list is maintained online: www.admissions.ufl.edu/learn/pace/majors.

College of Agricultural & Life Sciences (18)

Majors & Tracks	Minors & Certificates
<ol style="list-style-type: none"> 1. Agricultural Education and Communication <i>Tracks include Communication and Leadership Development or Agricultural Education</i> 2. Agricultural Operations Management 3. Animal Sciences <i>Tracks include Equine or Food Animal</i> 4. Botany, General Botany 5. Dietetics 6. Entomology and Nematology <i>Track include Basic Science, Biosecurity, Ecotourism, Plant Protection or Urban Pest Management</i> 7. Environmental Management in Agriculture and Natural Resources 8. Environmental Science (B.A.) 9. Family, Youth and Community Sciences 10. Food and Resource Economics <i>Tracks include Food and Agribusiness Marketing and Management or International Food and Resource Economics</i> 11. Food Science 	<ol style="list-style-type: none"> 12. Forest Resources and Conservation <i>Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry or Watershed Science and Management</i> 13. Horticultural Science <i>Tracks include Horticultural Production, Horticultural Science, Organic Crop Production or Plant Molecular and Cellular Biology</i> 14. Microbiology and Cell Science 15. Natural Resource Conservation 16. Nutritional Sciences 17. Plant Science <i>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</i> 18. Wildlife Ecology and Conservation <i>Tracks include Wildlife Ecology and Conservation Specialization</i>

College of the Arts (8)

<ol style="list-style-type: none"> 1. Art* <i>Tracks include Art + Technology, Ceramics, Creative Photography, Drawing, Graphic Design, Painting, Printmaking, Sculpture</i> 2. Art Education* 3. Art History 4. Dance* 	<ol style="list-style-type: none"> 5. General Theatre 6. Music* 7. Music Education* 8. Visual Art Studies* <p><i>*These PaCE majors require students to attend on campus Art, Music, or Dance studios during the first two years.</i></p>
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College of Education (1)

1. Education Sciences

Warrington College of Business Administration (1)

1. General Studies (B.A.)
Specializations include Anthropology, Business and Economic Geography, Educational Studies, General Studies, Geology, Mass Communication, Sociology, Sport Management, Travel and Tourism Management

College of Design, Construction & Planning (1)

1. Sustainability and the Built Environment

College of Health & Human Performance (3)

1. Health Education and Behavior
2. Sports Management
3. Tourism, Events and Recreation Management

College of Journalism & Communications (4)

1. Advertising
2. Journalism
Tracks include Journal or Sports and Media
3. Public Relations
4. Telecommunications
Tracks include Management and Strategy, Media and Society, News, or Production

College of Liberal Arts & Sciences (17)

1. African American Studies
2. Anthropology
3. Computer Science
4. English
5. Exploratory
6. Geography
7. Geology (B.S.)
8. History
9. Linguistics
10. Mathematics
11. Philosophy
12. Religion
13. Sociology
14. Spanish
15. Statistics
16. Sustainability Studies
17. Women's Studies

DELIVERY OF CURRICULUM

To serve students in the many majors we offer, UF Online focuses on ensuring the regular delivery of rigorous and engaging courses.

The following table 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	52	63	60
Fall 2014	89	102	84
Spring 2015	109	111	99
AY 2014-2015	159	276	160
Summer 2015	72	92	82
Fall 2015	168	171	170
Spring 2016	188	192	198
AY 2015-2016	259	455	297
AY YOY Growth	63%	65%	86%
Summer 2016	115	140	126
Fall 2016	222	228	229
Spring 2017	236	255	234
AY 2016-2017	333	623	366
AY YOY Growth	29%	37%	23%
Summer 2017	166	201	174
Fall 2017	301	323	293
Spring 2018	306	329	315
AY 2017-2018	450	853	498
AY YOY Growth	35%	37%	36%
Summer 2018	207	245	222
Fall 2018	347	375	350
Spring 2019	359	391	358
AY 2018-2019	532	1,011	575
AY YOY Growth	18%	19%	15%
TOTAL	646	3,295	994

COURSE INNOVATION & PRODUCTION

The Center for Online Innovation and Production (COIP) continues to form collaborative partnerships with faculty to ensure the courses developed for UF Online provide a dynamic and engaging learning experience for students. Such an approach allows courses to sustain their innovation and high-quality over time.

Using sound pedagogy and multimedia expertise, COIP provides services from conception through production, and continues to support UF Online courses throughout the life of each course. COIP works to ensure effort is expended on the most impactful priorities. Each faculty request for course development or course update is evaluated based on the needs of the student, faculty, and program to ensure course production resources are being applied where they are most needed. The work being done is evaluated on a semester basis and reported monthly as courses are tracked through the production process. In 2018-2019, COIP developed 35 new courses and updated an additional 45, totaling 80 courses produced. These numbers underscore the need for COIP to continue to refresh older courses. Additionally, COIP instructional designers provided 1,150 hours of general support to UF Online faculty.

The following accomplishments, occurring during Academic Year 2018-2019, highlight efforts that enhanced our course production process and, ultimately, the student experience:

- ➔ Created 5 program-specific libraries to share course assets among faculty, ensuring consistent delivery across the program
- ➔ Onboarded 4 new programs into the course development queue
- ➔ Conducted adaptive learning pilots using Realizeit in BSC2010, BSC2010L, BSC2011, and BSC2011L
- ➔ Conducted pilot using PlayPosit interactive video platform that allows for interactive questions during videos with the ability to push results to the gradebook
- ➔ Continued performing mid- and end-of-course surveys to gather real-time student feedback and provide insight into future areas of study
- ➔ Conducted several on-site video shoots to provide an authentic learning experience
- ➔ Developed website and social media presence
- ➔ Developed multimedia options giving faculty expanded alternatives to create their own content

A COMPREHENSIVE APPROACH TO COURSE DEVELOPMENT

A unique feature of our approach to course development includes an assortment of invaluable resources to support faculty in the course production process. Faculty are required to attend training in online teaching and using 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, last year, COIP created a new structure designed to uniquely support faculty through development and the life of the course. Instructional designers

continue to provide assistance and guidance right when the faculty need it. In addition to providing just-in-time support, they continue to 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 has been, and continues to be, to create, sustain, and improve their course over time. This year, COIP will expand its focus and modify the workflow of the department in order to provide faculty and courses with more multimedia opportunities that engage students and deepen learning.

The following pages feature course spotlights that took place over Academic Year 2018-2019.

UF FACULTY SPOTLIGHTS

CLIMATE CHANGE BIOLOGY, BSC3370C

Instructor: Dr. Stephen Mulkey

This course covers the biological aspects of the most important environmental issue of the 21st century: anthropogenic climate change. These biological aspects are essential considerations as we develop tools for the mitigation of climate change and adaptation to its impacts. The most important challenge is to provide students

with an understanding of climate change as an integrated response of the entire Earth System to greenhouse gas emissions.

The mix of media, lectures, and peer-reviewed literature has made this version of the course a much richer experience than previous iterations. It is no hyperbole that the delivery of an effective online

course can be as or more effective than in-person delivery. The array of tools available is extensive and provides a powerful platform for delivery. There is certainly nothing easier or less labor-intensive about online delivery if one cares about quality teaching. The tools of this course have significantly improved the delivery of in-person courses.



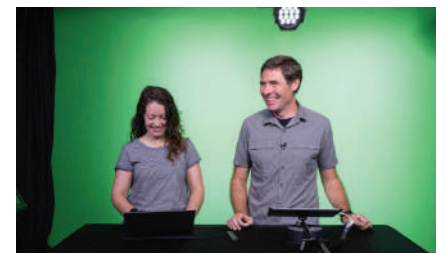
EARTH SYSTEMS ANALYSIS, SWS4180

Instructor: Dr. Stefan Gerber

In this course, students use quantitative concepts to understand global environmental change, which will allow them to critically evaluate the Earth's trajectory for future generations. By offering this course online, distance education students

and students in research and education centers will be able to participate and learn about the Earth's systems. The technology used to enhance learning includes interactive videos, online chats, and engaging online discussions. The course production process

for this course involved a close partnership between the faculty member and an instructional designer, preparing and augmenting materials and offering many tips, hints, suggestions, and improvements along the way.



MATH FOR ENVIRONMENTAL PROFESSIONALS, SWS4932

Instructor: Dr. Kanika Inglett

The main goal for this course is to serve as a jumping board for graduate research work or for students who choose to pursue any environmental research jobs in public or private sectors. This is a math class with several calculations that are most helpful

to students if they follow each step. Using the lightboard and online videos helps solve this problem. Also, the use of video interactions helps students remain engaged. These features serve to improve students' reception and retention of the material.



GAME DEVELOPMENT, DIG3713 & DIG 4715

Instructor: Nick Heitzman

This course teaches students how to create entire 2D and 3D video games from concept through to final executable program, including not only game levels but their transitions, phases, encounters, and supporting scenes. Since the learning curve in creating a video game is so high, communicating

enough critical information to allow student developers to move into 3D game development is challenging yet rewarding. Creating the bridge, from Canvas to the more agile Rise platform and back, presents the class itself as a 'game' that, as it is played, teaches how to create a game.



EMPLOYER PATHWAYS PROGRAM

UF Online continues to expand access to a high-quality online degree through its Employer Pathways program. In 2018-2019, UF Online partnered with Walmart, Discover, and Disney to provide access to UF Online undergraduate programs to their employees. This innovative program allows employees to achieve the dream of a college education through the support of their employer, while remaining active in the workforce.

Each employer is covering 100% of the cost of the degree, including tuition, textbooks, and required fees. The Employer Pathways program is currently available to more than 1 million employees at these three companies.

Within each company, prospective students must meet the same rigorous admissions standards as any other applicant to UF Online. Each company supports selected degrees they determined to be relevant for their workforce and staffing needs.

UF Online remains committed to providing flexible and accessible pathways so that students may earn a degree of value while also focusing on other important aspects of their lives. UF Online also applauds the employers that build these pathways for their employees. Through this initiative, employers are showing their workforce the value of a degree and the importance it holds for the future of the organization and the individuals within it. UF Online is eager to partner with employers that wish to provide these great pathways for their employees, while not compromising on the quality and value of the degree earned.



The best part is having the opportunity to relate schooling and academic work to what I was doing [while working at Human Rights Watch]. I wouldn't have had the opportunity at this capacity if I were at school in person.

Ashley Persuad – Sociology



GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

Ensuring a remarkable and engaging online student experience by augmenting services to drive student retention with celebrated academic milestones, plus a new focus on co-curricular modules to foster career readiness, career pathway ascension, or career-shifting ensuring that UF Online graduates are prepared to leverage their new degrees to build their future.

ACADEMIC ADVISING

Since its inception, academic advising has been at the core of the UF Online student experience. UF Online has invested in lower advisor to student ratios to ensure students have a dedicated guide who is able to support them throughout their program.

With the infrastructure in place, the new five-year plan calls for continuing to lower these loads further, with key strategies including:

- Lower the student to advisor ratio from 250:1 to 100:1
- Ensure all undergraduate online students are advised by a full-time advisor specializing in the online population
- Expand advising services to include career and life coaching for all online students

This groundwork was laid in Spring 2019 and will form the crux of the advising strategy moving forward. Additionally, advisors support students in the following ways:

PERSONALIZED DEGREE PLANNING

UF Online students come with a wide range of educational experiences. Advisors work with students to develop a customized completion plan for each student, taking into account their major, transfer credits, career and personal goals, and desired timeline for finishing their degree. This is a partnership between the advisor and the student to support them on their journey. Prescribed, one-size-fits-all advising does not work for the UF Online student, so advisors have in-depth discussions with their students on a regular basis. In these discussions, advisors follow up on the plans, foster success, and promote progression within the degree program.

DYNAMIC COMMUNITY

The UF Online advising community meets bi-weekly to engage in discussion of key issues impacting the success of online students at the University of Florida. This includes sharing best practices, reviewing updates, discussions with key stakeholders, and guest speakers. These meetings are key opportunities to connect the entire UF campus with the professionals who advise the online students, fostering the growth of an institutional infrastructure that robustly serves the online population.

DATA-INFORMED OUTREACH AND DECISION MAKING

UF Online advisors use a specialized dashboard, allowing for targeted outreach to students and monitoring student trends. UF Online has consistently invested in putting data at the fingertips of the advising professionals, ensuring that advisors are able to have in-depth knowledge of their student population and promote student re-enrollment.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

UF ONLINE PLAZA

UF Online's virtual campus community, the UF 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 lead to their academic success.

With this in mind, the Plaza's tenets include facilitating academic engagement through intentional groups, providing opportunities for social engagement through different avenues (for example, posing questions to the general community and creating student-driven groups), sharing resources, and offering a secure space for peer collaboration, encouragement, and support.

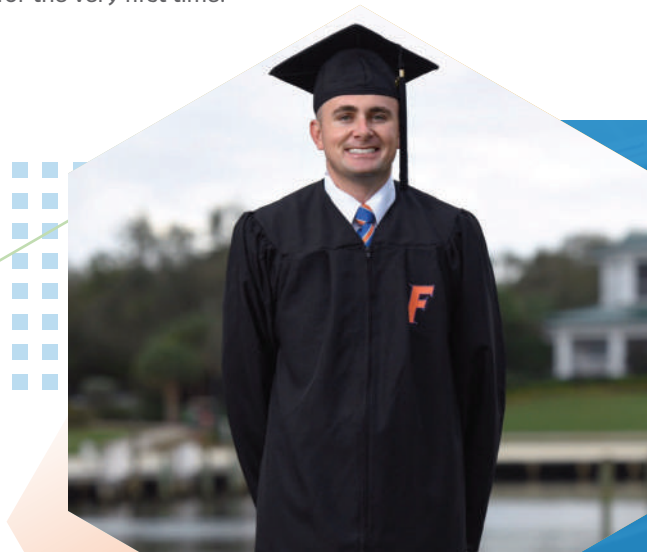
Through the Plaza, the overarching community brings engagement and education beyond the classroom to each and every online student.



CONNECTIONS EVENTS

Each year, UF Online works through the Connections Program 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:

- Welcoming over 150 newly admitted UF Online students at the annual UF Online Fall Welcome event.
- Celebrating UF Traditions with online students: UF Online's Homecoming event for online students, their families, and their friends.
- Honoring our Graduates: UF Online hosted a special graduation celebration in May 2019, welcoming over 200 UF Online students in their caps and gowns, along with their families, in UF's famed "F Club" inside the Ben Hill Griffin Stadium. UF Online students were invited for a special reception in their honor. Many brought loved ones, including their children, to the reception and enjoyed taking official photos with 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.



OPTIONAL FEE PACKAGE

Since 2016, a growing number of online students have relished the opportunity to voluntarily enlist in the Optional Fee Package, giving them access to additional University 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. As students continue to make use of the Optional Fee Package, the feedback from students and their families remains very positive regarding the availability of this option.

I've had the opportunity to accumulate four years of work experience and to mature as a professional. I feel like I've pushed myself ahead of peers my age. I would have done it earlier if I could have.

Kyle McLaughlin - Business Administration

GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING & RECRUITMENT

Continue to raise awareness of the affordability and accessibility of UF Online as a rigorous academic pathway for students across the state of Florida and around the world for those who have not yet completed a bachelor's degree or wish to earn an additional credential.

COMMUNICATIONS & MARKETING

In 2018-2019, UF Online's in-house marketing and communications team continued to focus on establishing processes and strategy, further developing messaging and tools, and tracking and analyzing marketing campaigns.

In a continued partnership with a marketing agency, UF Online produced a multitude of print and digital ads placed in key platforms. Projects ranged from creating magazine and journal ads, to placing over-the-top video ads on streaming services, to using Google's brand new Smart Display campaign tool.

Additionally, our continued efforts focused on important communications pieces such as email banners, billboards, bus wraps, banner stands, and print promotional items for recruitment, including informational brochures and handouts. UF Online is pleased to continue creating new and exciting materials to reach prospective students whose ambition and talent are of utmost value in the Gator Nation.

OVERALL UF ONLINE MARKETING & COMMUNICATIONS FUNNEL

Developed in 2017, the UF Online Marketing and Communications Funnel was further refined in this cycle. This focus allowed us to implement new strategies and identify gaps to make further enhancements. In addition, UF Online opted to extend the reach of marketing campaigns to certain populations outside of Florida residents to increase awareness in new markets.

HIGHLIGHTS OF PHASE I: AWARENESS & LEAD GENERATION ACTIVITIES

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

Advertising – The advertising investment is the largest part of the marketing budget. About \$1.7 million was spent on campaigns for this year, which strategically increased during the spring. UF Online also expanded its partnership with an external agency to include creative services, allowing for refreshed advertisements and other on-demand web and print designs.

Promotional Support – The UF Online marketing team works with Enrollment Services on many levels to provide a variety of brochures, specialized major flyers, and other materials. The team ensures that these are up to date and quantities remain in stock throughout the year. The Recruitment & Outreach Center (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. UF Online has accounts on Facebook, Twitter, Instagram, LinkedIn, and YouTube. Apart from organic social media, paid social media ads were also implemented on Instagram for campaigns ranging from application deadlines to informing our audience about our affordability and rankings.

Sponsorships and Partnerships – Additionally, UF Online continued relationships with key entities to enhance and complement advertising efforts. The five key partnerships for this cycle were:

UF Athletics Association – UF Online continued its branding strategy of partnering with our championship-winning athletics program. This year’s partnership included website banner ads, basketball arena logo placements, a social media football ticket contest, and sponsored football commentary from famed Gator announcer Mick Hubert. UF Online also had a photoshoot with mascots Albert and Alberta, providing over 100 photos for promotional usage of the famous Gators.

Phi Theta Kappa (PTK) – As the honor society for community college graduates across the country, PTK is a natural partnership for UF Online. This year, the partnership expanded to include attending and sponsoring the group’s national conference. This allowed for tabling instances at both student and advisor events, as well as providing branded promotional items and print materials to all attendees. UF Online was also able to market to their database of over 400,000 students nationwide and access lists of community college advisors across the country.

Florida College Access Network – Hosted in Orlando, Florida, UF Online was a gold sponsor for the seventh annual Florida College Access Network Summit in May 2019. The focus of this conference was informing and finding ways to improve the systems within the education field to help students in need achieve access to college, degrees, certifications, and resources to prepare them for the workforce. This event featured more than 360 college access and student success professionals as well as leaders and professionals from many sectors of education.

Finish@UF State College Partnerships – UF Online has made strides in expanding the Finish@UF program, an articulation agreement between the University of Florida and certain state colleges. UF Online continued promoting the Finish@UF program to highlight how state college AA graduates have a smooth, accelerated transfer pathway for admission to UF Online programs when they meet the requirements. Finish@UF ads also ran digitally and on social media to direct traffic to the webpage. Participating colleges include Broward College, Florida State College at Jacksonville, Hillsborough Community College, Miami Dade College, Palm Beach State College, Santa Fe College, Seminole State College, and Valencia College. Of these participating schools, Hillsborough Community College (Tampa) and Seminole State College (Central Florida) have formed official partnerships with UF Online.

Seminole State College Partnership – In 2018-2019, UF Online launched a partnership with Seminole State College (SSC) to help expand opportunities for SSC students to finish their undergraduate degree through UF Online. This endeavor begins a new chapter in an already strong relationship between the two institutions. Both institutions recognize the value of expanding online access to higher education for Florida residents. Through this partnership, UF Online and SSC will collaborate on co-branded marketing efforts as well as increase participation in events on the SSC campuses. This “Start a Raider. Finish a Gator” campaign will allow students to take advantage of this affordable option to earn a fully-online degree from the University of Florida.

GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING & RECRUITMENT

HIGHLIGHTS OF PHASE II: LEAD NURTURING & 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 constituent relationship management (CRM) and marketing automation system so they can receive timed 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** – Whenever a lead enters the UF Online marketing funnel, the person is put on an automated email campaign. This First Wave campaign lasts about 45-50 days. This cycle, a Second Wave campaign was added to reactive leads 60 days after they have completed the First Wave campaign. All prospects in the system continue to receive targeted messages for the email blasts varied from promoting attendance to a VIS, application deadline reminders, and announcements about rankings and program enhancements. The new Second Wave campaign has added additional messaging and outreach to keep prospects moving toward the application process.
- ➔ **Virtual Information Sessions (VIS)** – The ROC hosted an average of four VIS events each week during this cycle. The topics for the sessions varied with at least one VIS for each of our 21 majors, Finish@UF sessions, and general sessions on all programs. New for this cycle were VIS events that focused on our newly added majors of Digital Arts and Sciences and Education Sciences, as well as sessions designed for international students and students using military benefits.

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 Gift** – The marketing team continued providing the OneStop with congratulatory materials to newly admitted students. This year, UF Online designed and produced a car magnet with the slogan “The Gator Nation Is Everywhere,” printed new matching envelopes, and created a brand-new postcard. Updated messaging on the postcard reaffirms the steps one must take to enroll in UF Online in order to increase enrollment rate. A person moves to the final stage of the funnel when they enroll. The marketing team offers continued support in this stage while Academic Advising and Student Affairs takes the lead on further messaging.

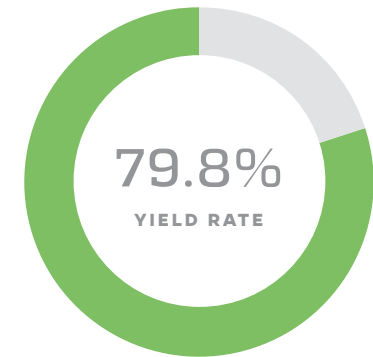
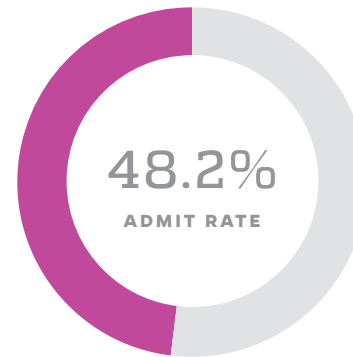
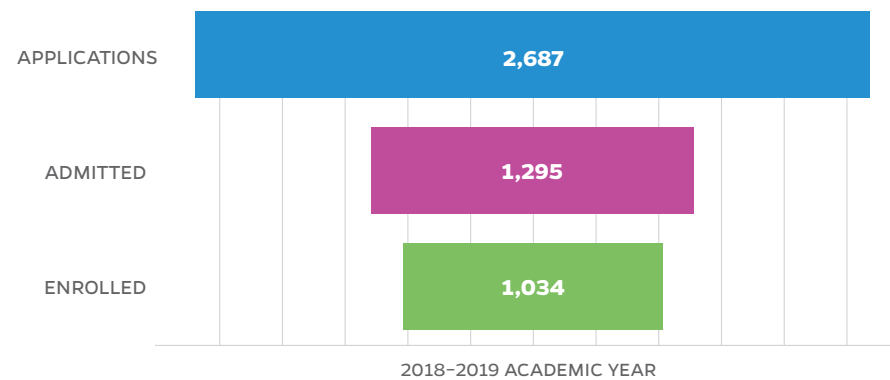
ADMISSIONS & ENROLLMENT

As part of the Division of Enrollment Management, UF Online Enrollment Services includes the UF Online Recruitment & Outreach Center (ROC) and the UF Online OneStop Student Services Center. Both centers are located on the university’s main campus and share physical office space in Criser Hall. Together, the unit is comprised of 18 full-time staff members, all of whom support UF Online students at various points of the enrollment cycle.

The UF Online ROC and the 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 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 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 - ADMISSIONS FUNNEL



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 these areas. 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.

STRATEGIC SPONSORSHIPS

Florida College Access Network

Hosted in Orlando, Florida, UF Online was a gold sponsor for the seventh annual Florida College Access Network Summit on May 7-8, 2019. The conference was aimed at informing and finding ways to improve the systems within the education field to help students in need achieve access to college, degrees, certifications, and resources to prepare them for the workforce. The event featured more than 360 college access and student success professionals as well as leaders and professionals from many sectors, including K-12 and higher education. Sponsors such as Wells Fargo, the Helios Education Foundation, and the Bill & Melinda Gates Foundation also had representatives attending. UF Online's sponsorship of the FCAN Summit is part of a larger effort to fulfill the University's mission of expanding access to quality education throughout Florida.

GOAL 5: SMART GROWTH AND DATA-DRIVEN OPERATIONS

We continue to mature as an organization by improving our business intelligence and financial modeling. Our work in this space is directed at ensuring smart growth and data-informed decisions as part of a large, traditional, land-grant university.

FINANCIALS

UF Online's financial model carefully balances the revenue streams of a still-growing program with the increasing expenses associated with its progress. This past year, we focused on core elements of the UF Online 2019-2024 Business Plan, strategically committing additional resources to areas such as course delivery and academic advising, all while increasing enrollment for both in-state and out-of-state students. We are proud to present a healthy and lean financial overview that will guide our continued expansion for the next several years with steady revenue flows, strategic investments, and a focus on providing the best product to our students. In summary, UF Online ended the year with a balance of \$5,043,330. Separately, UF Online students paid fees totaling over \$2.31 million.

Going forward, we will continue to exercise sound financial management to serve more and more students with a preeminent online academic program supported by a vibrant learning community. We will continue to direct appropriated funds responsibly and sensibly, and strategically approach our budget to maximize investments in our core value for students. Implementing the elements outlined in UF Online 2019-2024 Business Plan, we have been able to cut costs and more strategically use marketing dollars such that we can expand investments in our academic core value: faculty support, academic advising, and innovative and high-quality courses and labs with amazing course production.

This financial breakout depicts each of the major components of the UF Online financial model: revenue, expenses, carry forwards, and student fee revenues. Fiscal Year 2019 saw the finalization of a structural shift in UF Online with the creation of the Operations area of the team and a restructuring that resulted in salary savings. A healthy growth in in-state and out-of-state enrollment provided an increase in tuition revenue of 23% year over year. Notably, with no investments in out of state marketing, out of state revenue has nearly doubled year-over-year. At the core of the UF Online funding model, course delivery expenses have risen by 19% and advising payments have risen by 40%.

Revenue from the popular UF Online Optional Fee Package continues to rise as more students elect to participate in local activities than ever before.

IMPROVED BUSINESS INTELLIGENCE

As part of our efforts to grow the UF Online program in a smart and strategic manner, we have focused on enhanced data analysis capabilities for the organization, including hiring a data analyst dedicated to UF Online. Over the last year, UF Online has developed course and enrollment forecasting to aid decision makers in the planning process. These projection models have helped UF Online better plan for growth and ensure that needed courses are available for UF Online students. In addition, we have used these enrollment projections for financial modeling so that we have a better idea of revenue and costs for given period of time. With each cycle, both the enrollment and financial projections become more accurate and provide even more insights for decision makers.

FINANCIAL OVERVIEW				
FY16	FY17	FY18	FY19	
\$4,312,639.00	\$3,533,617	\$2,512,418	\$4,081,258	Carry Forward Beginning Balance
\$10,409,570.00	\$11,342,479	\$13,109,446	\$15,045,261	Total Revenues
\$11,188,592.00	\$12,467,190	\$12,217,866	\$14,083,188	Total Expenses
\$3,533,617.00	\$2,408,906	\$3,403,998	\$5,043,330	Remaining Balance
\$3,533,617.00	\$2,408,906	\$3,403,998	\$5,043,330	Carry Forward Ending Balance
\$777,258.00	\$1,412,459	\$1,824,300	\$2,310,378	Fee Revenues Paid by UF Online Students

DETAILED FINANCIAL BREAKOUT				
	FYE 30-Jun-16	FYE 30-Jun-17	FYE 30-Jun-18	FYE 30-Jun-19
Tuition:				
In State		\$5,064,895	\$6,671,910	\$7,125,334
Out of State		\$1,277,584	\$1,393,828	\$2,778,359
Total Tuition Revenue:		\$6,342,479	\$8,065,738	\$9,903,693
State Appropriation:		\$5,000,000	\$5,043,708	\$5,141,568
Total Revenue:	\$10,409,570	\$11,342,479	\$13,109,446	\$15,045,261
Expenses:				
Production		\$1,329,852	\$840,095	\$988,747
Delivery		\$4,302,309	\$5,228,080	\$6,211,939
Enrollment Management		\$772,736	\$882,439	\$893,416
Direct Administration		\$484,782	\$207,376	\$312,362
Third Party Vendors		\$1,223,079	\$182,747	\$29,758
University Overhead		\$374,806	\$1,236,770	\$1,550,914
Operations			\$109,829	\$304,769
Student Services		\$356,311	\$282,075	\$137,625
Marketing		\$2,840,977	\$2,314,227	\$2,360,957
Proctoring		\$194,010	\$146,265	\$239,341
Advising		\$555,766	\$744,712	\$1,034,856
Operating Expenses		\$32,563	\$43,252	\$18,503
Total Expenses:	\$11,188,592	\$12,467,190	\$12,217,866	\$14,083,188
Carry Forward Balance:	\$ 4,312,639	\$3,533,617	\$2,512,418	\$4,081,258
Remaining Balance:	\$3,533,617	\$2,408,906	\$3,403,998	\$5,043,330
Fee Revenues Collected by the University				
	FYE 30-Jun-16	FYE 30-Jun-17	FYE 30-Jun-18	FYE 30-Jun-19
Required fees for all UF Online students:				
Capital Improvement Fee		\$361,870	\$402,493	\$518,986
Financial Aid Fee		\$386,451	\$459,548	\$577,927
Technology Fee		\$280,766	\$337,451	\$372,343
Optional Fee Package:				
Activities and Services Fee		\$158,182	\$252,907	\$345,224
Transportation Fee		\$78,017	\$136,757	\$174,304
Athletic Fee		\$15,811	\$25,258	\$34,533
Health Fee		\$131,361	\$209,884	\$287,064
Total Fee Revenues:	\$777,258	\$1,412,458	\$1,824,299	\$2,310,378

STRUCTURE

During 2018-2019, UF Online created a core Operations hub for the organization to generate efficiencies and promote a lean organizational structure. As part of this lean structure, UF Online is divided into two core areas: Operations and Academic Advising and Student Affairs. Marketing and communications functions are now situated within Operations in order to better align the area with data, finance, and curriculum development. The new area of Academic Advising and Student Affairs is designed to organize under one area all activities related to enhancing student success and ensuring a fantastic student experience.



LOOKING AHEAD: **CHALLENGES AND OPPORTUNITIES**

Upon its launch in 2014, UF Online was a unique model in the country and remains a unique leader today. The first five years of UF Online were a resounding success by every standard, but there is certainly more work to be done. Challenges remain in ensuring that UF can continue to expand access given the high denial rate we are seeing for applicants into UF Online. With denial rates as high as 75% for some majors, and overall at 55%, UF Online will be launching new initiatives in 2020 to welcome students who are ready and eager to earn a UF degree but are simply lacking pre-requisite coursework. In addition, the soaring costs of marketing are beginning to encroach upon UF's prioritized focus on academic offerings, academic advising, and student success programs.

Looking ahead, UF Online continues to find innovative ways to reach future Gators and will be rebranding the Finish@UF program to better communicate to students across the State of Florida's college network about the pathway available to transfer students to earn their UF degree via UF Online. During UF Online's first five-year chapter, it is fair to say that it

has been challenging to focus our primary attention and investment on ensuring online academic rigor and an engaging student experience. However, we also realize that many prospective students across the State of Florida remain unaware of the UF Online pathway. Looking ahead, UF Online is eager to find innovative and low-cost ways to raise awareness about the affordable pathway available to students.

Through the five-year implementation of UF Online, the University of Florida has demonstrated that a high-quality education can be obtained online and that students will thrive in such an educational environment—and graduate, in the thousands—thanks to a more versatile and accessible format. The next five years will be focused on continuing this success by expanding investments in our academic core value for students as laid out in the UF Online 2019-2024 Business Plan. UF remains committed to offering students every opportunity to earn their UF degree as part of our ever-expansive campus, now possible via UF Online.

UF ONLINE
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STATE UNIVERSITY SYSTEM OF FLORIDA
Advisory Board for UF Online
December 18, 2019

**SUBJECT: Revised Enrollment Projections for the UF Online 2019-2024
Comprehensive Business Plan**

PROPOSED ADVISORY BOARD ACTION

Approval of Revised Enrollment Projections

BACKGROUND INFORMATION

During the October 17, 2019, Advisory Board meeting, Chair Morton indicated that UF Online should have enrollment projections that are realistic in its 2019-2024 Comprehensive Business Plan. He asked that Ms. Cummings develop new projections for consideration by the Advisory Board during its conference call meeting.

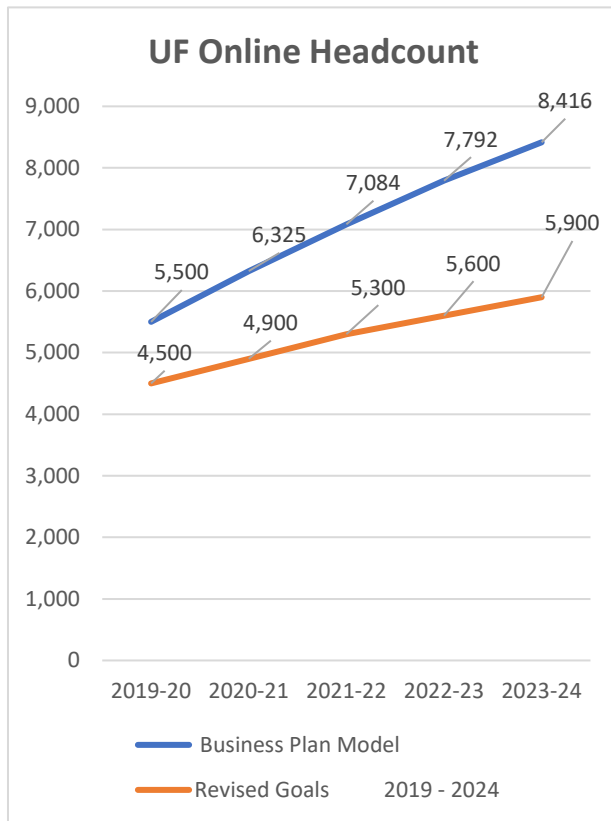
Supporting Documentation Included: Proposed Revisions to Enrollment Projections

Facilitators/Presenters: Ms. Evie Cummings

Proposed Revisions to Enrollment Projections

UF Online Headcount Draft December 10, 2019

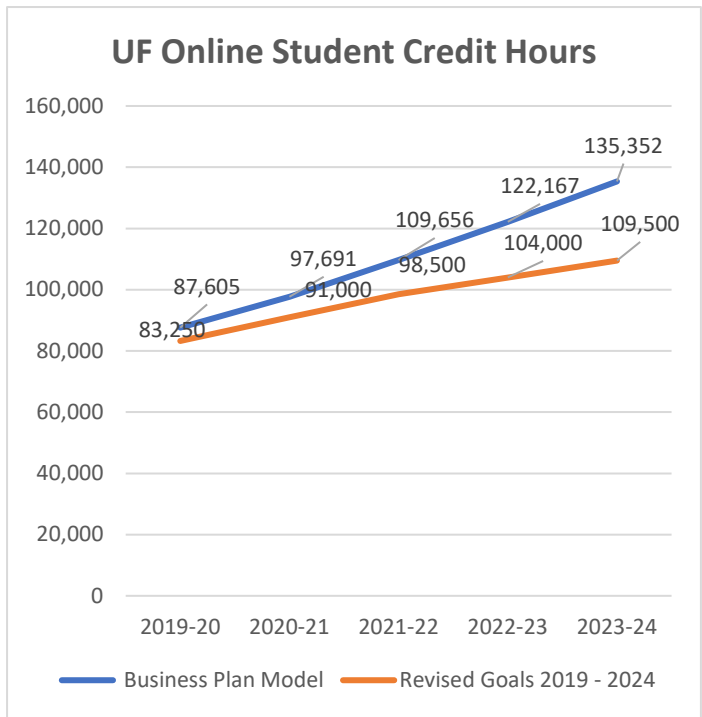
Academic Year	Business Plan Model	Revised Goals 2019 - 2024
2019-20	5,500	4,500
2020-21	6,325	4,900
2021-22	7,084	5,300
2022-23	7,792	5,600
2023-24	8,416	5,900



UF Online Student Credit Hours

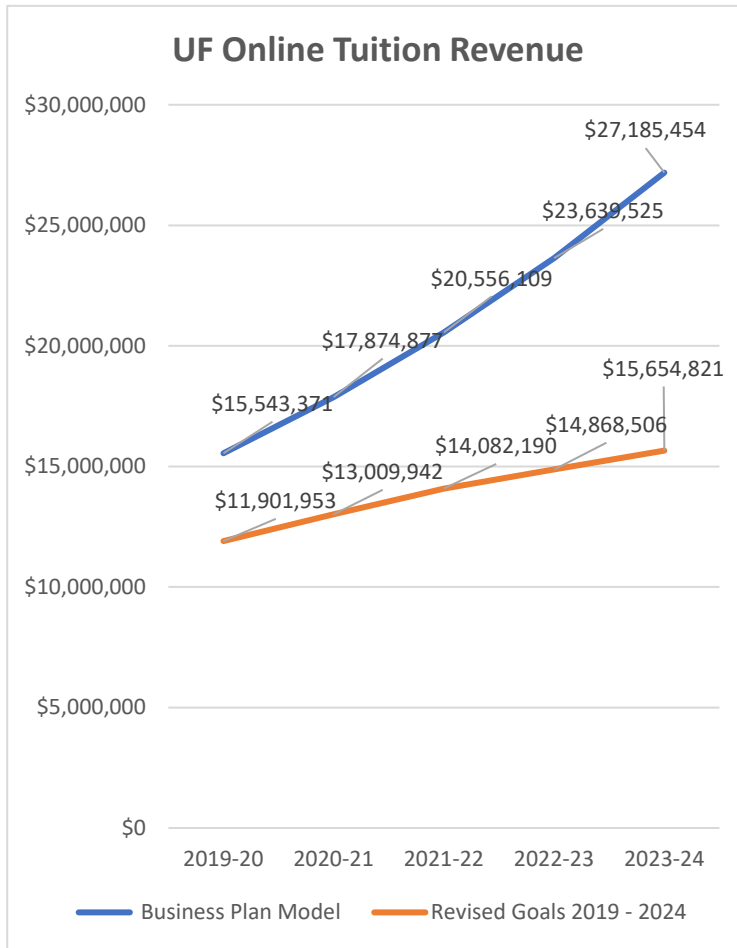
Draft, December 10, 2019

Academic Year	Business Plan Model	Revised Goals 2019 - 2024
2019-20	87,605	83,250
2020-21	97,691	91,000
2021-22	109,656	98,500
2022-23	122,167	104,000
2023-24	135,352	109,500



UF Online Tuition Revenue
Draft, December 10, 2019

Academic Year	Business Plan Model	Revised Goals 2019 - 2024
2019-20	\$15,543,371	\$11,901,953
2020-21	\$17,874,877	\$13,009,942
2021-22	\$20,556,109	\$14,082,190
2022-23	\$23,639,525	\$14,868,506
2023-24	\$27,185,454	\$15,654,821



STATE UNIVERSITY SYSTEM OF FLORIDA
Advisory Board for UF Online
December 18, 2019

SUBJECT: Revised UF Online 2019-2024 Comprehensive Business Plan

PROPOSED ADVISORY BOARD ACTION

Approval of 2019-24 Comprehensive Business Plan, as amended

BACKGROUND INFORMATION

If the Advisory Board approves the revised enrollment projections for the 2019-2024 Comprehensive Business Plan, then the new projections need to be incorporated into the Plan. The Advisory Board will need to approve the Plan, as amended. UF Online will provide the draft revised Plan prior to the December 18 conference call for review by members.

Supporting Documentation Included: Draft 2019-2024 Comprehensive Business Plan, as amended (*to be provided prior to Advisory Board meeting*)

Facilitators/Presenters: Ms. Evie Cummings