

ANNUAL REPORT

ACADEMIC YEAR 2021-2022

#1

ONLINE BACHELOR'S PROGRAM

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The background of the entire page is a vibrant photograph of a large crowd of University of Florida students at a sporting event. They are wearing blue and orange gear, cheering, and raising their hands. In the background, a body of water and a line of trees are visible under a clear blue sky. On the left side, there is a white hexagonal outline. On the right side, there is a white line graphic that forms a stylized 'U' or a series of connected line segments.

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 SENIOR ASSISTANT PROVOST AND DIRECTOR OF UF ONLINE



Once again, we are delighted to present an annual synopsis and update on the great work of countless teams and departments across the University of Florida in delivering UF Online. I have the distinct honor of sharing some opening remarks, and I'll start with this: many believed the accomplishments of this great university in the online realm were simply impossible. Many also wondered if a Top 5, R1, member of the AAU had any place in offering fully online bachelor's degree pathways, let alone serving as a beacon of inclusivity and lifelong learning for students of all ages and life stages. And let's say it out loud: many doubted our ability to achieve academic excellence online for our students with an entirely in-house model. Well, we've done it... **together**.

The University of Florida achieves greatness via UF Online because we do so together. This report contains accomplishments, lessons, and, best of all, diverse stories and perspectives from across colleges and teams at UF. This year's report has a theme: Stronger Together, and we genuinely believe that.



With this report, we also share news of our continued hard work and the thrilling recognition of being the #1 online bachelor's program in the nation. We share this spot with our esteemed colleagues in Embry Riddle with great pride — together! On a personal note, I was fortunate enough to have the wise counsel and encouragement of Embry Riddle's Chancellor, Dr. John Watret, when I first arrived at the University of Florida as UF Online Director in 2015. To share this number-one accolade with Dr. Watret and his entire team is truly meaningful. We are proud to celebrate this honor together.

Our future is bright as a great university if we keep a steady focus on the needs of our modern learner, the shifting dynamics of work, and the ever-present need to partner with employers and associations. Plus, we keep a core value on learning. We aim to learn and improve in everything we do and with everyone we work with.

UF Online heads into the future with this spirit of collaboration, discovery, and continued excellence for our students, faculty, and staff. UF Online will continue to make investments in line with our business plan yet remain agile in our organizational designs and strategies to consistently deliver #GatorsOnline the best academics, engagement opportunities, and experiences. We invite you to enjoy this year's report.

Online learning isn't about technology; it's always about people. And remember, the people of higher education are the faculty, the students, the advisors, the staff, and the countless loved ones who support each of those individuals in their pursuits of excellence and livelihoods. May we continue to be inspired by our exceptional students, their families, the work of our incredible academic advisors, and the continued dedication of all university faculty and staff now greeting students worldwide.

Sincerely,

Evangeline Tsibris Cummings

Senior Assistant Provost and Director of UF Online





*This year, the university's online bachelor's program found renewed momentum, serving the most students in its history while also earning the **#1 ranking nationwide among online bachelor's programs from U.S. News and World Report 2022**. UF Online is proud to continue our work of delivering incredible return on the investments made since 2014 by the state of Florida. Together, UF and the state of Florida are demonstrating the power of investments in a public flagship university that, in turn, unlocks and unleashes innovation, change, and new opportunities for students across a lifetime.*



**THERE'S SIMPLY NO LIMIT TO WHAT WE CAN
ACHIEVE WITH THE POWER OF *TOGETHERNESS*.**

We invite you to read this year's full report, but we offer some takeaways and highlights in five key areas:

#1

UF ONLINE GAINS NATIONAL RECOGNITION, RISES TO NO. 1 IN THE NATION

→ **Now in its 8th year, UF Online receives top national recognition.** In January 2022, the University of Florida rose to the top spot in the nation for its exemplary online undergraduate programs. The U.S. News and World Report awarded the University of Florida the #1 ranking for UF Online in 2022, sharing the top spot with colleagues at Embry Riddle. Best of all, the university celebrated this ascension while also being named the overall #5 public university in the nation. U.S. News and World Report also recognized UF Online as the #2 program for veterans, the #2 business bachelor's degree program, and the #2 psychology bachelor's degree program. This rise in rankings also coincides with UF Online's continued growth in impact, now serving over 5,000 students via UF Online in Academic Year 2021-2022 and celebrating just over 4,000 total graduates with their UF bachelor's degree via UF Online. In the 21-22 academic year, UF Online students numbered 5,695 total, comprising 13% of all UF undergraduate enrollments. Section enrollments exceeded 35,000, credit hours earned exceeded 110,000, and tuition revenue exclusively from UF Online reached an all-time high of \$16.2 million, proving that success and impact in the online realm are possible and sustainable for the University of Florida with steady revenue and our goals to guide future investments for greatest student benefit.

#2

SURGE IN INVESTMENTS AND PERSONALIZATION OF THE UF ONLINE STUDENT EXPERIENCE

- **Academic advising investment surge and growth in cadre with a lower student to advising ratio for UF Online students.** Each and every UF Online student has a personal, dedicated UF academic advisor. This year we expanded investments in full-time UF academic advisors to grow their ranks and lower their caseload to ensure each and every student has a trusted, personal advisor with them for their entire UF Online journey, focused on academic persistence but also career coaching and life coaching. This year, the University of Florida grew the professional cadre of UF Academic Advisors dedicated to UF Online students from 19 to 26, such that even while our student population saw an incredible expansion, the UF Online student-to-advisor ratio lowered further from 200:1 last year to 165:1 this year. This was made possible by investments out of our UF Online Academic Advising Initiative, up by 91% over last year due to greater investments totaling just over \$1. million in FY22. But the large percentage of year over year change is also reflective of the fact that hiring was paused and slowed last year due to COVID Human Resource restrictions put in place by the University overall during the height of our emergency response to COVID university-wide.
- **Growth in UF Online Student Ambassador program, given its success and impact.** UF Online also continued and expanded our Student Ambassador program by welcoming the 3rd annual cohort of UF Online Student Ambassadors, whose diverse

demographics and experiences allow them to elevate their connections with the UF Online student body and multiple UF student organizations. In addition, the UF Online Student Ambassadors communicate and engage externally to serve as ambassadors of the program more broadly.

- **Restructuring of Virtual Campus, UF Online Plaza, to allow for greater personalization by students.** The UF Online virtual campus hub, the UF Plaza, also received a refresh to continue to promote student engagement. Students may now better customize and personalize their Plaza experience. Thanks to the Plaza restructuring, students are now better able to create clubs, follow topics, and access resources that are best aligned with their interests and hobbies.

#3

EXPANSION OF ONLINE ACADEMIC OFFERINGS BY FACULTY, DEPARTMENTS.

- **UF faculty effort is on the rise, resulting in more courses, better courses, and seven new academic programs via UF Online.** This year, UF Online was made possible by over 830 UF faculty across twelve academic colleges, including 82 academic departments. The faculty of UF continue to drive the success and growth of UF Online academic offerings. Conducting all teaching and course design, our faculty members ensure that online students receive academic offerings of the same quality and rigor as their residential counterparts. Courses are continuously being launched, but existing courses are also regularly refreshed with faculty and instructional designers. This year, UF faculty dedicated time and energy to the redesign and building of over 65 undergraduate courses at the University of Florida. In doing so, faculty also expanded UF's offerings of academic minors and specializations via UF Online. We celebrate the efforts of UF faculty in designing, building, and launching seven new academic pathways (minors and degree specializations) via UF Online.
- **Faculty teaching exceeded over 10,000 credit hours this academic year as UF Online student enrollments grow.** Faculty served 11% more students this year via UF Online, which translates into over 10,000 additional credit hours taught this academic year over last year across 750 UF courses comprising over 1,400 sections.

#4

LAUNCH OF INNOVATIVE ON-RAMPS VIA GATOR PATHWAYS

- **UF Online Ready sees a successful launch, with almost 100 new Gators welcomed last year.** Delayed by COVID but ultimately launched in Spring 2021, UF Online Ready serves transfer applicants to UF Online that would have been previously denied admissions for only missing a prerequisite or two, despite, in some cases, a 4.0 transfer GPA. Studies show that adult learners, in particular, rarely map their enrollments to other institutions' transfer criteria, and following a denial analysis, we observed this in our own admissions decisions. UF Online Ready now welcomes these high-performing students and allows them the opportunity to take missing prerequisite courses right here in UF Online as a first step in their UF journey.
- **UF Online launched Gator Pathways in Fall 2021, debuting a new consolidated hub of opportunities for Gators to earn their UF bachelor's degrees via the right pathway for them.** Incorporating all on-ramps to UF via UF Online but also adding new ones (more below), Gator Pathways serves as the University of Florida's official digital

hub and entry point for learners of all ages and life stages that wish to earn their UF bachelor's degree via a flexible online format. By streamlining communication about the many on-ramps but also launching a new referral process outward, Gator Pathways meets applicants where they are with the mindset that each applicant deserves support, even if UF Online may not be the first stop on their journey. New features now offered via Gator Pathways include:

- **On-ramps:** Continuing our work in ensuring bridges into UF Online for transfer students, “Finish at UF” remains a core campaign state-wide across our Florida State College system, welcoming transfers to UF via UF Online. As noted above, UF Online Ready is another option, plus conditional admissions are available for qualified transfer candidates so they may get to work on their UF degree requirements as soon as practicable.
 - **Referrals:** UF Online also began working with our State College partners on how to support students denied admissions to UF Online that may be best served with support from across our college network.
 - **Partnerships:** Gator Pathways also incorporated our Employer Pathways program and now has an entirely in-house team working with major employers like Amazon.
- **UF launches Gator Pathways College Network.** In the fall of 2021, UF Online forged this college consortium here in Florida with our first set of State College partners, but we hope to expand further and include the entire State College System of Florida. The college network exists to assist busy students who prefer a flexible digital pathway. Many of these students are employed, serving the nation's military, pro performers or athletes, and/or serving others as caregivers, and deserve greater support in navigating a transfer pathway to UF via UF Online and fully online AA/AS pathways within the State College network. Gator Pathways College Network's founding partners include Santa Fe College, Seminole State College, and College of Central Florida. Through this college network, students may first enroll at partners — Santa Fe College, College of Central Florida, or Seminole State College — and easily transfer their studies to UF via UF Online.


#5

REMOVING BARRIERS: AFFORDABILITY AND PARTNERSHIPS

- **UF Online brings partnership management in-house.** In addition to a new college network, UF Online also revisited its work with external vendors to bring all partnership work into an in-house team. UF Online now takes the lead in exploring, negotiating, and launching partnerships, collaborating closely with partners from Fortune 500 companies to sports organizations. This approach better positions the University of Florida to not only directly address the needs of prospective partners in an innovative, dynamic, and authentically UF manner but also connect prospective students with the Gator Pathways College Network.
- On November 10, 2021, UF Online terminated our contract with Guild Education to better serve our partners and prospective students through the Gator Pathways program and a new Strategic Partnerships unit. Contract termination was justified by the university on the grounds that enrollment expectations outlined in that contract were never realized. That said, the University of Florida is eager to re-engage employers directly that were previously with us under the Guild contract.

- **In March 2022, UF Online began a new chapter with Amazon.** UF joined many other excellent schools in delivering new education opportunities to Amazon workers by joining the Amazon Career Choice Program. UF Online is available to Amazon workers across the Southeastern U.S. Eligible employees in Florida, Georgia, and Alabama can now have their UF Online tuition and fees covered by Amazon as they pursue their bachelor's degrees. This partnership adds another route to our thriving Gator Pathways Program to connect more students to life-changing educational opportunities.
- **UF Online sees the impact of affordability, seeing our student borrowing decline.** We know that affordability matters to all Gators, regardless of their employer, and this year we continue to see declines in the borrowing of our students. This year we are proud to report that UF Online's affordable tuition model contributed to even further reduced borrowing for our students. In 2021–2022, only 37% of new UF Online graduates had student loans, and the average balance for those who borrowed was \$16,925. The most recent national average student debt, according to The Institute for College Access and Success, was \$28,950 in 2019.





UF is proud to have adopted a campus-wide commitment model to online learning. We follow the lead of our UF Online Comprehensive Business Plan 2019–2024, guided by our mission, our vision for UF Online, and our values as a program at the University of Florida.

MISSION

The mission of UF Online is to enable our students to lead and influence the next generation and beyond for economic, cultural, and societal benefit by delivering a comprehensive offering of high-quality, fully online academic programs at an affordable cost.

VISION

A public, land-grant university as a hub of learning, accessible from anywhere in the world, bridging learners, educators, and researchers over a lifetime of learning and discovery.

VALUES

Academic Excellence; Relevant, Flexible, and Affordable Academics; Individualized Support for Every Online Student; Welcoming and Engaging Learning Community; Unparalleled Commitment to Academic Integrity; and Lean Operations Fueled by Data.

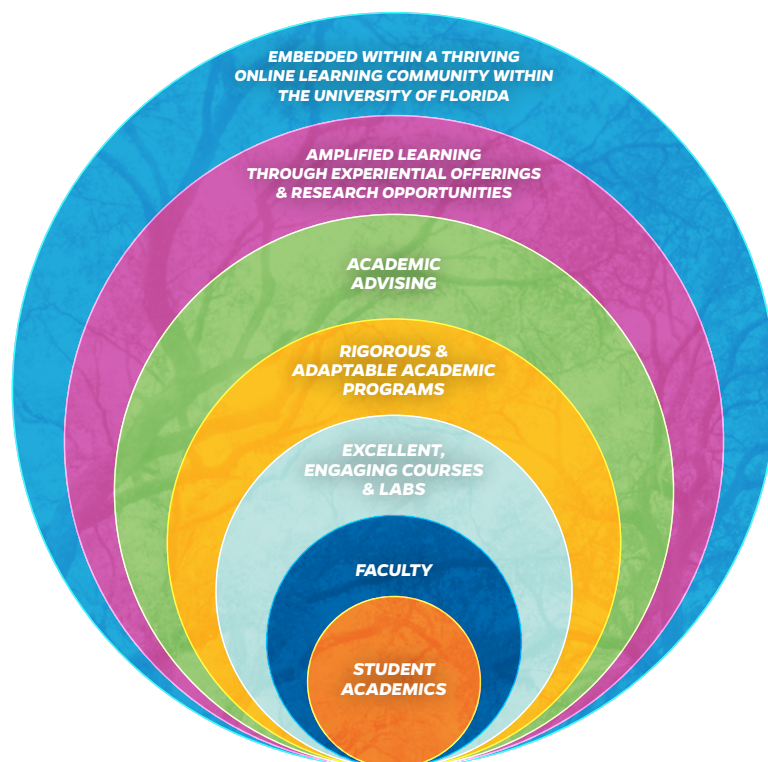
CHAPTER 1: UF ONLINE USES A MULTIDIMENSIONAL MODEL

The UF Online program model is unique and dynamic. All courses and pathways are designed and taught by the same esteemed faculty who teach on our main Gainesville campus, and as such, our UF Online enterprise is fully integrated into the fabric of our university and not a separate entity. In 2013, UF decided that UF Online would not be a separate entity but instead woven into the fundamental fabric of this top research university. Our focus and attention on the steady growth of UF Online is only one component of a university filled with tradition. Our programmatic model takes a multidimensional approach, working within each of these key dimensions of our campus community. As part of a unified campus working to implement a shared mission and vision, we recognize the interconnected dimensions that make the realization of this vision possible. The UF Online model consists of seven key elements.



Each dimension represents an area that contributes value to our students, anchored in the actions and efforts of our students themselves. Each dimension, therefore, relies on the others, often supported and fueled by multiple organizational units — faculty, staff, and students across 12 colleges — to ultimately ensure UF Online’s success, but most importantly, the success of UF students while earning their undergraduate degrees via UF Online. Taking a multidimensional approach enables UF to recognize the complex, interconnected teams that ensure UF Online’s success while building specific initiatives, projects, activities, and investments.

These dimensions are universal components for success as an educational organization, and they are our focus within UF Online as we serve a growing population of students in earning their degrees through an online modality. In more detail, these seven dimensions include:



CHAPTER 1: UF ONLINE USES A MULTIDIMENSIONAL MODEL

1. 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.

2. 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 fields.

3. 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 composed 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.

4. 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 by UF Online must meet the same rigor as campus yet may be available in more dynamic, versatile, and often flexible formats. But beyond majors, this dimension recognizes that the on-ramps for students into academic programs are just as important if we wish to serve as an inclusive, welcoming, and dynamic campus. UF Online, therefore, examines not only what majors are relevant for students but also how students may best progress and earn their UF degrees via digital pathways.

5. ACADEMIC ADVISING

Looking across each student's academic coursework and 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 a dedicated academic advisor who works with them to design their 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.

6. AMPLIFIED LEARNING PROGRAMS

UF Online is also unique in its promotion of co-curricular activities, immersive experiences outside the classroom, and other opportunities for online students to gain an even deeper understanding of their chosen academic major and career path, including undergraduate research with a UF faculty member. From internships to capstone courses to study abroad, online students can 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.

7. LEARNING ENVIRONMENT AND COMMUNITY

Finally, the UF Online model recognizes the value of relationships, community, and engagement with fellow students outside of the classroom and their academic experiences, internships, and more. As such, UF Online has focused acutely on how to best establish, grow, and maintain a community across our global student population of varied ages, life stages, and life circumstances. Therefore, 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.



FIVE GOALS FOR 2019–2024

Through our Seven Dimensions model and mindset, UF Online remains laser focused on achieving the goals and milestones we laid out in our 2019–2024 Business Plan for the State University System (SUS) of Florida Board of Governors (the Board). Approved by the Board in Fall 2018, the UF Online Comprehensive Business Plan 2019–2024 articulates the work ahead of us that is made possible by a recurring annual, dedicated appropriation from the state of Florida legislature. Those business plan goals are:

GOAL 1: ROBUST STUDENT LEARNING

Our success as a program centers on how well UF Online achieves learning outcomes and supports students through graduation. Delivered ultimately by UF faculty, goal 1 encapsulates all efforts to support faculty in their endeavors. Under goal 1, we also focus on the vital infrastructure, talent, and investment needed to sustain online learning excellence with a fully supported faculty.

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

While faculty effort makes all learning possible, the smart design, production, and delivery of online programs is an effort all its own. Teams of instructional designers and expert staff work with twelve academic colleges to deliver UF Online majors but also to expand pathways, or on-ramps, to the university for learners of any age and life stage. Ultimately, how we deliver on our mission of inclusive access via UF Online is captured in goal 2.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

The University of Florida has a unique commitment to ensure all students enrolled via UF Online have the Gator experience. Whether our students are on campus or worldwide, they are Gators from day one, and via our Academic Advising initiative, virtual campus, and more, each student enrolled via UF Online is given an excellent learning experience and surrounded by a supportive community.

GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING AND RECRUITMENT

We offer a unique program fully integrated into a top university, and our work to communicate that model and all of the opportunities it provides students is challenging in a crowded Florida marketplace. Under goal 4, we must work strategically to build awareness of our program and recruit online learners into a more traditional semester model. In turn, we must make timely admissions decisions and speedy referrals to and with our college network. Goal 4 also captures our commitment to building innovative pathways via employers, associations, and organizations to lower barriers to student enrollment.

GOAL 5: SMART GROWTH AND DATA-DRIVEN OPERATIONS

Embedded in a large, traditional public land-grant research university, UF Online commits to the strategic development and management of UF Online as an agile program with bold goals and transparent investments, utilizing data and analytics to understand our progress, revisit our tactics, and ultimately deliver on our unique mission as One UF, for students, faculty, and staff alike.

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

We now present to you our annual accomplishments for July 1, 2021–June 30, 2022, sorted by each of the aforementioned five goals of our Business Plan for 2019–2024. We present these accomplishments as one campus, together, with all achievements made possible by the collaborative efforts across many teams and organizations at the University of Florida.

GOAL 1: ROBUST STUDENT LEARNING

UF Online is committed to providing an accessible and remarkable student experience, meeting our students wherever they are with options that fit their diverse backgrounds and situations, and at the same time, ensuring the highest levels of academic quality and integrity are upheld in every course and program. Our goal of robust student learning is the backbone of our mission, and we dedicate some portion of all of our teams' efforts, and the work of our close partners, toward fulfilling it.

One of the reasons UF Online was ranked the #1 online bachelor's program in the U.S. by U.S. News and World Report is because, since 2014, we have supported faculty and instructional designers in honing strategies and gathering or creating quality resources for teaching online that facilitate students' ability to learn wherever and whenever they are. We work with teams across UF's campus to cultivate an approach to teaching and learning online that prioritizes high-quality coursework and lab environments and thriving, engaged learning communities. Goal 1 describes our intent for each and every UF Online course, through the expertise and teaching prowess of its faculty instructor, to be rigorous, engaging, and learner-centric.

Some of the specific ways we strive to meet this goal include:

- Maintaining open lines of communication and responsive partnership with college- and department-level leadership as well as instructional faculty who teach UF Online sections.
- Providing accessible and user-friendly guidance on evidence-based online teaching and learning best practices for busy faculty.
- Monitoring, enabling, and encouraging the highest level of course quality through course development/production, recruitment, and facilitation.
- Funding faculty course development/production efforts through stipends and our continued investment in the instructional and media design teams at the Center for Online Innovation and Production (COIP).
- Serving as liaisons in guiding courses and programs through official approval processes, Admissions, and the Office of the University Registrar.
- Funding salary lines for Faculty Coordinators within academic units across campus to ensure dedicated support for students in UF Online programs.

DEEPENING CONNECTIONS WITH ACADEMIC UNITS

In 2021, UF Online's new Academic Strategies team was officially formed and began doing the important work of engaging with academic departments and colleges offering majors, minors, and courses through UF Online. Through listening sessions and collaborative conversations, they have been learning from programs (whether new or offered for years) about their courses, faculty, and

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

goals while deepening connections and understanding of how UF Online is available to support these programs and their faculty. The Academic Strategies team is the “front door” for our campus academic partners and leads the way in transparently communicating the varieties of support and innovation that UF Online can offer.

By forging stronger partnerships with UF academic units and leaders, UF Online is able to make strategic decisions in terms of where support for teaching and learning is most needed and to come up with creative and responsive solutions to ease faculty burdens and allow them to focus on what matters most: teaching high-quality courses for UF Online students.

This team has also been able to identify gaps in program offerings and student access to courses and has taken proactive approaches to address them. In 2021, UF Online funded two new Faculty Coordinator positions dedicated to UF Online course production, teaching, and program coordination for both the Mathematics Department and the Computer and Information Sciences Department. These coordinators serve critical needs in their respective programs and work closely with our Academic Strategies team, who provide them with guidance on expectations of exemplary teaching and course development and support their success in their roles.

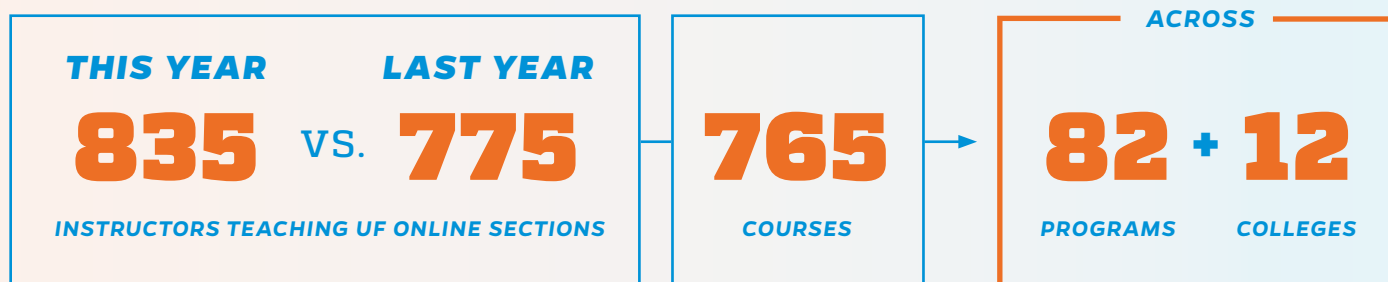
FACULTY COORDINATOR ROLE

Lecturer appointment with a dual focus as 1) instructor, working across the department and with the department leadership to ensure the department delivers excellent courses for UF Online students, and as 2) coordinator, maintaining an organized and strategic set of curricular offerings so that UF Online students have the seats they need in high-quality courses to complete their bachelor’s degrees. This Lecturer serves as a liaison between the department, UF Online, and the Center for Online Innovation and Production (COIP).

FACULTY TEACHING EFFORTS LEAD THE WAY

UF faculty are the heart of the teaching and learning mission, and their efforts continue to showcase the strength and rigor of UF Online courses and programs.

The graphics below tell the story of UF Online’s 2021–2022 academic year. Faculty from a range of programs and departments, with the support of many graduate student teaching assistants, have designed and delivered rigorous, high-quality course offerings to fully online students in UF Online majors. UF Online has seen steady growth year over year in courses offered, sections offered, and instructors associated with those sections. For the 2021–22 academic year, UF Online sections were offered by 12 different colleges and 82 departments, while over 800 different instructors took part in the teaching of our online learners.



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

ACADEMIC YEAR	COLLEGES	DEPARTMENTS	COURSES	SECTIONS	INSTRUCTORS
2014-15	9	51	159	271	160
2015-16	10	61	259	452	297
2016-17	12	67	333	615	366
2017-18	11	67	450	833	497
2018-19	11	71	530	987	575
2019-20	12	72	612	1,153	655
2020-21	12	76	744	1,347	775
2021-22	12	82	765	1,471	835

Academic years are grouped by leading Summer/Fall/Spring semesters
Represents sections with at least one enrollment

As part of the Academic Strategies team's focus on supporting faculty teaching and professional development, new helpful guidelines were created to ease confusion about how to design and deliver their courses with the online learner in mind.

To ensure faculty are empowered to teach online using evidence-based best practices, the University of Florida's Center for Teaching Excellence (CTE) provides instructors professional development opportunities and Online Course Quality reviews. CTE serves faculty campuswide, whether they teach online or face-to-face on campus. But their unique and direct contribution to faculty in the area of UF Online teaching and learning includes:

CENTER FOR TEACHING EXCELLENCE

- 119 instructors teaching during the 2021-2022 academic year completed at least one professional development training for online teaching and course development.
- 50 courses were evaluated by instructional design and course quality experts in 2021-2022, all of which met or exceeded UF+QM standards.
- 12 out of 12 courses that underwent faculty-initiated peer review using the UF+QM rubric were designated Exemplary or High Quality Online Courses in 2021-2022.



UF ONLINE TEACHING GUIDELINES

PUTTING LEARNING FIRST

UF Online is committed to providing an accessible and remarkable student experience, meeting our students wherever they are with options that fit their diverse backgrounds and situations, while at the same time ensuring the highest levels of academic quality and integrity are upheld in every course. To that end, UF Online has developed and is ready to support the implementation of these guidelines.

KEEPING THE STUDENT EXPERIENCE IN MIND

For online students, your course is a significant portion of their overall experience at UF. Foster an amazing experience so that your students truly feel like Gators who are part of the UF community even though they may never visit the physical campus in person.

Simple things you can do

Keep students focused on learning by removing barriers to understanding the course logistics. Communicate clearly and simply. Is your syllabus concise, direct, and easy to read, or do students need to connect the dots across multiple paragraphs and sections?

Consider the subtext of your policies and expectations.

Who you are as instructor—and as a powerful representative of UF—comes through your syllabus as well as your lectures and interactions. What is your syllabus content and tone telling students about what you think is important? Does it convey an emphasis on learning and growth, or on mistrust and the imposition of authority?

Remember online students aren't "typical."

Especially in UF Online, the students in your course won't conform to the typical college-age young adult demographic. Online students are often older adults with established careers and even families they are caring for while attending UF part-time. Their education is important to them, but it doesn't comprise the entirety of their lives—offer the same respect and flexibility you would want for yourself.

Accessibility involves more than just captioning and screen readers.

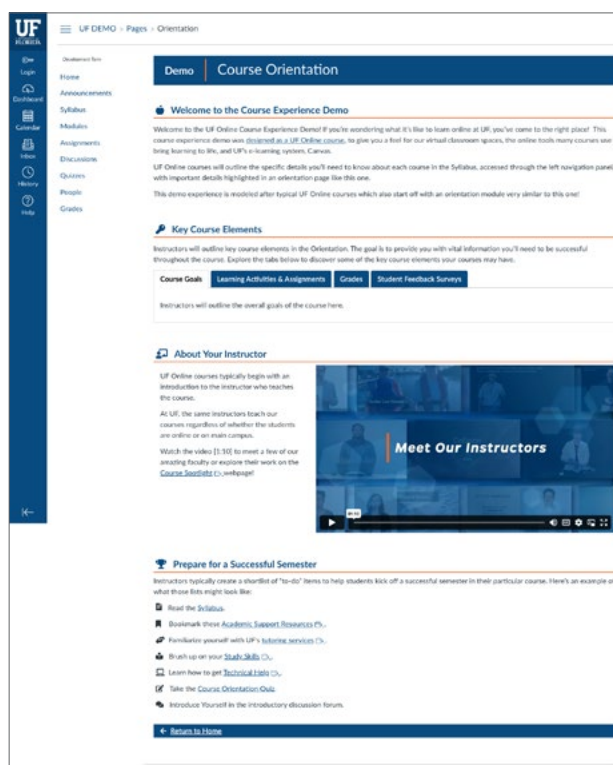
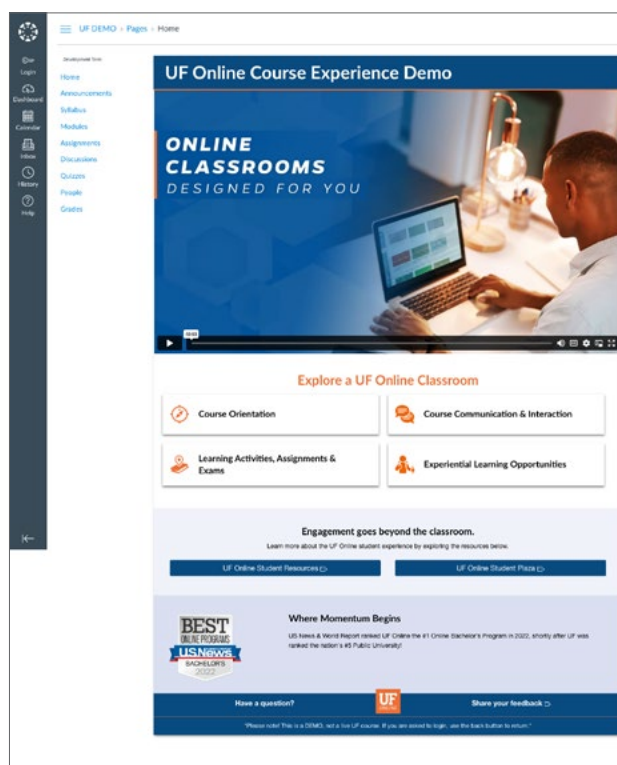
UF Online courses should be ADA-compliant and fully accessible, for sure! But don't forget other forms of accessibility, especially related to textbook costs which can be prohibitive, and time constraints for working adults, which can be even more challenging to overcome than cost constraints. Inclusivity is important, too—ask yourself if teaching content or materials are representative of the diversity of students in your courses.

Help them feel they're part of a community.

Students enroll at UF in large part because of the prestige and renown of our faculty! Courses are the primary way they can connect with you, and for online students your presence as an instructor might be the only way. Do your students feel you are reachable? Are you? Are they reachable to each other? Facilitate that by offering clear ways to engage with you and building in activities that help them connect with each other.

LEADING BY EXAMPLE: THE UF ONLINE DEMO COURSE EXPERIENCE

Many faculty who are new to teaching online have questions about what it means to offer a UF Online course. Likewise, prospective students and their families often wonder what a fully online UF course experience will entail. To meet the needs of these two audiences, the UF Online Course Experience Demo was designed and built as a collaboration between the UF Online Academic Strategies team and COIP. Together, these two units work with faculty, departments, and other campus units to ensure UF Online students are provided with high-quality online courses and the best possible academic experiences.



If you're wondering what it's like to learn online at UF, you've come to the right place! This course experience demo was designed as a UF Online course to give you a feel for our virtual classroom spaces, the online tools many courses use to bring learning to life, and UF's e-learning system, Canvas.

The Demo Course Experience is modeled after typical UF Online courses and provides visitors with the opportunity to click through on their own and gain an understanding of how these courses are designed and delivered. While not every course follows this exact structure — because faculty instructors are the ultimate leaders of their individual courses — it nonetheless demonstrates what to expect.

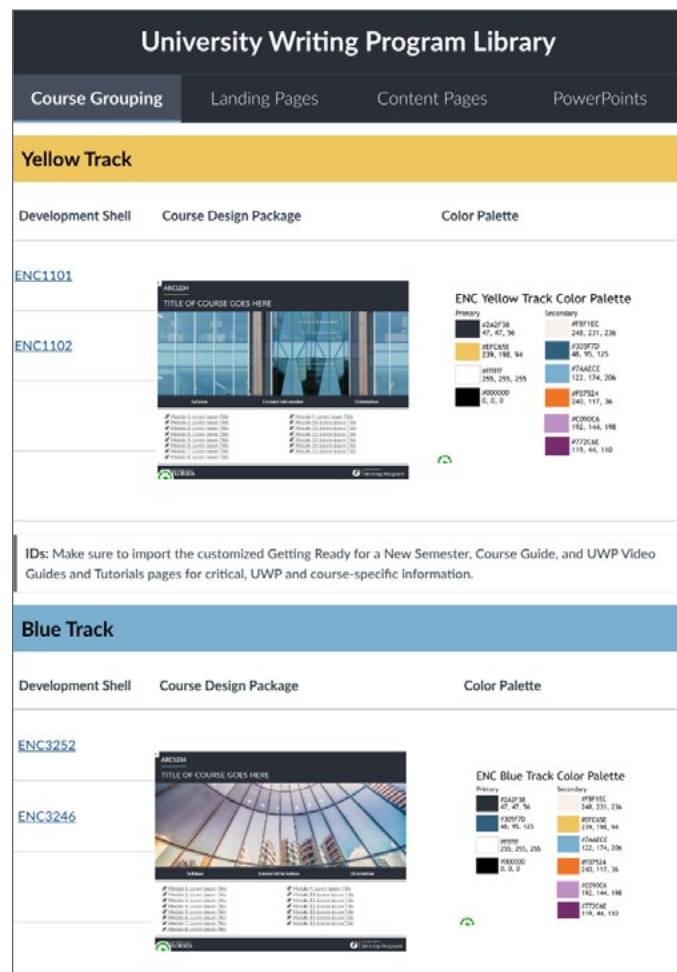
For faculty at UF, the Demo Course Experience serves an important role as an inspirational example of what is possible and what they themselves will be able to create when developing a UF Online course in partnership with COIP.

STRATEGIC AND SUPPORTED COURSE DEVELOPMENT

One of the ways UF Online continues to dedicate ongoing support for faculty who are developing or refreshing courses is through expert instructional design and media support via COIP and through providing financial stipends to these faculty. From July 2021–June 2022, UF Online funded faculty course development/production stipends totaling \$188,000.

With the advent of the Academic Strategies team over the past year, UF Online has piloted innovative approaches to course development/production in partnership with COIP.

Our team liaises with faculty, coordinators, and department chairs when it is time for courses to undergo design or redesign through COIP. Apart from having modernized the process for development requests, the Academic Strategies team now meets with each faculty member who is seeking course development assistance to get a deeper understanding of their needs and the needs of the students taking their course to ensure development will be strategic, efficient, and that the finished course will have longevity. As an ongoing effort at continuous improvement, these processes will continue to be reviewed and adjusted based on faculty, student, and instructional designer feedback.



COIP is a highly collaborative team of instructional designers, graphic designers, videographers, animators, and web developers whose shared vision is to make online learning as engaging and effective as it can be. COIP provides critical support to faculty who are developing and delivering fully online courses and works in day-to-day partnership with UF Online.

65 total courses produced by COIP
July 2021–June 2022

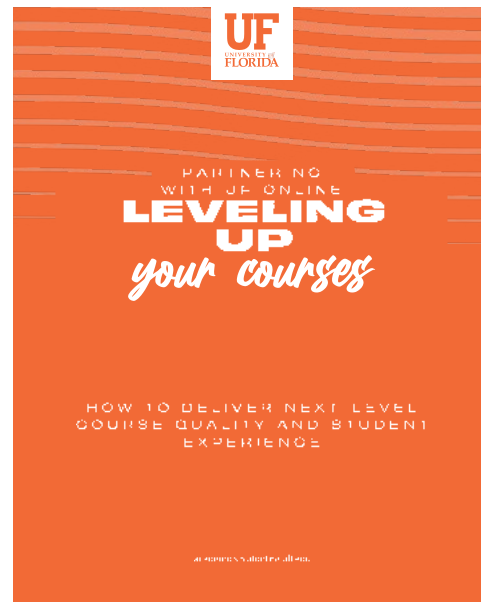
10 instructional designers and 12 FTEs at 70%
and 9 FTEs at 100% funded by UF Online

Course Libraries are a new initiative we have been supporting in select departments. A course library is a repository of specially designed, program-specific assets available to all faculty and instructors in a given program to use in their online courses, enabling multiple instructors to more efficiently leverage the design expertise of the COIP team, as well as their fellow instructors, when time constraints prevent them from undertaking a full production.

UNRELENTING FOCUS ON QUALITY

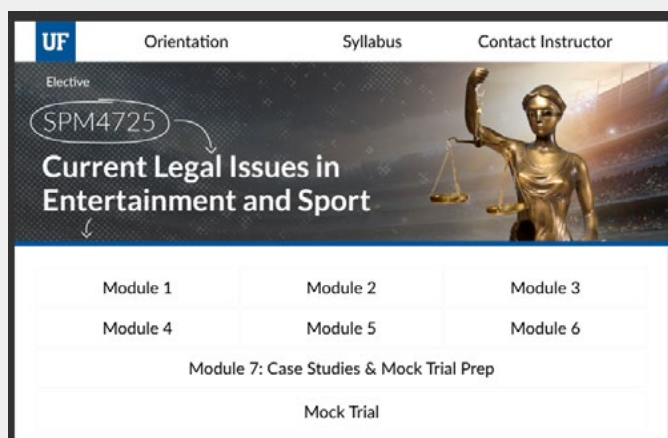
We promise our students that UF Online courses are engaging, fostering community, utilizing appropriate technologies, innovative, accessible, inclusive, and held to high standards of academic integrity. In 2021, to facilitate consistency in quality and student experience across a diverse spectrum of teaching approaches, we compiled a list of baseline expectations for every UF Online section offered at UF.

Faculty instructors have many opportunities to attend a variety of professional development experiences, workshops, and trainings through CTE to equip them with the skills and knowledge needed to teach in online formats, and UF Online supports them with resources for teaching, cutting-edge technology, and instructional design expertise all along the way.



In Spring 2022, Academic Strategies began an initiative to prioritize general education courses for quality refreshes via COIP. General education courses are unique in that they serve significantly higher numbers of students than most other courses, and they often lack a dedicated faculty instructor or are shared among multiple faculty across various semesters, each with their own method and approach to delivery. Our goal in this ongoing initiative has been to bring those courses — the “gen eds” — into the course production fold to ensure consistency and quality across every offering and to give instructors a jumping-off point for their course design, enabling them to focus on engaging their students. As a result, during the Fall 2022 production cycle, nearly half of the courses produced by COIP were classified as gen eds, and we look forward to continuing this effort and bringing new life into these foundational courses at UF.

SPM4725: CURRENT LEGAL ISSUES IN ENTERTAINMENT AND SPORTS



“I have been working with [a] team of instructional designers, animators, etc. at COIP on a first of its kind at UF (not sure beyond campus) crossover animation and case study based course for my legal aspects in sports and entertainment — complete with a series of characters intended to provide the perspective of the law. We have created a docket management system similar to the courts within Canvas as well — I think a first.”

— Course Instructor

INNOVATIONS AND SUPPORT IN STEM TEACHING

Beyond setting expectations and documenting helpful guidelines, UF Online continues to support and invest heavily in teaching innovations through various tools and applications of subject-specific pedagogical approaches that support UF's entire faculty regardless of their teaching modality.

Fall 2022 Student Quote about MAC2233 - Survey of Calculus 1 build done in Spring 2021:

"I just wanted to reach out and say thank you, I usually have a hard time remaining engaged in math courses (it's not a subject I am particularly great at) and this semester has been a very positive experience for me."

MAC2233 - Survey of Calculus 1 uses a modern, research-based approach to online content generation from the ground up. In collaboration with COIP, Dr. Jason Nowell left behind the classic video styles that mirrored live lectures in favor of shorter, targeted videos on individual concepts or example types, allowing students to digest smaller chunks of information at their own rate by using asynchronous course design. These videos were delivered through the UF math department's homegrown online learning platform, Xronos. Xronos is a free Open Education Resource (OER) that allows the instructor to make the videos part of a much larger and interactive design that merges a free textbook, unlimited practice, and the ability to embed other well-known math online educational resources such as Desmos or GeoGebra. Finally, the instructor and design team intentionally pursued a modular design within the course that allows future instructors to easily change the order of content or customize individual videos or activities to tailor the course to their specific teaching approaches.

- We piloted a mechanism of embedded review essentially as part of Calculus 1 content. When specific precalculus skills are needed/referenced within a page/lesson, there are links to go to the relevant precalculus lesson (also embedded videos and concept questions/unlimited practice hosted in Xronos) for students that don't remember the precalculus content. This has been remarkably successful, with a lot of positive student feedback so far.

1,118 UF Online students had the opportunity to put theory into practice via 37 UF Online lab or lab-integrated courses, 14 lab courses ("L" courses), and 23 lecture courses with integrated labs ("C" courses).

A key aspect of STEM education is the application of scientific concepts through labs and lab courses. Through boot camps, virtually simulated environments and targeted multimedia, and faculty-authored or curated at-home experiments using shipped lab kits.

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

As the university re-opened its on-campus instruction and events, the CHM 2045L Chemistry 1 Lab bootcamp returned for the second time since the hybrid approach to the lab course launched in June 2019! Students started their Summer A lab online with pre-lab assignments and content. Then they convened on the University of Florida campus in Gainesville for their face-to-face labs and instruction with UF faculty and teaching assistants.

UF Online's support of STEM teaching and learning continues to grow through the institutional license renewal of JoVE (The Journal of Visualized Experiments) Unlimited. This unlimited and fully supported access to over 15,000 expertly produced, peer-reviewed videos and visualizations of laboratory methods and scientific concepts enables students to master these concepts in an accessible and understandable way while reducing the need for faculty and instructional designers to reproduce this foundational STEM multimedia content in their online courses. Besides consulting with faculty to create playlists of content aligned with course syllabi, JoVE also provides course-specific remediation playlists for students who need extra help with STEM concepts. UF Online is pleased to continue enabling this valuable service to faculty, librarians, and instructional designers. University of Florida instructor and student engagement with JoVE's peer-reviewed STEM content videos more than doubled this past year compared to the previous year! In addition to JoVE, UF Online's purchase of the unlimited access license to Labster for all UF faculty, staff, and students through July 2023 continues to provide students and faculty with the opportunity to apply concepts learned in lectures through simulated labs in the online course environment. Using storytelling and gamified content, students learn laboratory skills, methods, and theory through an engaging interface.

Simulations like the experiences offered through Labster afford students the opportunity to work with experimental data in a way that would never be safe, practical, or financially viable with no risk, but often practical application of concepts learned in lectures requires skill practice with the tools of the discipline. For these types of hands-on lessons, instructors often ask students to set up their own labs at home. Hands-on, at-home lab materials kits are assembled by departments or vendors and distributed from the bookstore or directly from the vendor. Instructor-designed and curated materials kits provide students with the opportunity to handle rock specimens in Physical Geology (GLY2010C), test the effects of salt concentration on the hatching viability of brine shrimp in Integrated Principles of Biology 1 Lab (BSC2010L), or even dissect a fetal pig in Applied Human Anatomy's Dissection Lab.



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

The smart design, production, and delivery of online programs at the University of Florida is a dedicated effort all its own. Teams of instructional designers and expert staff work with twelve academic colleges to deliver UF Online majors. In addition, the UF Online central team works across campus to launch innovative on-ramps for students into those programs. Online majors without welcoming and inclusive enrollment and onboarding pathways might simply be online programs for students that are already attending the University of Florida. Yet our goal wasn't to simply provide students with more options. Our mission is to improve the equity of access to this great flagship university and, as such, to meet modern students where they are, embracing their diversity of age, college credits, and life experiences.

Therefore, our continued efforts under goal 2 focus on the intricate and complex reality of how a large traditional research landgrant ultimately delivers on our mission of inclusive access via our fully online expansive campus offerings. Through our collaborative efforts with academic units and programs at the University of Florida, the central UF Online team, and our partners in the Center for Online Innovation and Production, we strategize, plan, develop, produce, and support faculty and our geographically dispersed student body. Highlights of our work in this area this year include:

- Facilitating majors, minors, certificates, and even single courses through the process of understanding and adopting the fully online undergraduate educational model.
- Collaborating with Enrollment Management, Student Affairs, and academic units to facilitate timely admissions decisions and maintain and create pathways into UF, taking on the responsibility of marketing, communications, and recruiting students into new UF Online programs.
- Determining the need and demand for academic programs offered fully online for prospective students in Florida, the U.S., and throughout the world.
- Investing in state-of-the-art course production facilities and instructional and media design teams at UF's Center for Online Innovation and Production.
- Facilitating access to and awareness of course development and production resources for instructors and academic programs.
- Launching and evolving partnership models, including a new college consortium to facilitate student awareness and enrollment in high-quality public online programs.

NEW FULLY ONLINE PROGRAM

This year, UF Online was focused on deepening the quality of existing programs and expanding access to minors and specializations. We are pleased to have the following new programs available to fully online undergraduate students.

NEW MAJOR SPECIALIZATIONS

- Education Sciences Major: Early Childhood Studies Specialization
- Media, Production, and Society Major: Management and Strategy Specialization

NEW MINORS

- Bioinformatics, College of Agricultural and Life Sciences
- Pathogenesis, College of Agricultural and Life Sciences
- Entomology, College of Agricultural and Life Sciences
- Digital Arts and Sciences, College of the Arts
- Computer and Information Science and Engineering, College of Engineering



UF ACADEMICS AVAILABLE VIA UF ONLINE

Academically, UF Online students are the same as residential students: they identify with their major, minor, or certificate program and the academic unit that offers it. Our teams are here to facilitate their overall experience and provide above-and-beyond services and support, but ultimately their home base is within one of the fully online programs listed in the table below.

MAJORS AND TRACKS: (25 TOTAL)

1. B.S., Advertising - specialization in Persuasive Messaging
2. B.A., Anthropology
3. B.A., Biology
4. B.S., Business Administration
5. B.A., Business Administration - specializations: (*Anthropology, Business and Economic Geography, Computer and Information Science, Educational Studies, Event Management, General Studies, Geology, Mass Communication, Sociology, Sport Management, Travel and Tourism Management*)
6. B.H.S., Communication Sciences and Disorders
7. B.S., Computer Science
8. B.A., Criminology
9. B.A., Digital Arts and Sciences
10. B.A., Education Sciences - specialization options: (*Disabilities in Society, Early Childhood Studies, Educational Psychology and Research, Educational Technology, Schools, Society and Policy*)
11. B.S., Environmental Management
12. B.S., Fire and Emergency Services - specialization options: (*Emergency Medical Services (EMS), Emergency Management, Fire Management*)
13. B.A., Geography - specialization in Environmental Geosciences
14. B.A., Geology
15. B.S., Health Education and Behavior - specialization: Community Health Promotion
16. B.S., Journalism - specialization in Sports and Media

17. B.S., Media Production, Management, and Technology - specialization in Media and Society
18. B.S., Microbiology and Cell Science
19. B.S.N., Nursing
20. B.A., Psychology
21. B.S., Public Relations
22. B.A., Sociology
23. B.S., Sport Management
24. B.S., Tourism, Hospitality and Event Management - specialization options: (*Event Management, Tourism and Hospitality Management*)

ACADEMIC MINORS: (15 TOTAL)

1. Accounting, College of Business
2. Anthropology, College of Liberal Arts and Sciences
3. Bioinformatics, College of Agricultural and Life Sciences
4. Business Administration, College of Business
5. Computer and Information Science and Engineering, College of Engineering
6. Digital Arts and Sciences, College of the Arts
7. Educational Technology, College of Education
8. Entomology and Nematology, College of Agricultural and Life Sciences
9. Event Management, College of Health and Human Performance
10. Geography, College of Liberal Arts and Sciences
11. German, College of Liberal Arts and Sciences

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

12. Health Promotion, College of Health and Human Performance
13. Mass Communication, College of Journalism and Communications
14. Pathogenesis, College of Agricultural and Life Sciences
15. Sociology, College of Liberal Arts and Sciences

CERTIFICATES: (14 TOTAL)

1. Animal Genetics
2. Emergency Management
3. Emergency Medical Services (EMS) Management
4. Environmental Horticulture Management
5. Geology
6. Geomatics
7. Horticultural Therapy
8. Landscape Pest Management
9. Medical Entomology
10. Nuclear Radiation and Reactor Analysis
11. Nuclear Thermal Systems Analysis
12. Pest Control Technology
13. Senior Fire Officer
14. Urban Pest Management



PATHWAYS TO CAMPUS ENROLLMENT (PaCE) MAJORS

UF Online continues to maintain the Pathway to Campus Enrollment (PaCE) program for students to begin their UF experience in a fully online format for the first segment of their degree program before continuing to residential enrollment after meeting major-specific transition requirements. These PaCE-available majors are listed below and can be found online at: <http://www.admissions.ufl.edu/learn/pace/majors>.

College of Agricultural and Life Sciences:

1. Agricultural Education and Communication
 - specialization options: (*Agricultural Education, Communication and Leadership Development*)
2. Agricultural Operations Management
3. Animal Sciences - specialization options: (*Equine, Food Animal*)
4. Botany
5. Dietetics
6. Entomology and Nematology - specialization options: (*Biological Science of Insects, Urban Pest Management*)
7. Family, Youth and Community Sciences
8. Food and Resource Economics
 - specialization options: (*Food and Agribusiness Marketing and Management, International Food and Resource Economics*)
9. Food Science
10. Forest Resources and Conservation
11. Geomatics
12. Horticultural Science - specialization options: (*Organic Horticultural Systems, Plant Biotechnology and Improvement, Science Technology of Horticultural Crops*)
13. Interdisciplinary Sciences: Environmental Management in Agriculture and Natural Resources
14. Marine Sciences
15. Microbiology and Cell Science
16. Natural Resource Conservation
17. Nutritional Sciences
18. Plant Science - specialization options: (*General Plant Science, Greenhouse and Landscape Industries, Native Plant Conservation, Plant Breeding and*

Genetics, Plant Health and Protection, Soil Management and Plant Productivity, Sustainable Crop Production, Turfgrass Science)

19. Soil and Water Sciences - specialization options: (*Soil Science, Water Science*)
20. Wildlife Ecology and Conservation

College of the Arts:

1. Art - BA and BFA options
2. Art History
3. Dance - BA and BFA options
4. Graphic Design - BFA
5. Music - BA and BMUS options
6. Music Education - BMUS
7. Theatre

Warrington College of Business

1. General Studies, Business Administration

College of Design, Construction and Planning

1. Sustainability and the Built Environment

College of Education:

1. Education Sciences - specialization options: (*Disabilities in Society, Educational Psychology and Research, Education Technology, Schools, Society and Policy*)

College of Health and Human Performance

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

College of Journalism and Communications

1. Advertising - specialization options: (*Agency, Persuasive Messaging*)

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

2. Journalism - specialization option: *(Sports and Media)*
3. Public Relations
4. Media Production, Management and Technology - specialization options: *(Digital Film and TV Production, Management and Strategy, Media and Society)*

College of Liberal Arts and Sciences

1. African American Studies
2. Anthropology
3. Computer Science
4. English
5. Exploratory
6. Geography - specialization option: *(Environmental Geosciences)*

7. Geology
8. Hispanic and Latin American Languages, Literatures, and Linguistics - specialization in Spanish
9. History
10. Linguistics
11. Mathematics
12. Philosophy
13. Religion
14. Sociology
15. Statistics
16. Sustainability Studies
17. Women's Studies

INCREASING COURSE OFFERINGS

In addition to bringing on new programs, the number of courses offered to UF Online and PaCE students increased by 25 courses from 2020–2021 to 2021–2022, including expanding the availability of general education courses, such as Quest, to increase the choices available to fully online students.

PARTNERING ON COURSE PRODUCTION

This year UF Online focused on establishing deeper connections with COIP and the faculty teaching UF Online courses to manage the administrative aspects of course production, strategically prioritizing and framing course production scope and planning to suit the needs of faculty and the goals and learning objectives of the course. Beyond that, we also support COIP's efforts during the production process as they partner with faculty by staying closely in touch with timelines and course progress and liaising to facilitate the best possible outcomes for all stakeholders, including ensuring instructor agreements reflect the realities of their efforts when it comes to their production stipends.

UF CENTER FOR ONLINE INNOVATION AND PRODUCTION (COIP) EXPLAINED

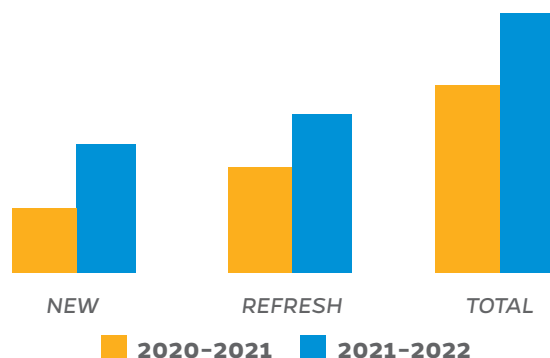
Continued Innovation and Increase in Production

In its seventh year, the UF Center for Innovation and Production (COIP) continues to develop courses for UF Online and provide a dynamic and engaging learning experience for students. Such an approach allows courses to sustain high quality over time. COIP's mission is to collaborate with instructors and infuse their courses with engaging activities, authentic assessments, and immersive multimedia experiences that elevate the student learning experience. COIP is also dedicated to ensuring that courses are accessible and that course maintenance and delivery are sustainable for faculty.

COIP has endeavored to increase production for UF Online and to keep pace with the needs of the programs; thus, there has been a notable increase in refreshed courses versus new developments.

PRODUCTION INCREASE 2021-2022

	2020-2021	2021-2022	% INCREASE
NEW	20	29	31%
REFRESH	23	36	36%
TOTAL	43	65	34%



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

HIGHLIGHTING COURSES

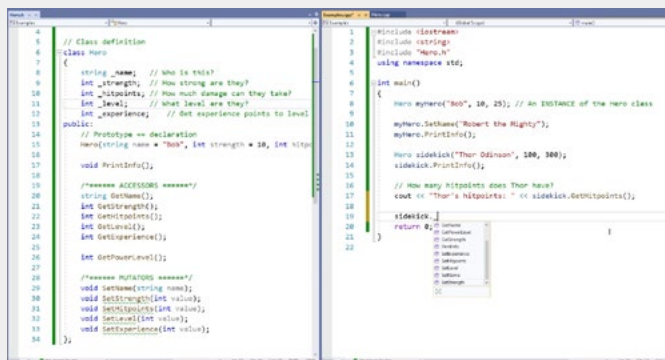
COIP works with faculty to ensure the faculty member's vision manifests accurately in the course. Woven throughout many of the courses, COIP has developed the goal of many faculty to not simply educate the student but also to provide them with the essential skills needed to obtain employment in their chosen field. Here is just a sample of courses that provide students with hands-on practical skills.



COP3503: PROGRAMMING FUNDAMENTALS 2

INSTRUCTOR: JOSHUA FOX

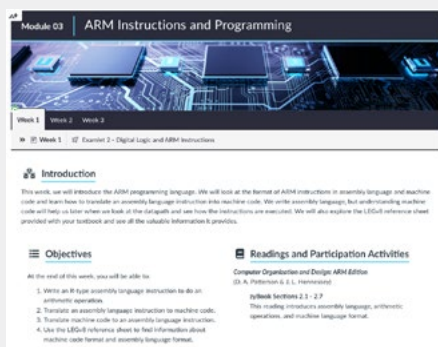
This course utilizes application-based coding assignments and projects to prepare students to build and execute C++ programs and solve large programming problems.



CDA3101: INTRODUCTION TO COMPUTER ORGANIZATION

INSTRUCTOR: CHERYL RESCH

This course provides students with a deep conceptual understanding of computational processes that serve as the foundation for all computer systems through application-based coding assignments and projects.



Key Course Elements

COURSE GOALS	STRATEGY FOR SUCCESS	KEEP UP WITH COURSE CONTENT	PARTIAL CREDIT FOR ASSIGNMENTS
ACADEMIC INTEGRITY	STUDENT FEEDBACK AND SURVEYS		

By the end of this course, you should be able to:

1. Build and execute C++ programs from command-line and from within an IDE
2. Fix problems in an application by utilizing debugging tools and processes
3. Utilize testing in the development of software applications
4. Read and write data from binary and text files
5. Implement classes which adhere to the concepts of object-oriented programming, including abstract and derived classes
6. Examine the uses of dynamic memory allocation
7. Utilize pointers in the creation of memory-efficient data structures such as linked lists, stacks and queues
8. Demonstrate the use of templates to create generic classes
9. Demonstrate an ability to solve large programming problems by breaking them into smaller pieces



ENC 3252: WRITING FOR STRATEGIC COMMUNICATIONS

INSTRUCTOR: MICKEY SCHAFER

In this course, Mickey Schafer teaches students to communicate successfully with audiences with very different goals and varying information needs. Strategic communication entails identifying a specific audience in a relationship with an organization. Students practice analyzing writing situations every day in these fields. Students leave the class with a portfolio to showcase their evolving topical interests and writing style.

ENC3252

WRITING FOR STRATEGIC COMMUNICATION

Syllabus

Contact Information

Orientation

Start Here
Orientation

Project 1
Trade Journal

Project 2
Place-Based
Branding

Project 3
Native
Advertising

Project 4
Content
Marketing

Project 5
E-Portfolio

UF UNIVERSITY OF FLORIDA

UNIVERSITY Writing Program

KEY COURSE ELEMENTS

What are the projects like?

How do I work this class?

How do I navigate?

What will I do in class?

How is work graded?

How does "attendance" work?

How does communication work?

Can I download/listen?

Can I give course feedback?

Rather than modules, this course consists of five projects. Each project length varies. Read below for descriptions:

TRADE JOURNAL

All professions have trade publications — information outlets created by practitioners for practitioners. Trade pubs are an excellent way to learn how your field talks about itself, which in turn means how you should talk about the field, too. For this semester-long project, you will choose a trade publication in your field (advertising, public relations, media mgmt/tech) to read. Every two weeks, you will write a summary analysis on the major stories your trade pub has been following, along with insights you have gleaned along the way.

- 5 press releases @ 300 words each (total: 1500 words)

PLACE-BASED BRANDING

At the heart of strategic communication is a unique message to an audience that creates a relationship with an organization. For this project, you will create an image-driven experience of a place (UF, Gainesville, or where you live) using Adobe Spark that immerses the reader in a specifically themed "walk" — the intent of your CatorWalk is to create a way for new students to feel at home.

- Project Pitch
- Adobe Spark Presentation — 800 words + social media tags

NATIVE ADVERTISING

Traditionally, advertising has been bounded by a fence that shouted: "You have left your regular programming." Now, a bridge has come down across the moat separating content from promotion. "Native Advertising" presents its message by adopting the customs of the locals, blurring the lines between information and promotion. There is some controversy about this approach, so you will get to analyze an encounter with native advertising, create native advertising content, and consider the ethics of this type of marketing.

- Project Pitch
- Analysis Paper — 750 words
- Sponsored Content (a.k.a., "native advertising") — 500 words + images

CONTENT MARKETING CAMPAIGN

Modern companies build relationships with customers — relationships are founded on exchange. Beyond mere branding, "content marketing" is promotional content provided by an organization that genuinely helps a user accomplish a task or learn something new. This is more than blogging "10 best tips for X" lists and social media tags — content marketing is public relations: it establishes a relationship with customers founded on mutual interests. For this project, you will pitch a content marketing strategy on behalf of a local business, non-profit, student organization, etc. In addition to creating content, you will bring all the pieces together to present your CM strategy to interested stakeholders.

- Project Pitch
- Content Marketing: Signature Story — 300 - 500 words
- Content Marketing: Knowledge Branding — 300 - 500 words
- CM Strategy Proposal — 750 words

E-PORTFOLIO

Professionals sell their services using portfolios. To practice this skill, you'll assemble an e-portfolio using Canvas's portfolio feature (or other software) that includes a biography, résumé, and featured pieces. In addition, you write an evaluation letter of your experience in this class as practice for turning projects into self-promotion.

- Biography — 200 (or more) words
- Résumé
- 3 Featured Pieces + text (100-200 words each)
- Evaluation Letter — 300 words

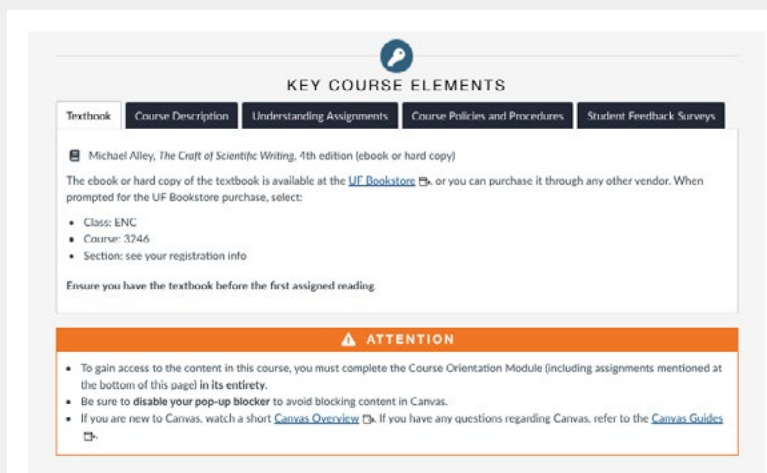
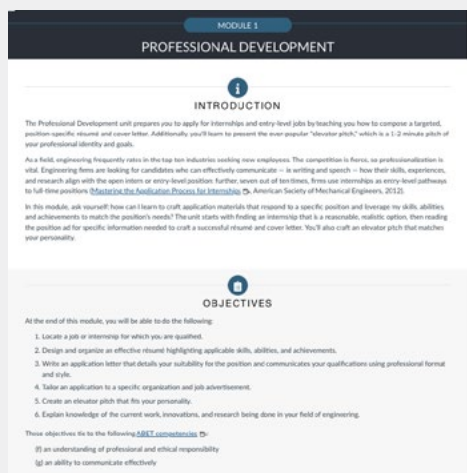
CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.



ENC 3246: PROFESSIONAL COMMUNICATION FOR ENGINEERS

INSTRUCTOR: ANDREA CALOJARO

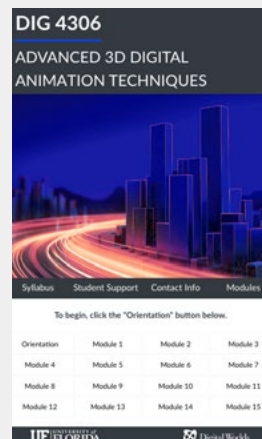
This course teaches students how to communicate as engineers do in the field. Students learn to research, organize and present technical information in the genres commonly written in the engineering workplace and collaborate with others, as professionals do in the field.



DIG 4306: ADVANCED 3D DIGITAL ANIMATION TECHNIQUES

INSTRUCTOR: AARON KARLSON

In this course, Aaron Karlson ensures his students get in the habit of updating their technical knowledge, a constant in the industry, as well as practicing animation and the 12 principles. This course provides students with a chance to create memorable and successful portfolio pieces for future careers in 3D animation.



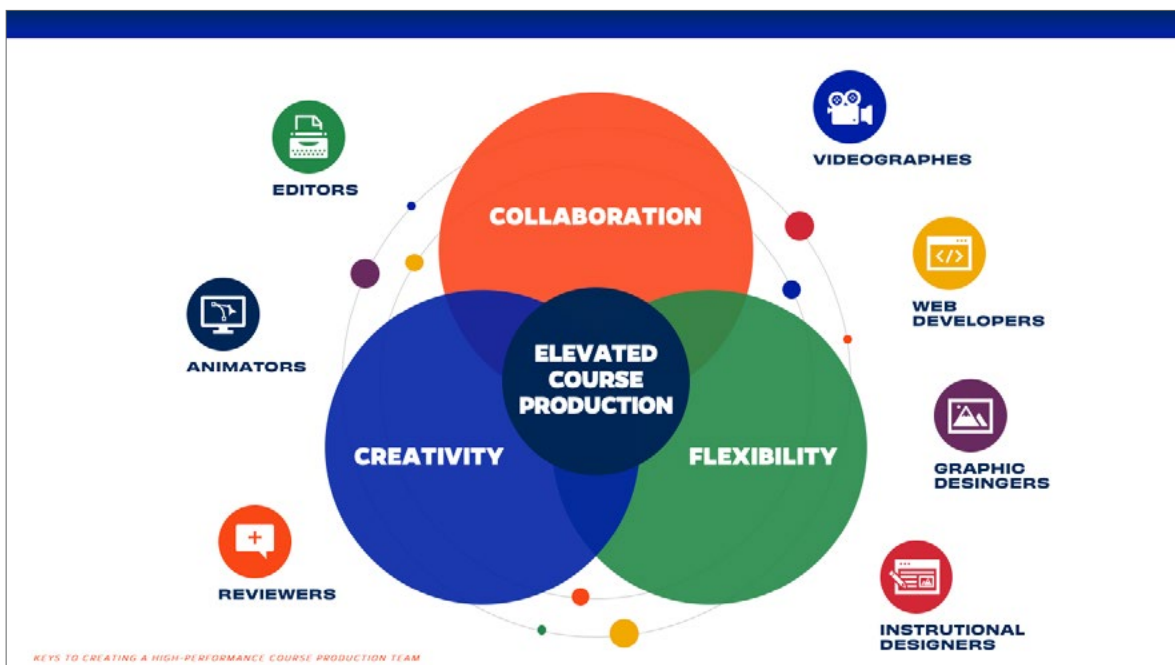
FOCUS ON SMART PRODUCTION DESIGN IN SUPPORT OF THE STUDENT EXPERIENCE

COIP has endeavored for the past several years to develop a design process that produces high-quality courses quickly. Always at the forefront of our minds are ways to enhance the student experience while also making the course more conducive for faculty to teach. One way we do this is by providing common elements for each UF Online course we develop. Following industry best practices, we ensure that all courses have a landing page that identifies the:

- Course Syllabus
- Course Orientation
- Faculty Contact Information
- Module List

In an effort to foster student success, COIP designs a “Key Course Elements” section within each orientation module. In this section, the faculty explain to the student how to be successful in the course. Additionally, this course embellishment is rich with guidance that ensures students have the tools needed to succeed in their courses.

While these elements are common, they are not identical. Therefore, there is still freedom and encouragement for the faculty to be creative, and the courses are not repetitive; instead, these elements empower the students with the confidence needed to navigate and succeed in the rigorous courses they are taking.



UF CENTER FOR TEACHING EXCELLENCE — AWARDS AND ACCOMPLISHMENTS OF FACULTY TEACHING ONLINE COURSES

AWARD-WINNING ONLINE ACADEMICS

COIP's work and efforts do not go unnoticed, as it continues to receive distinguishing awards. The UF Center for Teaching Excellence (CTE) recognizes exemplary and innovative online teaching and course production practices. The following courses, produced by COIP, earned Exemplary Designations. Several of these courses were also recognized with **2021 Exemplary Online Category Awards**:

- ADV4302 Great Ideas In Marketplace Communications
- CLP3144 Abnormal Psychology
(category winner for Imaginative or Innovative Approach)
- FOS2001 Man's Food
- JOU2100 Broadcast Writing Bootcamp (category winner for Instructional Approach)
- PSY3213L Research Methods Lab
- ZOO4926 | ZOO4050 Animal Behavior

RISING STAR 2022 AWARD WINNERS

The following faculty members demonstrated their commitment to ongoing educational improvements and excellence by participating in the professional development of teaching activities through the Center for Teaching Excellence, participating in focused training, and giving back to the UF teaching community.

Harrison Hove**, Lauren Weisburg**, Rachel Yoho

2022 AFFORDABLE ACCESS FOR STUDENT SUCCESS COURSE TRANSFORMATION GRANT RECIPIENTS

The Affordable Access Course Transformation Grant program supports faculty efforts to increase equity, access, and achievement for UF students by advancing textbook affordability at UF. These grants also give instructors the agency to create affordable, freely shareable resources that are tailored to the needs of their students.

Garrett Ross, Han Xu, Anita Anantharam, Ph.D., Amanpreet Kapoor, Ph.D.**, Lupita Eyde-Tucker, Sarah Gamble

2022 AFFORDABLE ACCESS AWARD WINNERS

The Affordable Access Award recognizes faculty who demonstrate innovation and excellence in support of textbook affordability and student success. Award recipients have demonstrated extraordinary commitment to increasing student access to affordable course materials.

Han Xu, Kevin Jones, Ph.D., Sophia Acord, Ph.D.

** Indicates UF faculty member who teaches UF Online sections

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

TEACHING EXCELLENCE FACULTY FELLOWS

The Teaching Excellence Faculty Fellows are a group who demonstrates excellence in online teaching. The Fellows provide guidance to members of the UF teaching community who wish to improve their online courses and complete online course reviews.

Soohyoun Ahn, Ph.D.**, Megan Cantrell, Hartwig Henry Hochmair, Ph.D., Ashlee Ossiboff, Ph.D., Wagner Vendrame, Ph.D., Darius Brown**, Ferol Carytsas, Kim Moore, Ph.D.**, Bahar Armaghani, Taryrn Brown, Ph.D.**, Tara Mathien, Ph.D., Sujata Krishna, Ph.D., Linda Nguyen, Ph.D., Harrison Hove, Stephanie Bogart, Ph.D.**, Nathalie Ciesco**, Nicole Dorey, Ph.D.**, Crystal Marull, Ph.D.**, Stephanie Stine, Ph.D.**, Angela Walther, Ph.D.**, Feihong Wang, Ph.D.**, Shawn Weatherford, Ph.D.**, Czerne Reid, Ph.D., Erin Bruce, Ph.D., Steve Foti, Ph.D., Iske Larkin, Ph.D.

GREAT TEACHING FOR NEW FACULTY CERTIFICATE

Matthew Traum, Amanda Janner, Meghan Ferrall-Fairbanks, Juliana Fernandes**, Anna Galloway, Lauren Douma**, Jake Wolf**, Krishna Patel, Laura Dedenbach, Thao Jinwright, Robert Leeman, Ryan Good, Jessica Chitwood, Che Lee

GREAT ONLINE TEACHING CERTIFICATE

Hoda Manafian

** Indicates UF faculty member who teaches UF Online sections



Overall UF certificates
and badges awarded

73 certificates 105 badges

ADVANCING ACADEMIC STRATEGIES: STRATEGIC MANAGEMENT EFFORTS

Toward the end of the 2021–2022 academic year, the Academic Strategies team began implementing a strategic growth plan and onboarded the first of several new hires to enable evidence-based decision making based on the wealth of data available to the UF Online team. This new role is supporting database systems in collaboration with the Data and Analytics team, connecting course enrollment data to course production records to prioritize course production for the greatest positive impact on online students. This role, along with others in 2022–2023, will also begin establishing metrics for student success and persistence and actively tracking at-risk students to support academic advisor coaching interventions.

STRATEGIC COLLABORATION WITH ACADEMIC UNITS

Through the new Faculty Program Coordinator roles funded by UF Online and embedded in academic units, and through regular meetings with department chairs and deans, in 2021–2022, our team began earnestly cultivating highly collaborative and strategic relationships with individuals in positions to bring about positive change and improvements to both quality and availability of UF Online courses and programs. These Coordinators work closely with our team to lead innovation within their academic units and among their peers when it comes to designing and delivering fully online learning experiences. As part of our ongoing efforts, this group of Faculty Program Coordinators is expected to grow and evolve into a community of practice through these change agents that can disseminate high-quality, evidence-based online teaching practices to the wider university.

FACILITATING PROGRAM “ADOPTION” PROCESSES

The Academic Strategies team, in collaboration with the Operations Hub, has clarified and fortified the processes involved in gaining approval for a residential program to offer fully online delivery through UF Online. These teams act as facilitators and coordinators to help programs through the process of adopting the fully online undergraduate educational model. They serve as liaisons in moving through university- and state-level approvals and help create and support the infrastructure needed to enable programs to launch successfully. In 2021, these teams developed and formalized a transparent process that includes in-depth assessment, collaboration, and facilitation along the way to official program delivery.

STAGES OF UF ONLINE PROGRAM ADOPTION



UF ONLINE ACADEMIC PATHWAYS

LAUNCH OF UF ONLINE READY

UF added a new on-ramp, UF Online Ready, to expand inclusivity via UF Online. As we rise in national recognition, we remain committed to removing barriers so that future Gators may enroll via UF Online and earn their UF degree. Available starting with applicants for Fall 2021 to ten bachelor's degree pathways across four UF colleges, UF Online Ready is a new program that supports highly qualified upper-division applicants by giving them the opportunity to take specific prerequisite courses right here in UF Online.

In the past, upper-division applicants who were missing prerequisite courses were denied admission to UF Online and advised to reapply after completing all prerequisite courses for their major at another institution. Yet, we know that sometimes finding and taking those courses elsewhere can be daunting while a student may also be working full-time, serving our nation in the armed forces, raising a family, caring for adult dependents, and/or supporting those in need through service projects and community involvement in their local area.

UF Online Ready removes unnecessary obstacles so future Gators can break through. With the launch of UF Online Ready, the University of Florida recognizes that our applicants are leading busy lives full of other responsibilities. Through UF Online Ready, for ten bachelor's degree pathways via UF Online, qualified applicants now have the opportunity to take missing prerequisite courses right here in UF Online, thereby lowering the burden on applicants and increasing access to Florida's flagship university for top-performing students.

Four UF colleges now offer ten bachelor's degrees via UF Online ready. They are the UF College of Agricultural and Life Sciences, College of Human and Health Performance, College of Journalism and Communications, and the Heavener School of Business. Their participating ten bachelor's degrees are listed below.

IN AY 21-22, 99 STUDENTS WERE ADMITTED TO UF VIA UF ONLINE READY.

1. Advertising: Persuasive Messaging, B.S.
2. Business Administration, B.A.
3. Business Administration, B.S.
4. Environmental Management, B.S.
5. Health Education, B.S.
6. Journalism: Sports and Media, B.S.
7. Media Production, Management, and Technology, B.S.
8. Public Relations, B.S.
9. Sport Management, B.S.
10. Tourism, Hospitality and Event Management, B.S.

LAUNCH OF GATOR PATHWAYS

In September 2021, the University of Florida took UF Online opportunities to a new level with the launch of Gator Pathways, a network of opportunities for students to earn their UF bachelor's degrees via the university's top-ranked online bachelor's degree program. Recognizing the needs of our students and embracing partnerships, UF Online launched Gator Pathways to clearly communicate all of the opportunities available to students, but also to seamlessly connect all of the on-ramps and transfer pathways to and from UF Online that all work to support Gators as they earn their UF bachelor's degree. Furthermore, Gator Pathways incorporated the Employer Pathways program, recognizing that assistance from a partnership with employers is often vital to our students' persistence and degree completion, regardless of their academic on-ramp or transfer pathway. Finally, in recognition of our legacy leadership as a university in athletic programs, including student-athlete support, UF Online dedicated an entire portion of Gator Pathways to athletic partnerships (leagues, players, and players associations), fulfilling our commitment to students outside of sports as they embark upon and achieve their academic goals.

With this launch of Gator Pathways, UF Online also launched, for the first time, its own college consortium. The Gator Pathways College Network underpins the entire Gator Pathways program, providing additional excellent opportunities for future Gators to earn associate degrees and later transfer to UF via UF Online.

Gator Pathways, therefore, exemplifies the university's academic strategy and vision for UF Online, providing future Gators with fully connected, seamless, and clear pathways and support to achieve their goals. With this new network of college partners, clear and navigable transfer pathways, and new Path Guides, Gator Pathways is increasing opportunities for future Gators worldwide. Gator Pathways provides opportunities but also streamlines and clarifies steps for all students, including adult learners, so they can join the Gator Nation and receive vital support each step of the way, and often with their employers or associations as partners, all in one comprehensive program.

Through this program, UF Online strives to achieve the following outcomes:

- ➔ Provide actionable, supportive, and custom pathways towards successful admission to the University of Florida or a partner institution.
- ➔ Systemize existing admission pathways and partnership programs through strategic utilization of technology and staffing.
- ➔ Provide an authentic UF experience from the onset of the admission or transfer journey.

GATOR PATHWAY IMPETUS: ANALYSIS OF DENIAL TRENDS DROVE THE LAUNCH, DESIGN

Building on our commitment to reducing barriers and providing unparalleled support for students, UF Online also aimed to address the impact of our high denial rates on adult learners, and to what extent we were directly contributing to challenges that adult learners across the state of Florida face in finding the right program. **Reviewing admission data, we found out that highly qualified students simply needed assistance navigating admissions and prerequisite requirements.**

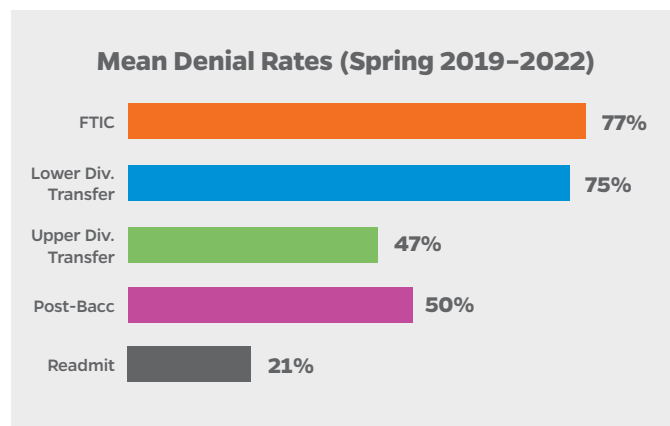
First, a review of denied applicants over several academic years highlighted a number of highly qualified candidates being denied admission to UF via UF Online for missing prerequisites. Some of these denied candidates had 4.0 transfer GPAs. Given UF Online's access mission and these candidates' demonstrated ability to thrive in college-level coursework, UF Online designed the Gator Pathways program to serve incoming transfer students and share timely advice and guidance for denied applicants regarding actionable next steps. With these timely referrals, either from the University of Florida or from our College Network partners, we hope that potential UF Online students denied admission could pursue their studies within our college network and, upon completion of the university's transfer requirements, seamlessly transfer to ultimately earn their UF bachelor's degree through UF Online. By demystifying the process and providing essential advice during a pivotal moment for an applicant, we are helping future Gators achieve their ultimate goals.

The review of denied applicants over several academic years also revealed some staggering denial rates by applicant type. In a Spring cycle snapshot (on the right), average denial rates

range from around 50% to as high as nearly 80% (readmit applicants are reviewed through a different admission process).

These high denial rates run counter to our mission of equitable access; thus, these findings highlighted opportunities for UF Online to improve engagement and communication so that applicants are fully aware of our admissions requirements and illuminate alternative pathways to earn a UF degree through UF Online.

After reviewing these denial data, the UF Online team aligned on-ramps to provide support to highly qualified applicants aspiring to become Gators (Finish at UF, UF Online Ready, and conditional admissions opportunities), as well as Guided Transfer Path services for denied applicants to continue their studies with our College Network partners and return to earn their diploma with us.



Through Gator Pathways, UF Online connects with applicants to assist them in finding their own best path. By combining our focus on clear information about available on-ramps and our commitment to helping each and every future Gator find their own customized path, Gator Pathways assists all students.

ACADEMIC ON-RAMP	OVERVIEW
UF Online Ready	Students missing select prerequisites are offered admission and must complete outstanding admission requirements during their first semester at UF via UF Online.
Conditional Admission	Students missing major-specific prerequisite courses are offered admission and must complete these missing courses when they enroll at UF Online.
Standard Admission	Traditional admission process to UF via UF Online.
Readmission	Students re-applying to UF via UF Online after previously attending UF.
Finish@UF	Students follow a prescriptive transfer pathway with a partner institution to ultimately apply via a criteria-based admission process.
College Network (Partner Institution)	Students complete missing prerequisite courses and/or an Associate of Arts degree within the Gator Pathways College Network.
Flex Learning	Students may complete select missing prerequisite courses via self-paced online courses prior to admission.



- **UF Online Ready**
- **Conditional Admission**
- **Standard Admission**
- **Readmission**
- **Finish@UF**
- **Partner Institution/Flex Learning**

THE GATOR PATHWAYS COLLEGE NETWORK

Through statewide articulation agreements, students can transfer from the state college system to the state university system. However, students often have trouble finding fully digital transfer pathways and many prospective students aren't aware that these seamless pathways exist. To help ensure that students across the state of Florida are informed on the fantastic digital pathways across the state's educational systems and to simplify the process into a manageable number of state college options, UF Online launched its own digital college consortium — the Gator Pathways College Network.

UF Online established the Gator Pathways College Network with founding partners Santa Fe College,

Seminole State College, and College of Central Florida. These partners are already experts at welcoming and supporting students, including those who wish to transfer their studies to UF. By combining the efforts of our teams and focusing on degree completion pathways online via UF Online, we aim to put a UF degree within reach of all students, including many more Florida residents who are busy, employed adults, as well as active-duty military, caregivers, and others.

UF Online hopes to expand the Gator Pathways College Network to include the entire state college system of Florida over the next five years as fully digital programs become universal across state colleges in Florida.

“At Santa Fe College, collaborations are the cornerstone of our success, and none is more significant than our long-standing partnership with the University of Florida. The launch of the Gator Pathways Program advances our collective role in enhancing educational opportunities for our students, particularly those who find a virtual learning environment an attractive option. Many of our students have gone on to complete their studies with UF Online, and we look forward to continuing to engage our students and solidifying their success upon transfer.”

— **Paul Broadie II, Ph.D., President, Santa Fe College**

“We are proud to partner with the University of Florida and offer our A.A. graduates easy transfer to the UF Online bachelor's degree programs not offered by Seminole State. The strong partnership allows our students to start a Raider and finish a Gator with a degree that leads to a rewarding career.”

— **Georgia L. Lorenz, Ph.D., President, Seminole State College**

“We are excited to offer Finish@UF as part of Gator Pathways to our students in Marion, Citrus, and Levy counties. UF has been one of our top transfer universities for many years, and Finish@UF will help expand opportunities for those students who need the flexibility to complete their bachelor's degrees. With UF Online, these students will be able to earn the very same UF degree but in a more accessible and agile format.”

— **Jim Henningsen, Ph.D., President, College of Central Florida**

RAISING AWARENESS ACROSS FLORIDA: GATOR PATHWAYS MARKETING AS A NETWORK

Beyond the equitable access imperative that drove the launch of Gator Pathways, we also acknowledge that we face steep marketing competition across the state. Given Florida's expanding population and the millions of residents who have some college credit but lack a bachelor's degree, online learning providers, from universities and regional colleges to community colleges and for-profit companies, are marketing their programs to Florida residents. For-profit programs often have much higher tuition costs than their in-state, online program counterparts. Marketing is expensive and pervasive, from television and local radio to billboards and extensive digital targeting.

Gator Pathways and our College Network partners aim to play a highly visible role across the state to help Florida residents find affordable and excellent online education options.



Static Billboard



Digital Billboard

ANOTHER KEY COMPONENT OF GATOR PATHWAYS: PARTNERSHIP MANAGEMENT

Finally, the launch of Gator Pathways incorporated and expanded the UF Online Employer Pathways initiative. Following the University of Florida's decision to terminate its contract with Guild Education in the fall of 2021, UF Online shifted focus on its partnership work to become a core component of Gator Pathways with a new senior leader within the UF Online central team responsible for its partnership portfolio. UF Online established a Strategic Partnership unit within the Operations Hub to support existing relationships and pursue new collaboration, supporting the growth and expansion of Gator Pathways. With this final piece, UF Online demonstrates that fully in-house administration of excellent online programs is possible.

In doing so, UF Online also expanded its partnership scope to encompass not only employers that wish to offer an education benefit but also athletic players' associations and other entities seeking to help their members identify and enroll in online programs at their recommendation. UF Online affirmed the University of Florida's long-standing commitment to athletic and academic success with the newly implemented **Athletic Partnerships Initiative**. UF Online provides access to academic opportunities for all members of sport organizations, professional and retired athletes, and returning Gator athletes through personalized support and academic roadmaps.

UF Online is proud to partner with employers, organizations, and associations to forge new pathways for their workers and members into UF's many academic offerings. UF Online's programs offer flexibility, affordability, and versatility that enable students to pursue their academic goals while working full-time or tending to other responsibilities. By leading this work directly and with an innovative in-house team, the University of Florida is better positioned to deliver on our commitments to partners without the intermediary of a revenue-share-dependent third-party entity.

LOOKING AHEAD

As we continue to strive to ensure students have access to the very best online learning experience from incredible faculty, we keep a steady focus on the smart design, production, and deployment of excellent online course offerings, but also academic pathways and on-ramps. But we know that no matter how many on-ramps or programs we have, if these pathways are not easy for students to navigate or lack support, students may not benefit. With Gator Pathways, the combination of a remarkable in-house team and support network of partners, plus a robust set of pathways, we aim to **bring these opportunities to our future students** and, in doing so, serve students best.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

UF Online is committed to providing above-and-beyond services and ensuring each student's experience is remarkable and engaging when it comes to their academics as well as their overall experience within UF Online. We strive to fulfill this commitment in part by:

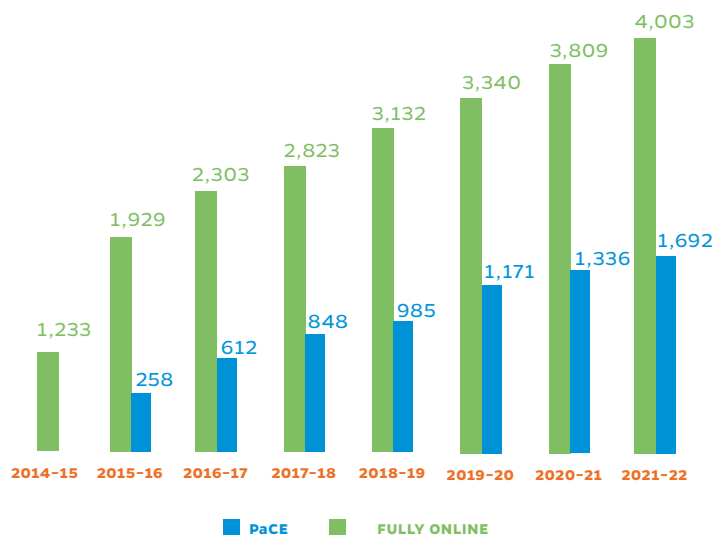
- Funding salary lines for dedicated academic advisors within departments and colleges across campus to ensure dedicated support for students in UF Online programs.
- Maintaining infrastructure and engagement in the online student community through the UF Online Plaza and mobile app.
- Staffing several team members dedicated solely to student engagement and experience.
- Partnering with units across campus to ensure UF Online students have equitable access to resources, opportunities, and experiences offered residually at UF.
- Cultivating a network of UF Online and PaCE advisors through the Advising Circle.
- Hosting online Q&A sessions following PaCE Decision Day and participating in PaCE Preview orientation sessions.
- Employing a cohort of 10–12 UF Online Student Ambassadors each year.
- Organizing a variety of student-focused events both virtually and in person.
- Seeking ongoing feedback from students through the annual UF Online Student Experience Survey to inform support and engagement resources, events, and communications.

We recognize and celebrate the diversity of the UF Online student body. Our engagement and communication efforts seek to accommodate them as individuals in varying stages of their academic journeys. We seek to provide dynamic support; thus, is critical that we hear from students about their experiences, their needs, their struggles, and their successes.

In the 2021–2022 academic year, UF Online students — both fully online and those engaged in the fully online segment of their PaCE programs — numbered 5,695 in total, comprising 13% of all UF undergraduate enrollment this year. Demographics and breakout details of these students are depicted on the following charts.

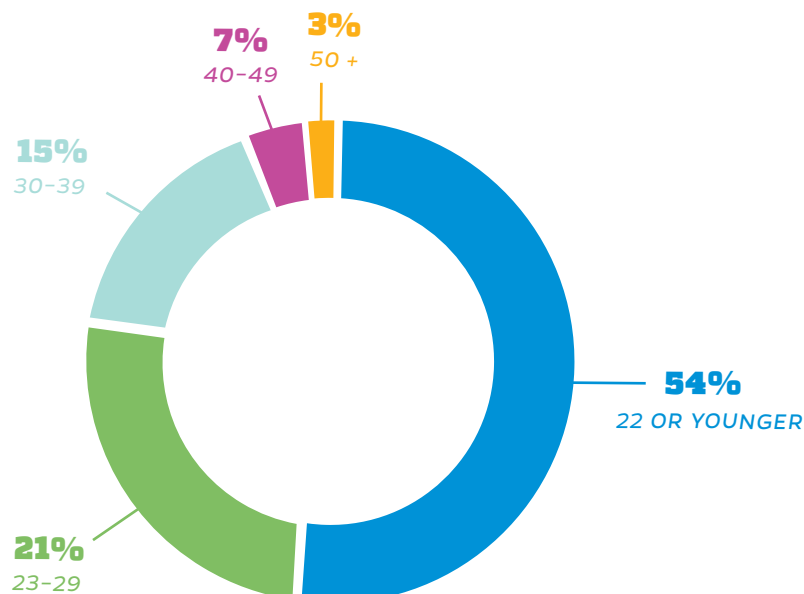
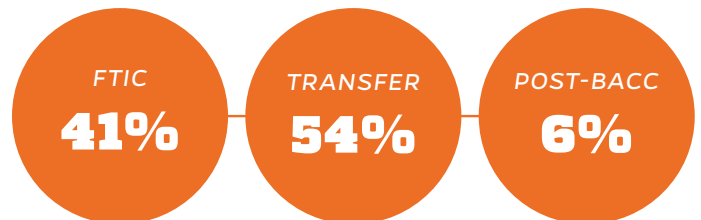
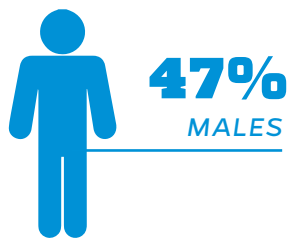
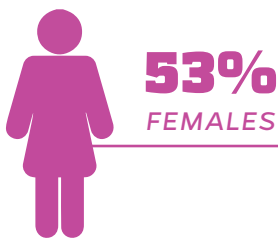
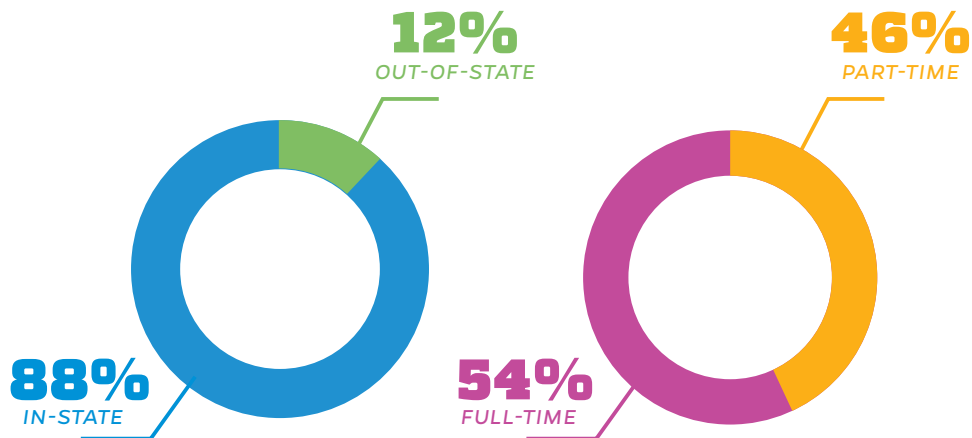
UF ONLINE HEADCOUNT BY ACADEMIC YEAR

*Academic years are grouped by leading Summer/Fall/Spring semesters.



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

UF Online supports students coming from different pathways, varying locations, several age groups, and enrolled in different course loads. To illustrate this, various demographics are shown below for students who were enrolled during the 2021 Fall term.



BUILDING UP THE STUDENT SUCCESS TEAM WITH ACADEMIC STRATEGIES

By design, UF Online co-locates all efforts related to curriculum, advising, and the student experience into one cross-functional and expert term: Academic Strategies. This continues to emphasize the academic nature and relevance of the student experience, bridging long-standing stove pipes of “academic affairs” and “student affairs” found on other campuses. This means, however, that the Academic Strategies team must ensure a continued balance and synergy across its teams that, in reality, spend the majority of their time focused in-depth on driving excellence in academic programs, advising, or the student experience. With our growth in students, programs, and advisors, plus our long-standing commitment to a personalized and remarkable online student experience, the UF Online student experience and engagement team with academic strategies also needed to grow. We expanded this team with the addition of a new Student Engagement Coordinator, who not only supervises the cohort of UF Online Student Ambassadors but spends a significant amount of time in front line responsive communication and direct engagement with students. This role is one of several planned to fortify UF Online’s student success efforts, led by UF Online’s Manager of Student Engagement and Experience.

“Students who earn their degrees in an online format deserve to feel a sense of belonging to their university while they pursue their educational, professional, and personal goals. A student’s sense of belonging and connectedness plays an integral role in their academic success and lifelong achievement. However they choose to engage — by participating in co-curricular opportunities, attending virtual mental health sessions, winning Gator gear through the UF Online Plaza, joining a student club, taking the opportunity to visit UF’s campus for the first time, or many other ways — I truly enjoy knowing that their experience as a UF Online student will positively impact their families and future generations to come!”

LaKendra Cook, Manager of Student Engagement and Experience



THE STUDENT AMBASSADORS

In August 2021, UF Online welcomed the 3rd cohort of Student Ambassadors. Ambassadors were interviewed and selected based on their interests and passion for being mentors, guides, and supporters of their peers. These students provide peer-to-peer advice and tips, host virtual meet-ups, and ultimately serve as liaisons between UF Online staff and the student body. Plus, UF Online Student Ambassadors play a vital role as ambassadors for the program as they push out public-facing content intended for students via their Instagram channel. While intended for fellow students, their excellent advice, videos, and other content via Instagram also showcase the lived reality and excellence of the UF Online student body. To ensure our students are best served by their ambassadors, first and foremost, the now 3rd cohort of Ambassadors reflected similar demographics to the diverse and dynamic UF Online student body:

UF ONLINE STUDENT AMBASSADOR DEMOGRAPHICS



**2 STUDENT-PARENTS/
CAREGIVERS**



18-51 YRS OF AGE



**8 FULLY ONLINE
4 PACE STUDENTS**



**6 TRANSFER; 6 FIRST-TIME-IN-
COLLEGE (FTIC) STUDENTS**



11 FEMALE; 1 MALE



**8 IDENTIFIED AS BLACK, INDIGENOUS,
OR PERSON OF COLOR**

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

To help Ambassadors focus their efforts on the needs of UF Online students, Ambassadors were invited to serve on one or more of the following small groups to promote engagement and awareness of UF resources via the UF Online Plaza and the UF Online Student Ambassador Instagram account:

Multicultural

Interviewed, shared recipes with, and highlighted UF Online students during various multicultural months.

News

Curated content and published articles that provided timely resources and reminders for students.

PaCE

Collaborated with the PaCE Student Organization to connect PaCE students through hybrid and in-person meet-ups.

Social Squad

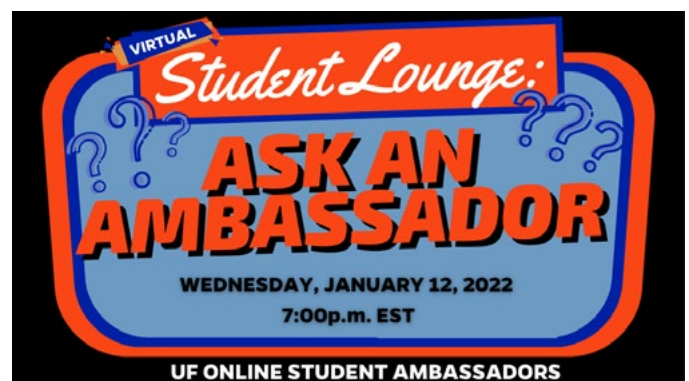
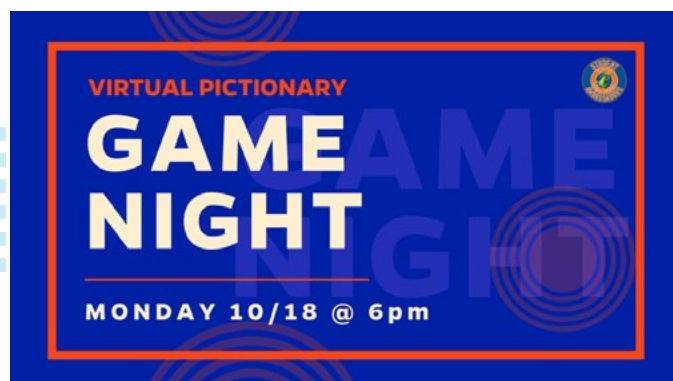
Shared updates, resources, and promoted events through the UF Online Plaza and the UF Online Instagram account. This group created multiple engagement campaigns, such as “A Day in the Life of an Online Student,” “Meet Your Ambassadors,” and more. With a strategic content plan, followers and engagement have increased.

Wellness Warriors

Curated UF resources that allowed online students to prioritize their mental and physical wellness while enrolled in courses. Completed UF Counseling and Wellness Center’s Gator-2-Gator (G2G) training. The mission of G2G is to provide University of Florida students with training in crisis response and active listening skills to support fellow students in attending to their health and well-being.

Student-Parents and Caregivers

Shared advice and tips for parenting students and messages of encouragement for fellow peers balancing school and family priorities.



ENHANCING INFRASTRUCTURE FOR COMMUNITY AND ENGAGEMENT

The UF Online Plaza and mobile app continue to serve as the primary hub of the student community in the online space and are a virtual place where students can go to meet their peers, engage with their advisors, chat with our student success staff and Student Ambassadors, and learn about happenings online and on campus. This year, we ramped up engagement in the Plaza by providing access to campus partner units: the Center for Undergraduate Research and the Career Connections Center. These partners now have direct access to connect with UF Online students where they are, instead of having their engagement opportunities missed in the flurry of emails students receive.

**Over 5,500 active student users
and 552 posts between July 1, 2021
and June 30, 2022**

Our team also restructured the functionality of the Plaza to enable students to personalize their experience and in doing so, create their own groups focused on the topics, demographics, hobbies, or interests they care most about.

"We hosted Student Parent and Caregiver Meetups to connect students that are juggling family, work, school, and everything in between, to serve as a support system for one another. We shared tips about studying with little ones and time management. I was also a student-parent as a UF Online student, and now as a UF Law student, so I understand the unique situations that we face as student parents and caregivers!"

As UF Online Student Ambassadors, we enjoy sharing tips, reminders, advice, and simply connecting with our peers to encourage one another throughout our entire student journey!"

— Aubrey Mys

ENGAGING CAMPUS PARTNERS FOR STUDENT SUCCESS

As part of our commitment to expanding access and engagement for online students, the Academic Strategies team played an important role in the design and execution of the 2022 Student Success Mini-Summit for the University of Florida, "Pathways to Achievement." This event was modified for fully online delivery to ensure UF Online students had the opportunity to engage. The Summit included student panels, interactive sessions, presentations from student groups, and a keynote by speaker Dr. Tia Brown McNair, student success expert and co-author of *Becoming A Student-Ready College*.

Our team continues to maintain a strong presence for UF Online student advocacy on a variety of university committees, including leadership searches, steering committees, and advisory committees for areas such as student success, teaching and technology, academic advising, and quality enhancement for the institution.



UF Online students also served as tutors for their peers, regardless of whether those peers were fully online or residential students. Students who completed Knack training to become tutors were paid for their time at a rate of \$12/hour of tutoring!

UPDATE: KNACK TUTORING

Over the last academic year, UF Online students enjoyed free access to online peer tutoring through Knack. While all UF students were able to access Knack for thirty-eight specific courses, UF Online students received unrestricted access at no cost.

1,468 hours

TOTAL COMPLETED HOURS

135 students

NUMBER OF UF ONLINE STUDENTS RECEIVING TUTORING

975 sessions

NUMBER OF TUTORING SESSIONS COMPLETED

5 students

NUMBER OF UF ONLINE STUDENTS SERVING AS TUTORS

In 2022, UF opened the process for initial and renewal bids for tutoring contractors. Tutor Matching Service was selected to begin serving students for the 2022–2023 academic year, and the Academic Strategies team will continue to engage with the Office of Student Success to ensure UF Online students have equitable — or better — access to tutoring services.

GIVING STUDENTS OPPORTUNITIES TO MINGLE

In addition to the many virtual lounges, game nights, and chat sessions offered by the UF Online Student Ambassadors, our team is committed to bringing students centrally hosted events, both virtual and in-person. This year, we continued the tradition of Welcome Week, which kicked off one week prior to the start of the Fall 2021 semester. Welcome Week consisted of several days of optional virtual engagement opportunities, from virtual QandA sessions to trivia nights, and culminated in a half-day event that took place in the University of Florida Reitz Union on campus as well as being streamed for remote attendees.

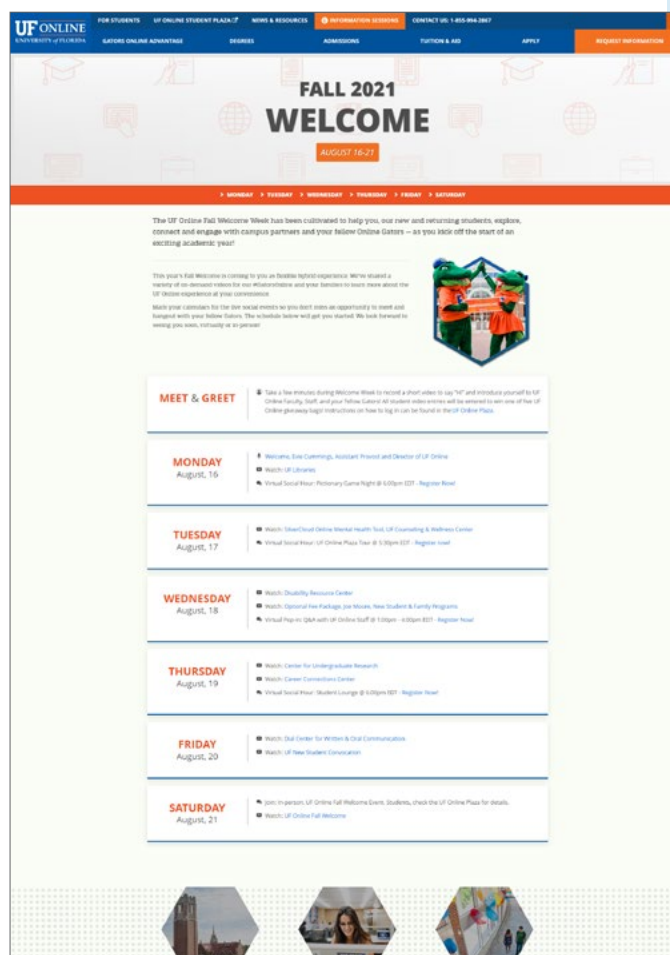


The culminating event was attended by 225 students, their families, faculty, and advisors, and gave students the opportunity to hear from and ask questions of UF Online campus resource offices such as the Counseling and Wellness Center and a panel of their own academic advisors. This event was a wonderful success, and we loved having the chance to meet with students face-to-face.

UF ONLINE CONNECTIONS EVENTS: FORGING NEW TRADITIONS

VIRTUAL GRADUATION RECOGNITION EVENT

To recognize UF Online students who meet their goals of completing a bachelor's degree, we have continued the tradition of hosting a Virtual Recognition Ceremony at the time of graduation each semester. Because we know not all fully online students are able to attend their on-campus graduation sessions, we are committed to providing them with a special ceremony they can view online with their families and friends from wherever they are located. As we design and produce the video ceremony, each graduating student has the opportunity to personalize their recognition card with photos, shoutouts, and quotes that matter to them at this pivotal moment in their life. This year, over 815 students were part of Virtual Recognition Ceremonies, and the proceedings were watched by more than 1,730 viewers!



ANNUAL UF ONLINE HOMECOMING TAILGATE ON-CAMPUS

On Saturday, October 9, UF Online hosted our annual Homecoming Tailgate, Chomp in the Swamp. While adhering to the appropriate social distancing and safety protocols, we were able to welcome students, faculty, and staff, along with their families and guests, to the UF Reitz Union Lawn to enjoy food, games, and fun activities ahead of kick-off time! The family-friendly event provided the perfect opportunity for students to connect with one another, with a few students having the chance to meet their advisors for the first time in person.

During the days leading up to the Tailgate, we also hosted the Chomp in the Swamp: Homecoming Ticket Giveaway in the UF Online Plaza. Daily questions were posted in the Plaza from September 30–October 3 to encourage students to share tips and advice with their peers. The most insightful responses to the daily questions were randomly chosen to win two UF Homecoming Game football tickets. The chosen winners were excited and shared messages of appreciation:

“Thank you so much! That’s so cool — I’m excited to see you guys this Saturday! I really appreciate your kind words and am glad that you guys enjoyed my response. I’m really excited to be a part of the UF Online community and look forward to meeting you more soon!”

“Thank you very much for this exciting news! :) Go Gators!!!”

“...thank you so much for this opportunity! Going to the game will be a well-needed break after my three exams this week.”

EXTRACURRICULARS AND EXPERIENTIAL LEARNING

In 2021–2022, UF Online provided over \$15,000 in funding for six fully online undergraduate student scholarships to drive student and faculty participation in the Center for Undergraduate Research (CUR) activities as University Scholars. These UF students conducted research with a chosen faculty mentor, published their work in academic journals, including the Journal of Undergraduate Research, and presented their work at the annual Undergraduate Research Symposium.



PAULA SANCHEZ GARZON

MENTOR

Dr. Mary Lusk

COLLEGE

College of Agricultural
and Life Sciences

RESEARCH INTERESTS

Soil and water quality and
remediation, soil microbiology,
and environmental
biogeochemistry

ACADEMIC AWARDS

UF CALS Dean’s Office
2021, University Scholars
Program 2021

ORGANIZATIONS

Wetlands Club and SCLA

MINOR

N/A

MAJOR

Environmental Management in
Agriculture and Natural Resources

HOBBIES AND INTERESTS

Hiking, playing guitar,
outdoor activities, gardening,
photography, reading
NATGEO magazines

VOLUNTEERING

Green House Facility at
Valencia College, UF/IFAS
Extension Weed Wrangle

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

RESEARCH PROJECT: THE STUDY OF ATMOSPHERIC ORGANIC NITROGEN TRANSFORMATION IN URBAN AREA AROUND TAMPA, FLORIDA

The project consists of the characterization of the molecular composition of nitrogen and bioavailability of organic nitrogen in wet deposition as it changes from the atmosphere until it is deposited in the urban coastal area watershed and changes through urban throughfall and stormwater runoff. The characterization will be determined by collecting atmospheric wet deposition, throughfall from the urban forest, and stormwater runoff from the urban area around Tampa, Florida, and linking them to the bioavailability and ecological significance of the urban coastal watershed. One of the research questions attempting to be answered is how the following organic dissolved nitrogen (AON) characteristics change along the pathway from atmospheric precipitation to throughfall to stormwater. Atmospheric N is indirectly transported to water bodies by stormwater flux and causes eutrophication. The Tampa Bay concern is that it supports many people and is prone to nitrogen pollution since AON can be used by phytoplankton and bacteria, which causes water quality degradations because of excess nutrients in water bodies.



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

The Study Abroad Program at UF is one of the four “Areas of Inclusion” for UF Online students, giving them the opportunity to enjoy various learning experiences that will complement their academic curriculum, engage with the Gator Nation, and meaningfully connect with others during their travels and beyond. Although fully online students — who are often employed — do not always have the flexibility that full-time study affords for travel, it is important that these opportunities are made available to those who do. Our team continues to encourage UF Online students to amplify their learning activities through various co-curricular programs and continues collaborating with UF Campus partners to design inclusive programming for online students.

During the 2021–2022 academic year, 62 UF Online students participated in a study abroad program in countries including China, France, Germany, Ireland, Italy, Japan, Mexico, South Africa, South Korea, Spain, Switzerland, and the United Kingdom!

This past year saw the post-COVID return of **Chemistry Bootcamps**, which were well-received by students. These two-week, in-person sessions covering CHM2045L and CHM2046L took place during the Summer and enabled students pursuing the Microbiology and Cell Sciences pre-med track, who need chemistry laboratory coursework, to get hands-on experience and learn from expert scientists in UF’s state-of-the-art research facilities. These bootcamps allow students to get the best of both worlds during their online degrees, offering one of many opportunities to visit UF’s main campus while completing experiential learning and earning needed credits.



SUPPORTING PACE STUDENTS AND FAMILIES

UF students admitted to the Pathways to Campus Enrollment (PaCE) program face a unique experience that is full of opportunity but may feel confusing initially. Because these FTIC students begin their UF studies exclusively via UF Online courses, our team dedicates significant resources to supporting their initial experience as they transition to becoming fully online students.

PaCE students are admitted into a special hybrid UF experience that begins in UF Online, after which they transition to residential enrollment when they have completed their transition requirements and reached upper-division coursework. This program began in 2015 and has enrolled over 4,000 students.

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

In preparation for PaCE Decision Day, UF Online redesigned an informational website to improve the user experience and incorporate additional information and resources, including the Demo Course Experience. We hosted two PaCE Decision Day virtual chats that were attended by a total of just over 600 admitted students and their families, during which our team, academic advisors, Student Ambassadors, and OneStop partners answered hundreds of questions about the program. Following these virtual chats, a comprehensive FAQ document was created and shared.

This year, the Center for New Student, Parent, and Family Engagement required students admitted through PaCE to attend Preview sessions exclusively on campus. To support these students and their families during Preview sessions, our team and key academic advisors worked closely on program logistics and attended all two-day Preview events during the Summer of 2022, offering PaCE-specific QandA sessions and participating on expert panels attended by PaCE families.



LISTENING TO STUDENT VOICES: THE STUDENT EXPERIENCE SURVEY

The third annual UF Online Student Experience Survey was adopted by our new Academic Strategies team and administered in late 2021 to all students who had been registered in a UF Online course within three semesters, including recent graduates. This IRB-approved survey aims to explore the experiences of students pursuing their degrees via UF Online and to learn more about who they are and what motivates them, as well as to discover not only how satisfied they are, but also what is important to them; how, when, and why they are engaging in resources and opportunities; and how UF Online can best support their success. This survey is a critical aspect of how we serve fully online students at UF: by learning where they are, we can meet them there and improve our responsiveness more every year.

The Student Experience Survey is an annual opportunity for students earning their degrees via UF Online to give our central team direct feedback that we use to create and iterate programs, communications, resources, and services and engage with students to support their needs.

This year, the questionnaire was revised to dig deeper into what students feel is important, as well as how satisfied they are with those same aspects of their academic and overall experience at UF via UF Online. Yet another important aspect of the revisions was to ensure that empathy and gratitude for students' time, attention, and thoughts were conveyed and embedded into every aspect of the questionnaire itself, acknowledging that reflecting on and sharing their personal experiences may

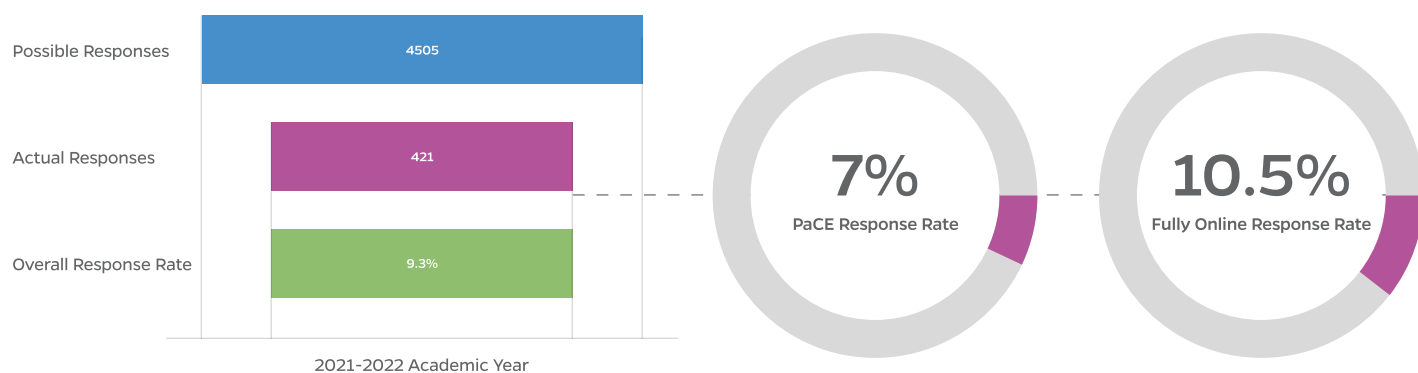
CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

itself be a meaningful activity during their time with UF Online. After completing the survey, student respondents were redirected to an optional request form through which they could be directly contacted by our team to provide one-on-one support and listen to additional feedback.

HIGHLIGHTS OF THE 2021 STUDENT EXPERIENCE SURVEY REVISIONS:

- **Reviewed existing literature** on higher education experience/engagement surveys for benchmarking, as well as literature on survey design to inform the development.
- **Repeatedly checked survey questions** for alignment with established Research Questions and to ensure responses could provide actionable insights.
- **Improved the overall flow of the survey** in terms of question topics and question type sequence.
- **Simplified language** wherever possible.
- **Improved the visual design** of the questionnaire.
- **Removed questions** for which student data was readily available, e.g., geographic location, admission status, etc.
- **Structured questions and survey flow** to provide opportunities for self-reflection.
- **Expressed care for respondents** within the question text.
- **Created a post-survey redirect** to allow students to request one-on-one conversations with UF Online staff.

STUDENT EXPERIENCE SURVEY SECTION — DATA

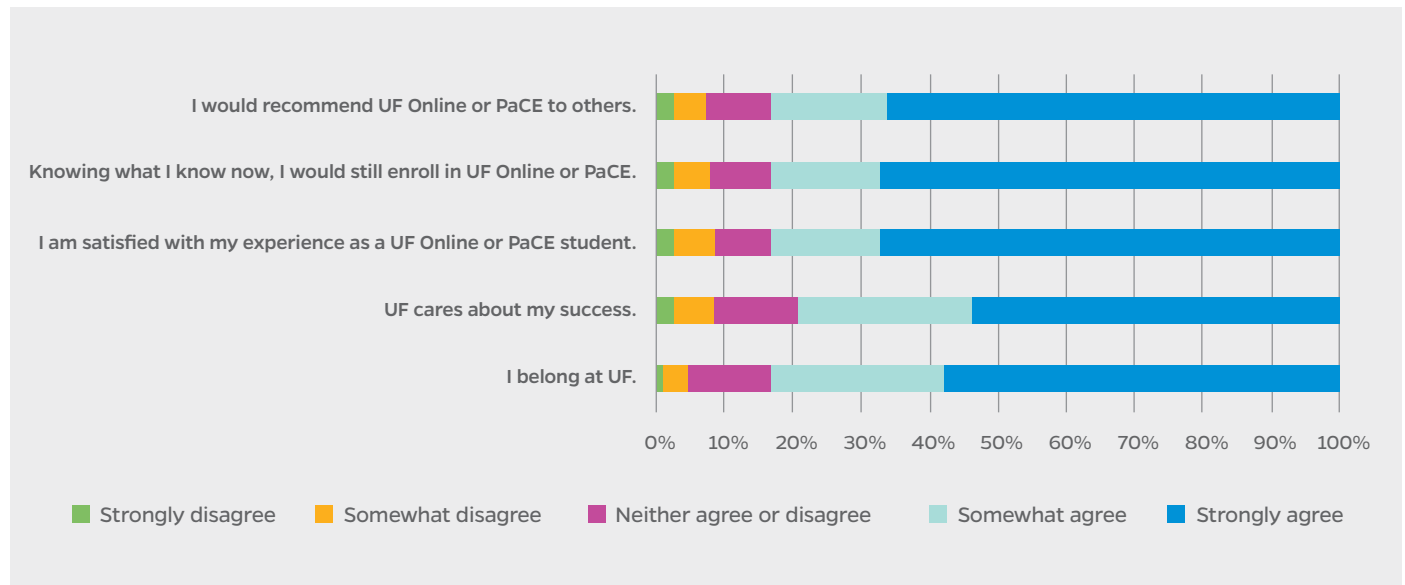


- Respondents included 13 non-enrolled students, including 6 who are “planning to return” and 5 who have graduated.
- Why a lower response rate? Probably because the survey launch timing overlapped with the end-of-year holidays. Implementation of text reminders seemed to create small spikes in responses. Next year the survey will be launched in mid-January to give new admits more time to have experience before they respond.

KEY TAKEAWAYS

Satisfaction and Belonging

- 68% said UF Online is “better” than previously attended fully online college or university programs.
- 80% are satisfied with the quality of UF Online courses.



Numbers

	I belong at UF.	UF cares about my success.	I am satisfied with my experience as a UF Online or PaCE student.	Knowing what I know now, I would still enroll in UF Online or PaCE.	I would recommend UF Online or PaCE to others.
<i>Disagree</i>	5%	8%	9%	8%	7%
<i>Neutral</i>	12%	13%	8%	9%	10%
<i>Agree</i>	83%	79%	84%	84%	83%

First Generation

- 32.7% of respondents selected they are first-generation students
 - 12% PaCE*
 - 39% fully online*

Caregivers

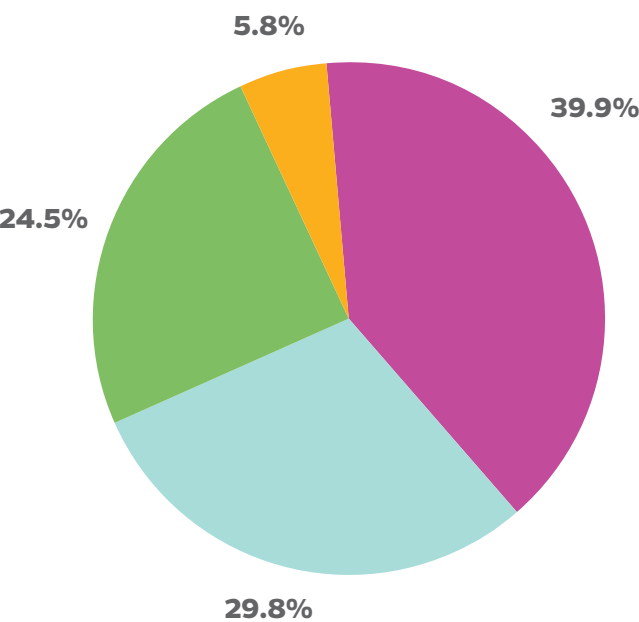
- 118 respondents self-identified with one or more categories of caregiving, 29%

*This is lower than 2020's 33% and 51%, respectively.

Employment

66% of respondents are working at least part-time, with a whopping 40% reporting full-time work status.

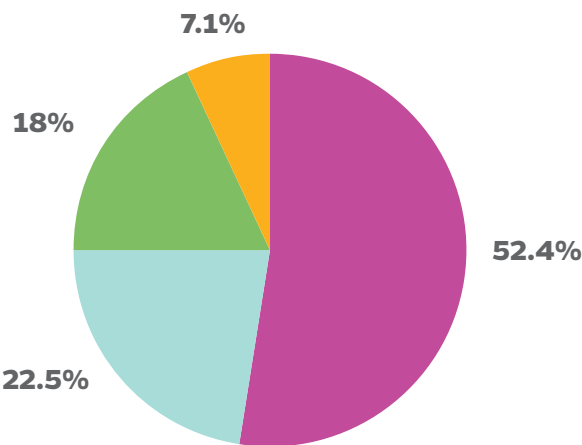
- ➔ Overall FT: 40%
- ➔ Overall PT: 24%
- ➔ Overall Unemployed: 30%
- ➔ Overall Unemployed but Full-Time Caregivers: 6%



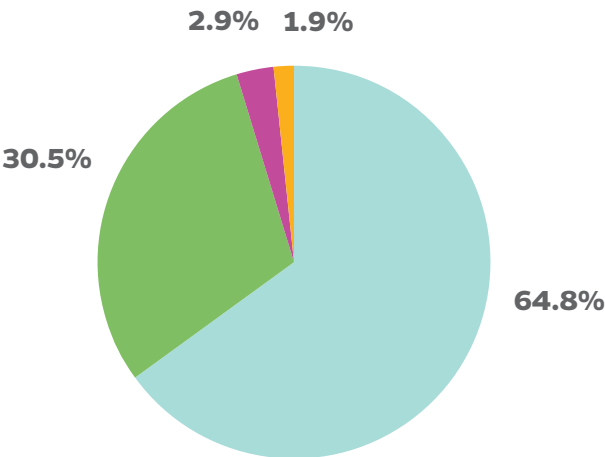
Which of these best describes your current work situation?

- Working full-time (40+ hours per week)
- Working part-time (less than 40 hours per week)
- Not currently employed
- Not currently employed, but full-time caregiver to dependent(s)

DETAIL: FULLY ONLINE



DETAIL: PaCE



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

FUTURE EDUCATION PLANS

62% of responses to the question, “In addition to your bachelor’s, are there additional degrees or credentials you plan to pursue?” indicated UF Online and PaCE students’ intent to obtain a masters, doctorate, law, or medical degree.

INTERESTING TAKEAWAYS

Academic Advisors For the Win

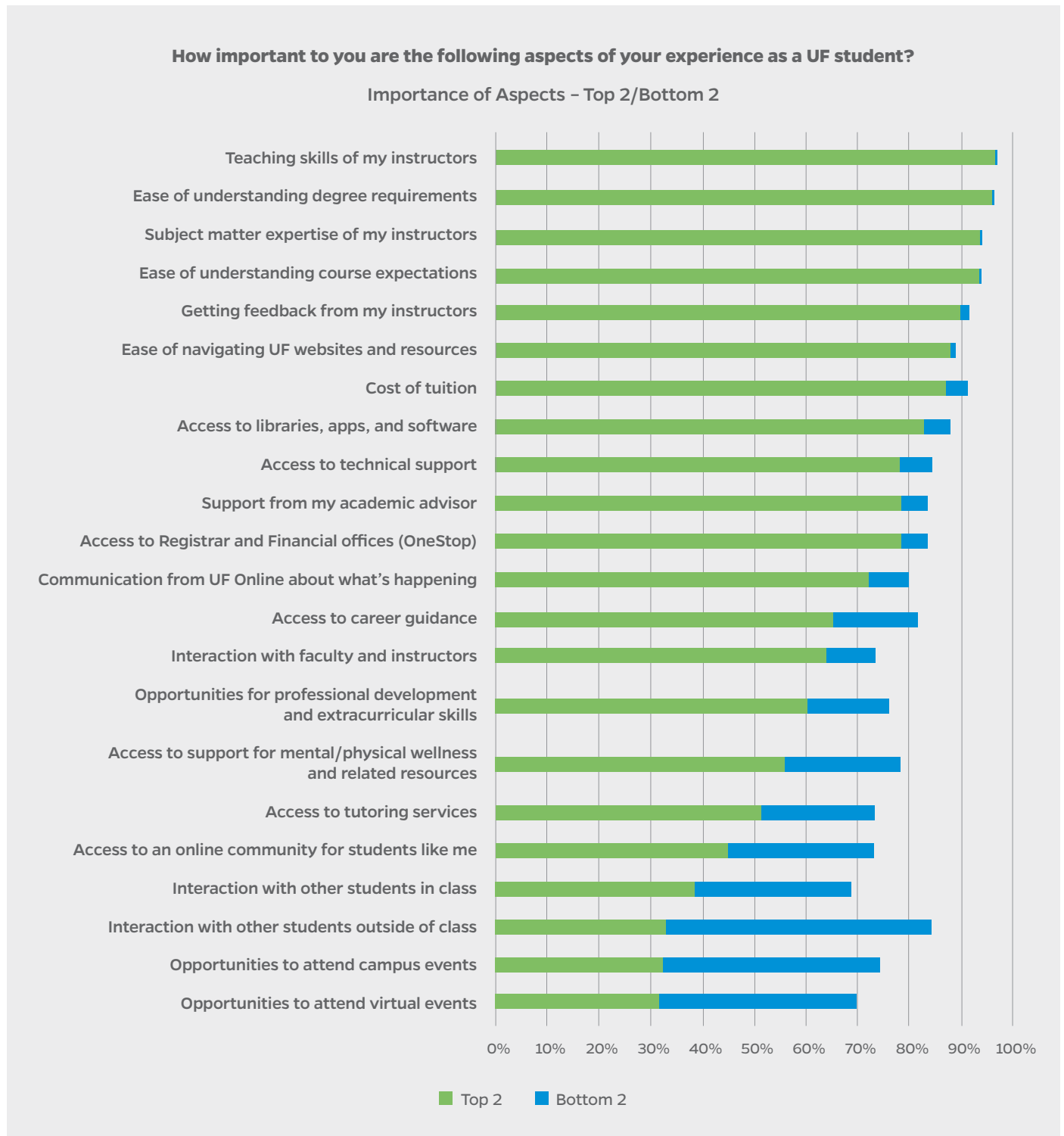
Over 90% of students reported being in touch with their advisors at least once each semester, and rate them very highly on all measures assessed in the 2021-2022 Student Experience Survey.

HOW DO YOU RATE YOUR ACADEMIC ADVISOR ON THE FOLLOWING?

Response time	88%
Ability to resolve issues	93%
Clear communication	92%
Willingness to help	95%



What Matters Most to Students



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

EVIDENCE-BASED DECISION MAKING FOR UF ONLINE

The data we received from the Student Experience Survey in 2021 identified several areas in which the gap between student ratings of importance and satisfaction was greatest. The top 5 areas for improvement were:

#1	Cost of tuition	#4	Teaching skills of my instructors
#2	Getting feedback from my instructors	#5	Access to support for mental/physical wellness and related resources
#3	Access to career guidance		

Additionally, we learned that students' needs are being met relative to opportunities to engage with each other, with their instructors, and with the campus community.

VIRTUAL ENGAGEMENT

Students were asked whether they had participated in a variety of virtual opportunities during the past year. The top three selected choices on this question overall are shown below.

<i>In the past year, have you participated in any of the following activities through a virtual opportunity at UF? Please select all that apply.</i>	
Explored your career options or worked on your resume	30
Learned something that changed the way you think about an issue or concept	16
Made a friend at UF	13

Some differences in subgroups were notable. For example, PaCE students were more likely to report having made friends and joined or continued membership in a student organization; and fully online students were more likely to report having learned something that changed the way they think.

ENGAGING WITH OPPORTUNITIES

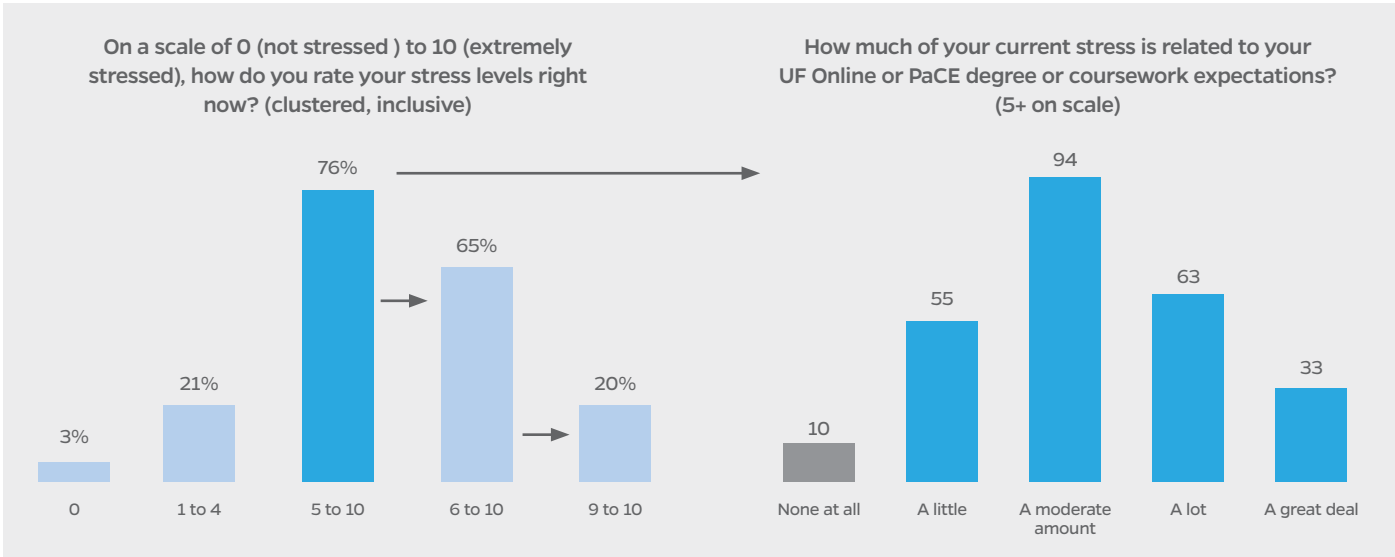
Nearly 50% of fully online respondents indicated they plan to participate in a study abroad, experiential learning, research, or face-to-face experience during their bachelor's degree.

MILITARY AFFILIATIONS

39 respondents self-identified with one or more categories of military affiliation: 9%.

STUDENT STRESS LEVELS

For the first time, we asked students about their stress levels, challenges, and where they find support. We learned that 65% of respondents reported their stress levels at 6 or more on a scale of 0 (no stress) to 10 (extremely stressed), and 75% of these respondents indicated that their stress was at least “moderately” related to coursework expectations. This suggests students may not be prepared for their academic workloads at the University of Florida and has led our team to begin focusing on the development of online learning readiness and preparation resources.



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

DIVERSITY

Students were able to choose multiple categories of identification that they felt applied to them, as depicted in the chart below. Note that these were not mutually exclusive answers.

<i>Please choose as many of the following terms that you feel apply to you:</i>	
Transfer student	203
Working professional	161
Non-traditional student	146
First-generation student (parent(s) did not earn college degree)	138
PaCE student	100
First time in college (FTIC)	87
Working parent	86
Caregiver (children, elderly, or other dependents)	79
Traditional student	51
LGBTQ+	49
BIPOC (Black, Indigenous, or Person of Color)	47
Underrepresented	42
Post-baccalaureate student	35
Person with disability(ies)	33
Employer-sponsored	24
Military spouse or dependent	18
Veteran or retired military	14
Active duty military	9
Reserves (military)	3
Current athlete (UF or professional)	7
Former athlete (UF or professional)	3
International student	1

WHAT'S THE BEST PART OF YOUR EXPERIENCE SO FAR?

"I found PaCE to be an easier transition for me as I began my life in Gainesville and figured that the online aspect could alleviate some of the possible health concerns surrounding the spread of COVID for the time being. Overall, PaCE served as an intermediate step towards fully bearing the expectations and pressures of college classes — an invaluable step for me in facing the unknown."

"I love the flexibility of being a PaCE student with asynchronous classes. It allows me to modify my work weeks if needed, which I love."

"UF is a great school, and the quality of education I am receiving is better than the other schools I applied to."

"I'm an older student with a full-time job, and as a single mother with two boys, attending a traditional school was not in the cards. UF has an amazing reputation for top-notch learning."

"I am fulfilling a lifelong dream of being a Gator at age 44 and attending UF at the same time as my son."

"Being an online student has allowed me to get a lot of practical field experience and do what I love, all while learning a ton of quality information (without being under the constraints of a schedule)."

"The amazing opportunities the university has offered me with great instructors and the quality of the education I have gained in just my first semester."

"The instructors I have met, and the friends I have made."

"I feel challenged academically, so I know I am learning."

"I feel accepted as a student, not just as a UF Online student but as a Florida Gator. I'm proud to be in this program, and I am looking forward to graduating with two bachelor's degrees."



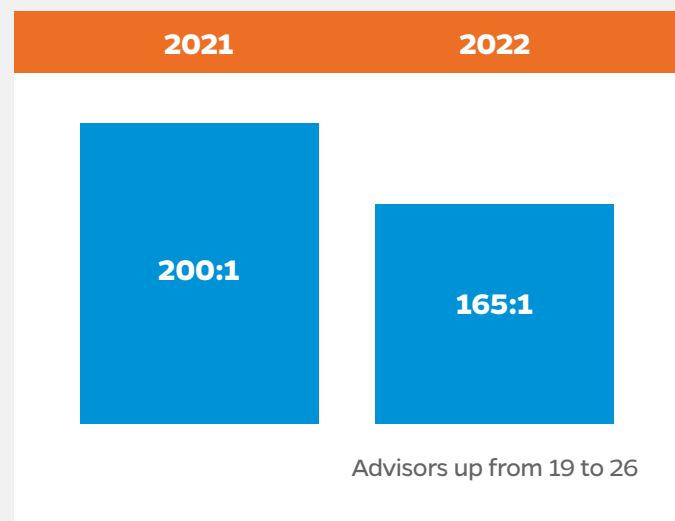
CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

SURGE IN FUNDING AND IMPACT: UF ONLINE ACADEMIC ADVISING INITIATIVE

Continuing the momentum of previous years, UF Online has funded seven additional academic advisors across UF colleges and departments, bringing our total number of academic advisors to 26 and the ratio of students to advisors to 165:1 in 2021–2022. By staying committed to reducing this ratio over time, advisors are better able to build connections and provide individual students with personalized support.

Beyond providing support for hiring additional academic advisors, **UF Online committed to raising the base salary of all advisors, both new and continuing**, to recognize their value and efforts in supporting fully online students.

Progress in Hiring More Academic Advisor and Lowering Case Loads: More Personalized Engagement with UF Online Students



"I love working in UF Online and the Fire and Emergency Services program because we are able to help working professionals achieve their educational dreams, advance their careers, and become a part of a top-ranked university. UF Online helps us to access quality students that could not attend a traditional campus program. I am extremely proud of this #1 ranking, and it is great to be a Florida Gator!"

Keith Collins, UF Online Advisor, College of Design, Construction and Planning



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

In Fiscal Year 2022, UF Online invested \$1,605,718 in academic advisor salaries and payments, plus an additional \$593,609 in student success salaries and expenses. This is the largest advising investment in the program's history and a testament to the importance of academic advising and student success for UF Online.

While academic advising is at the heart of their roles, we know advisors are called to support students in ways that often go beyond courses and degree requirements, and this is possible through our efforts at maintaining a low student-

to-advisor ratio. In order to enable academic advisors to meet their students wherever they are — academically or otherwise — UF Online sponsored academic advisors to attend a 2-day virtual coaching program. This program was focused on acquiring coaching skills for supporting students, and the participants shared their learnings with those who could not attend in a meeting of our Advising Circle. We continue to work with the newly formed UF Office of Student Success and the University Advising Council to facilitate training and professional growth among our advising network.

THE UF ONLINE ADVISING CIRCLE

The UF Online Academic Strategies team facilitates regular connection with academic advisors through our community, the Advising Circle. Through meetings and our digital team, this community engages in the 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, sponsored professional development, and more. Through our central team's connections with campus partners, this engagement enables academic advisors to have a stronger voice in leadership decisions, ensuring online student needs are served at both personal and institutional levels.

UF COLLEGES LEAD THE WAY IN DEPLOYING EXCELLENT ADVISING MODELS FOR ONLINE STUDENTS: SPOTLIGHT ON THE UF COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS) UF ONLINE ADVISING UNIT

The CLAS advising team for UF Online includes a director, an academic assistant, and six full-time academic advisors. The director and advisors hold non-tenure track faculty positions, and during the last year, three of the advisors submitted packets seeking promotion from Assistants In to Associates In. The main responsibility of the team is to advise current and newly admitted UF Online students who are majoring in CLAS, including all exploratory PaCE students. Our advising process includes building relationships with students, constructing semester-by-semester graduation plans, referrals to appropriate support services, and success coaching. We maintain high professional standards, and in addition to providing academic advising needs to our students, we also provide valuable service to the University of Florida and to the overall advising profession.

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

Team members provided service and leadership to the university in the previous year by holding the following positions or working on the following committees:

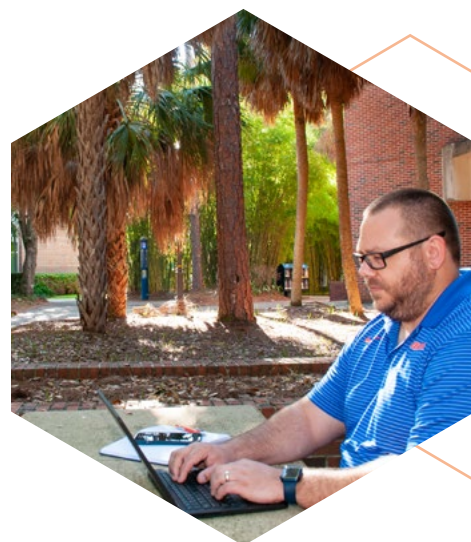
- Student Success Coaching
- Student Conduct and Conflict Resolution Committee
- University Advising Council (UAC), holding positions as Members and Chairs on steering committee and subcommittees
- UF Director of Advising Search Committee
- Career Influencer Award Review Committee
- UF Advisor of the Year Award Review Committee
- UF Assistant Provost of Student Success Search Committee
- UF Recruitment Coordinating Committee
- Commencement Marshals

In addition to this service, in 2021–2022, team members were involved with the following professional development activities:

- NACADA Professional Advisor of the Year, Certificate of Merit recipient
- Reviewer for NACADA, The New Advisor Guidebook
- Accepted for poster session for 2022 NACADA Annual Conference, titled “You Can Build Bridges, Too! How to Run a Successful Advising Conference at Your Institution”
- Accepted presentation for 2022 USDLA Conference, “PaCE: Your Ticket on the Distance Learning Train”
- NACADA Annual Conference Proposal reviewer, Spring 2022
- NACADA Distance Advising for Online Education Advising Community member
- Co-presented “Rethinking the Humanities Curriculum with the Intersections Scholars Program” at the Conference on General Education, Pedagogy, and Assessment, American Association of Colleges and Universities in San Diego, CA

MEETING STUDENTS WHERE THEY ARE: THE UF ONLINE ONESTOP TEAM

The UF Online Enrollment Services team supports the UF Online OneStop Student Services Center, ensuring busy online students worldwide have a clear, consistent, and adept team ready should they need assistance in engaging the university on tuition, fees, enrollment, and so much more.



GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING AND RECRUITMENT

REFRESHING THE UF ONLINE BRAND

In 2021, the UF Online Strategic Communications and Marketing team, in partnership with a creative marketing agency, undertook a brand refresh to update our public-facing visuals and messaging to better communicate the UF Online program and values but also better align with student and prospective student needs and expectations, all while conforming to the newly updated overarching University of Florida brand guidelines. UF Online engaged extensively with counterparts across the university and with key stakeholders to ensure the UF Online voice and look was right for right now. With an updated data set of positioning ideas and also the very latest sense from stakeholders about how they perceive UF Online and online learning in general (following the emergency COVID response phase), the UF Online Strategic Communications team revamped our messaging, visuals, and positioning. The outcome is updated graphics and messaging that establish UF Online as the place at UF for online Gators.

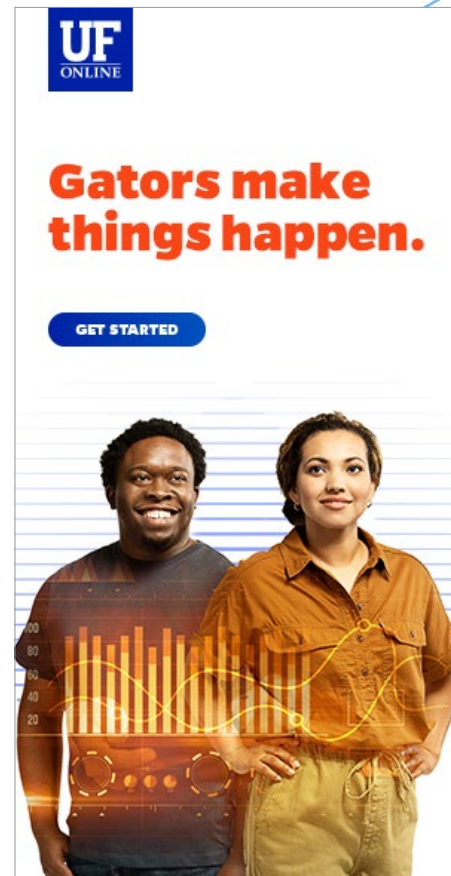
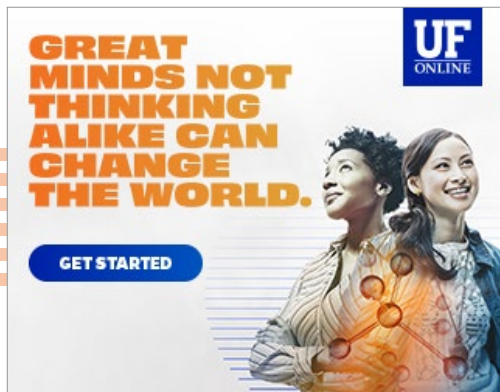
The refreshed brand personality for UF Online can be summarized with these descriptor words from our framework:

LOOKS → ***Bold. Distinctive. Vibrant.***

FEELS → ***Innovative. Inclusive. Uplifting.***

ACTS → ***Collaborative. Human. Supportive.***

DIGITAL DISPLAY



EXPANDING OUR STRATEGIC COMMUNICATIONS TEAM TO TELL OUR STORY

In support of this refocus of our brand, there have been several hires to the team, including two writers and a social media producer, all designed to tell the story using language, topics, and media that convey our brand and engage prospective students with helpful information and an approachable personality. This investment of resources in people helps prospective students and potential partners choose UF Online as the premier source for online bachelor's degrees.

SHIFTS IN STRATEGY: GREATER USE OF SOCIAL

Going forward, we will be putting more emphasis on social media, both organic and paid. With our new Social Media Producer, we've developed a social media strategy that adds more personality to our UF Online social channels. We will implement more awareness tactics like "Did you know" facts and highlight UF Online course design and how UF Online is truly a campus-wide commitment through our #IamUFOnline campaign. Our social channels will have less emphasis on UF Online promotion, such as daily virtual information session promotion, and instead, minimize these posts to 2-3 times a month.

Through our new strategy, we have targeted specific content for each channel based on the audience. For example, announcement, thought-leadership, and business-leadership-related posts are posted on LinkedIn, since that content is more likely to get engagement with the audience on that platform. We have started to implement the new voice, tone, and branding from our brand redo into our social channels, including updated social graphics to match this style.

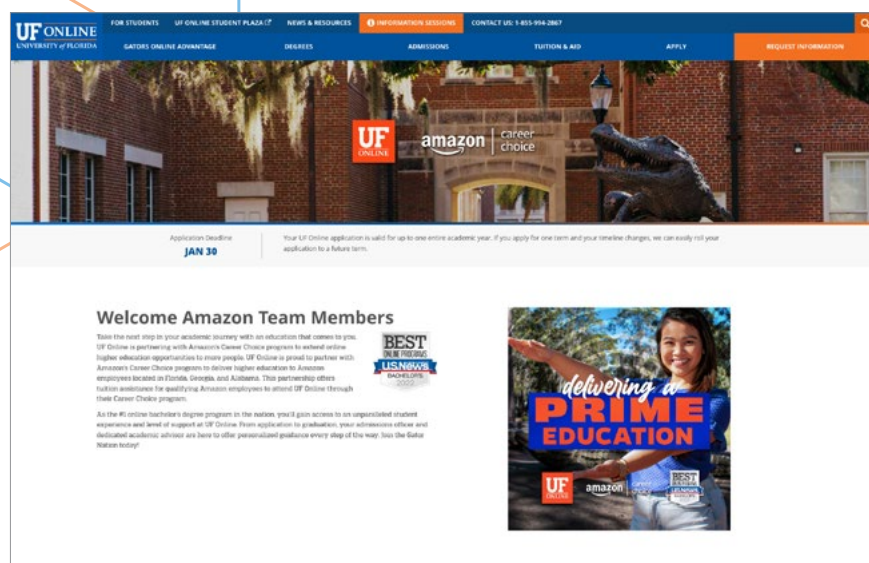
A goal for social this year was to utilize and create more video content, including student/alumni testimonials or faculty and staff highlights, unique learning experience highlights, and events. Video content serves as part of both organic and paid strategies to benefit current students, or for general awareness, and is a productive driver of web traffic.



RAISING AWARENESS THROUGH STRATEGIC PARTNERSHIPS

EMPLOYER PATHWAYS

In Fiscal Year 2021–2022, **UF Online implemented a new approach to partnering with employers, associations, and organizations supporting workers and members with tuition assistance programs in order to expand opportunities for students at all stages of life and career.** UF Online terminated a contract with Guild Education in the fall of 2021 and built an internal Strategic Partnerships Unit. UF Online continues to serve Guild students admitted during the teach-out phase of the partnership. The first Assistant Director for Strategic Partnerships was hired in June 2022 to create a strategy for cultivating employer partnerships and expanding Gator Pathways relationships. During the transition, the UF Online central team laid the foundation for bringing partnership management in-house and continued to pursue major partnerships, including an opportunity to team up with Amazon through the company's Career Choice Program. Following a competitive RFP process, UF Online was selected as an educational partner for Amazon's Florida, Georgia, and Alabama workforce. Qualifying Amazon team members are now eligible via Amazon Career Choice to have their UF Online tuition and fees directly covered by their employer as they earn one of 25 bachelor's degrees. As part of Gator Pathways, this opportunity aligns with UF Online's commitment to eliminate barriers for Florida workers who deserve every opportunity to earn an exceptional education degree from their home state's flagship university.



CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

The UF Online central team also piloted a part-time Athletic Partnerships Liaison role in July 2021 to explore partnerships with sports teams and athletics organizations. Vital liaison impacts during this one-year pilot included three main areas. First, the liaison was adept at providing dedicated and personalized assistance to athletes studying at Florida state colleges in preparation for transfer to UF Online.

Next, the liaison explored tailored outreach, including presentations to Florida sports teams, national professional leagues and associations, and individual professional athletes to raise awareness about UF Online as a welcoming and excellent program for students eager to complete a degree. And finally, this liaison pilot included the development of outreach materials tailored to athletes and player development coordinators. It was determined that the focus exclusively on athletic partnerships was to continue as part of a new Partnerships team led by a new Assistant Director.

Onboarded in June 2022, the new UF Online Assistant Director for Strategic Partnerships will focus the first year on establishing this new unit at the University of Florida and on maturing our in-house partnership operations, cultivation, communication, and engagement. Furthermore, the Assistant Director will focus intentionally on partnerships within the State University and State College System with a focus on growing the Gator Pathways College Network to include additional State College partners across Florida.

The unit also outlined partnership dimensions, from networking-type connections with local associations to formalized agreements with corporate partners. Recognizing that the one-size-fits-all approach is antithetical to UF Online, the unit will personalize an approach to each potential partner as much as possible while streamlining our efforts using teamwork and technology. In less than a decade, UF Online has established itself as a premier online bachelor's program by building dynamic in-house teams, encouraging faculty innovation, and anticipating students' needs. By applying that same flexible, creative nature to our partnerships, we will develop new relationships to spread the word about UF Online and change more students' lives with an affordable, quality education.



GOAL 5: SMART GROWTH AND DATA-DRIVEN OPERATIONS

As noted in our business plan, the development of our core analytic capacity was vital for our continued success, strategic investments, and continued efficient operations. UF Online understands that data and information are important strategic resources for any program, but especially a growing online undergraduate program with few peers in terms of tuition pricing, faculty effort, and reputation. As our program continues to mature and grow, we are also continually improving our business intelligence, financial modeling, and demand and seat forecasting (by major, by course, semester by semester). Our efforts in this space are directed at ensuring smart growth and data-informed decisions to ultimately ensure that UF faculty and students have the very best teaching and learning experiences. With precise planning, UF Online can mobilize support teams, revisit strategies, and allocate resources to the highest priority and highest return activities, ultimately driving the accomplishment of our five goals. Our results for students are always at the forefront as we implement our business plan, and we will continue to make wise investments and do so as part of a large, traditional, land-grant research university.

To continue supporting this goal, UF Online has continued to expand awareness and utilization of the UF Online Operations Hub, a central expert unit on-campus for use by the UF colleges in their pursuit of online learning and student support excellence. The Operations Hub is focused on ensuring the efficient, effective, and strategic operations of the university's UF Online mission, including providing colleges with support in all areas of data and analytics, finance and accounting, strategic communications, and strategic partnerships (new and ongoing), all fueled by the UF Online adept data team that brings vital Information Management (IM) and Information Technology (IT) solutions to serve

college administration in their online programs' (including their work to drive UF Online student success locally in their college) best. This hub, led by UF Online's Chief Operating Officer, drives the progress of UF Online through strategic analytics, communications partnerships, and the continual provision of business acumen. This unit also works to ensure adherence to all applicable operational policies and regulations, including sound financial practices and services, to drive UF excellence in this critical area of UF's overall access mission. Specifically, the mission of the UF Online Operations Hub is to serve as the cross-functional beating heart of UF Online Services for UF leadership, organizations, colleges, and faculty. The unit operates as a business support function for campus partners, providing tools and resources to facilitate the strategic in-unit operation of UF Online functions.

Funding model as a management tool:

UF Online introduced Funding Model 4.1 in July 2021. The funding model built upon previous iterations while providing additional funding opportunities for key investment areas at departments and colleges, such as expanding UF Online course capacity, purchasing academic tools, hiring additional academic advisors, and hiring department coordinators and instructional designers. In addition, different tiers for course production refresh efforts were also introduced.

THE DATA ANALYTICS TEAM

The Operation Hub's Data and Analytics team focuses on the collection and reporting of key metrics, assisting both the central UF Online administrative team and college stakeholders where needed. By democratizing access to data and providing self-service reporting utilizing business intelligence tools like Tableau, end users can obtain knowledge on academic, financial, and marketing metrics deemed important to fulfilling our mission.

CHAPTER 2: OUR RESULTS THIS YEAR. CONTINUED MOMENTUM.

Utilization of Tableau was significantly increased in AY21–22 to provide enhanced intelligence tools regarding the current state of enrollment and admission cycles. Point-in-time visualization tools were launched in the Fall of 2021 to provide health indicators of current enrollment/admission cycles using historical comparisons tailored to the number of days prior to the end of the cycle. Additionally, prospective lead data was added to the Tableau visualization set to better support the identification of life cycle trends throughout the lead-to-enrolled student journey.

Salesforce is another key component in the day-to-day operations of UF Online and is managed by members of the Data and Analytics team. This CRM (Customer Relationship Management) software platform is used in a variety of ways, including lead generation, the recruitment of new applicants, strategic communications, and reporting. Through marketing automation, interested applicants are able to request information, get in touch with recruiters, and receive necessary communications regarding our programs via strategic email outreach. Salesforce infrastructure also underpins the UF Online Plaza, our virtual community hub visited by our 5,000 students but also open to UF faculty and staff. The maintenance of and continual improvement of the UF Online Plaza are also driven by Salesforce analytics.

The Data and Analytics team has provided and continues to provide headcount and course seat need forecasts to colleges. This important service allows colleges to better plan for growth and to ensure that needed courses are available to UF Online students in their academic journeys. This past year, financial projections were linked to the enrollment forecasts to provide a clearer financial picture of future funding transfers to academic units.

→ **The Financial Management Tactical Forum:**

The UF Online Financial Management Tactical Forum met in October 2021. Financial representatives from the colleges had the opportunity to meet new managers at UF Online, receive a briefing on the state of the program, review Carryforward amounts at the colleges, and plan for additional funding opportunities from the UF Online central team. UF Online holds these meetings in high esteem and appreciates candid conversations with the colleges.



CHAPTER 3: UF ONLINE BY THE NUMBERS

As noted in our 2019–2024 Business Plan, key metrics serve as indicators of vital interest to the university and the state of Florida, given our dedicated appropriations. In this chapter, we distill down some of those numbers into a convenient section for review: most importantly financials, headcount, and trends in our student population, but also in graduations.

In FY22, UF Online balanced our growing sources of revenue with continuously investing in the areas that have made us the premier online baccalaureate program in the nation. Following the core elements of the UF Online Comprehensive Business Plan 2019–2024, we strategically invested additional resources in UF’s academic core value for our online student population via course production teams, course teaching/delivery, and our assigned academic advising model, all while supporting increased enrollment of in-state, out-of-state, and international students. Below, we present a healthy and efficient financial overview demonstrating our strategic use of revenue to guide our continued expansion.

48% ↑

INCREASE IN OUT-OF-STATE TUITION REVENUE

UF Online experienced a dramatic 48% increase in out-of-state tuition collection, now accounting for 32% of total tuition revenue collected. The additional revenue has allowed us to continue significant investments in academic advising and with a 30% increase YoY. The UF Online central office also onboarded a new Strategic Partnership unit and hired several new student services staff. Additionally, UF Online paid an overhead assessment that was 39% greater than the FY21 payment.

A modest increase of 5% in marketing expenditures covered costs for new staff positions as well as two considerable undertakings: the rebranding project and the revamped website. A slight decrease in third-party vendors will continue in future years as UF Online has now terminated its contract with Guild Education and instead will focus on the return of the new Strategic Partnership in-house.

ONLY 37%

OF NEW UF ONLINE GRADUATES HAD LOANS

This year, we are proud to report that UF Online’s affordable tuition model contributed to even further reduced borrowing for our students. In 2021–2022, only 37% of new UF Online graduates had student loans, and the average balance for those who borrowed was \$16,925. The most recent national average student debt, according to The Institute for College Access and Success, was \$28,950 in 2019.

42% ↑

INCREASE IN OPTIONAL FEE REVENUE

Lastly, as the campus fully reopened in 2021–2022 and student activities resumed, the Optional Fee package saw an increase of 42% over the previous year. Students who were uncomfortable attending events could still opt out and not pay these fees.

CHAPTER 3: UF ONLINE BY THE NUMBERS

The financial breakout below depicts the major components of the UF Online financial model: revenue, expenses, and student fee revenues. Going forward, we will continue to exercise sound financial management to serve more students with a preeminent online academic program supported by a vibrant learning community.

	FY21	FY22
Total Revenue	\$18,726,357	\$21,464,201
Total Expenses	\$20,621,897	\$22,997,797
Total Fee Revenue for UF	\$3,008,462	\$3,828,353

REVENUE	FY21	FY22
<i>In-State Tuition</i>	\$10,000,274	\$11,014,170
<i>Out-of-State Tuition</i>	\$3,490,872	\$5,153,380
Total Tuition	\$13,491,146	\$16,167,550
<i>State Allocation</i>	\$5,235,211	\$5,296,651
Total Revenue	\$18,726,357	\$21,464,201

EXPENSES	FY21	FY22
<i>Delivery Payments</i>	\$9,326,418	\$9,282,934
<i>Advising Payments</i>	\$840,556	\$1,605,718
<i>Course Production</i>	\$1,268,000	\$1,652,727
<i>Enrollment Services</i>	\$1,294,151	\$1,221,228
<i>Direct Administration</i>	\$616,098	\$654,623
<i>Marketing</i>	\$4,603,860	\$4,836,413
<i>Operations</i>	\$459,311	\$796,928
<i>Proctoring</i>	\$135,220	\$88,140
<i>Student Services</i>	\$355,582	\$593,609
<i>UF Overhead</i>	\$1,504,158	\$2,084,572
<i>Third-Party Vendors</i>	\$218,543	\$180,904
Total Expenses	\$20,621,897	\$22,997,797

REQUIRED FEES	FY21	FY22
<i>Capital Improvement Fee</i>	\$654,010	\$750,038
<i>Financial Aid Fee</i>	\$837,455	\$1,064,141
<i>Technology Fee</i>	\$507,834	\$582,214
Total Required Fees	\$1,999,299	\$2,396,394

OPTIONAL FEES	FY21	FY22
<i>Activities and Service Fee</i>	\$418,465	\$590,896
<i>Transportation Fee</i>	\$205,864	\$292,586
<i>Athletic Fee</i>	\$40,859	\$58,839
<i>Health Fee</i>	\$343,975	\$489,638
Total Optional Fees	\$1,009,163	\$1,431,959

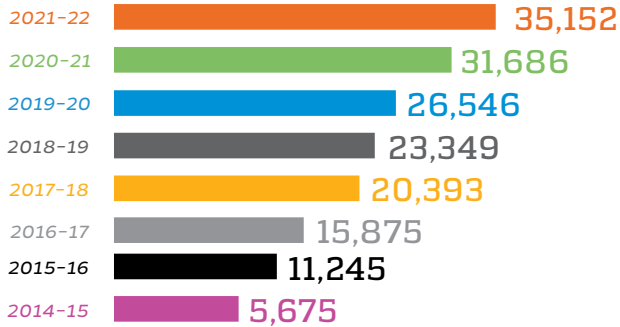
Total Fees	\$3,008,462	\$3,828,353
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CHAPTER 3: UF ONLINE BY THE NUMBERS

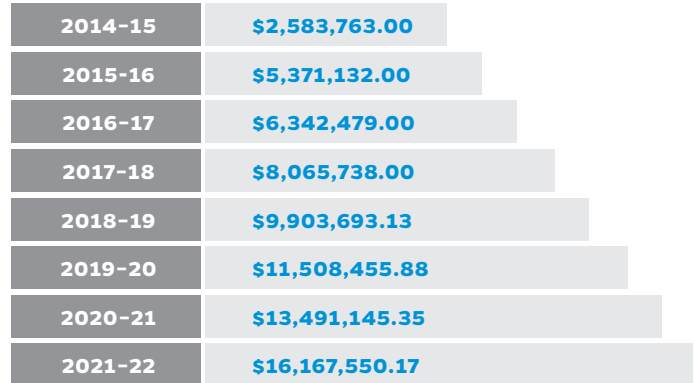
SECTION ENROLLMENTS BY UF ONLINE STUDENTS

*Academic years are grouped by leading Summer/Fall/Spring semesters.



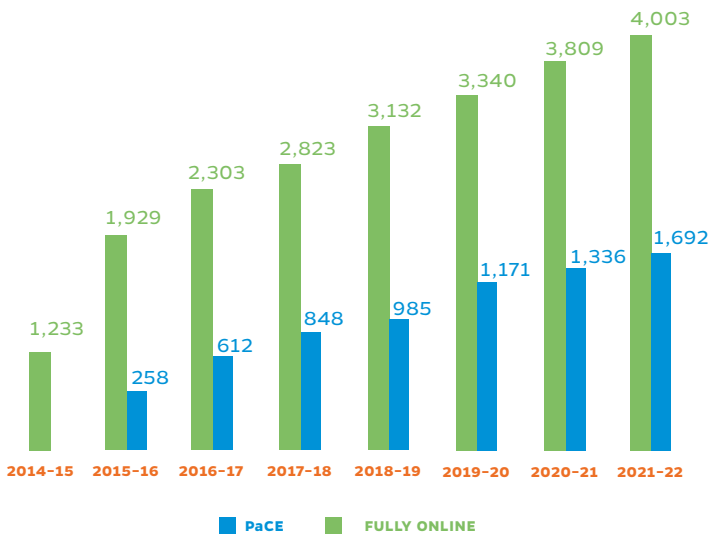
TUITION REVENUES

FISCAL YEAR TUITION COLLECTED



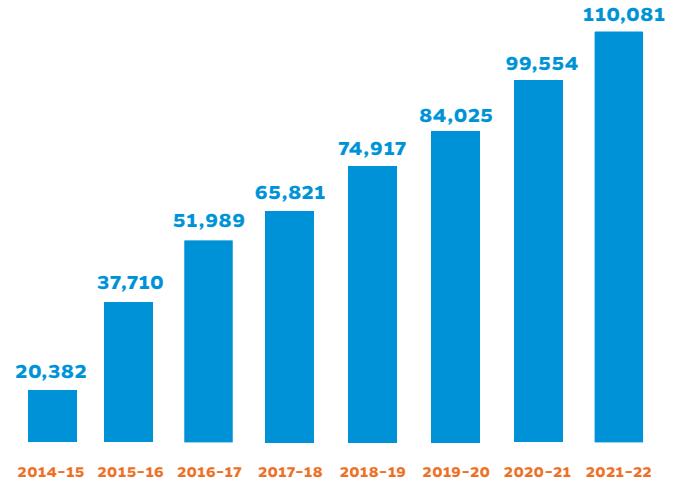
UF ONLINE HEADCOUNT BY ACADEMIC YEAR

*Academic years are grouped by leading Summer/Fall/Spring semesters.



CREDIT HOURS ENROLLED BY UF ONLINE STUDENTS

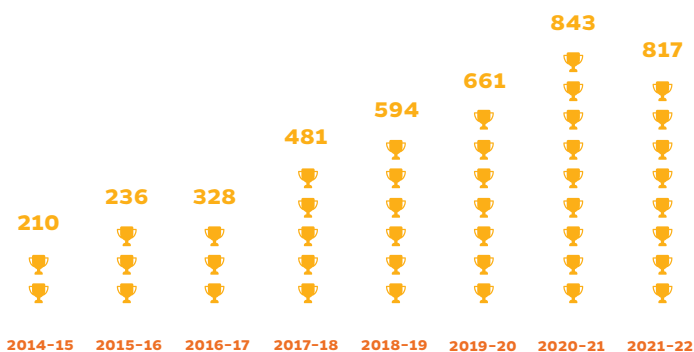
*Academic years are grouped by leading Summer/Fall/Spring semesters.



OF UF ONLINE STUDENTS AWARDED A BACHELOR'S DEGREE

*Academic years are grouped by leading Summer/Fall/Spring semesters.

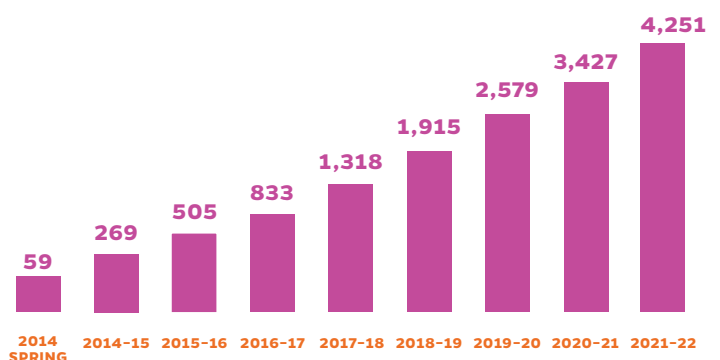
**Source: IPEDS Completions



RUNNING TOTAL OF DEGREES AWARDED

*Academic years are grouped by leading Summer/Fall/Spring semesters.

**Source: IPEDS Completions



LOOKING AHEAD: CHALLENGES AND OPPORTUNITIES

The University of Florida remains committed to complete and equitable access to all of the benefits of a UF college degree by providing a unique set of high-quality pathways. Whether students enroll in our Gainesville campus-based programs, one or more of UF Online's programs, or opt to achieve their degree in a hybrid, blended set of formats, the modern University of Florida has arrived. Plus, this year, we celebrate a milestone in graduations via UF Online. The Gators who have done the work and have earned their University of Florida bachelor's degree via UF Online now exceed 4,000! Yes, we are thrilled to have had some role in ensuring that these astounding 4,000 students were given their chance to earn a University of Florida degree! This university and our community are better for it.

But there's so much more to do! Let our next chapter begin. We face several challenges but also opportunities as I look to the future of this great university and UF Online specifically. I'll touch on just a few. First, we must work to ensure that our programs are easy to find for busy adults, that our application is straightforward to complete, and that these applicants get admission decisions from us in less than four weeks so that they may begin their academic endeavors with us. There's a lack of consistent terminology and deadlines across the higher ed space for different online credentials, so be as clear as we can about what this great university offers is tantamount for our next year. We cannot rest on our laurels expecting students to wait months for a decision from us. Improving our turnaround time for admissions decisions is vital if we are to attract students across the state, who may otherwise be lured by 24-hour to 72-hour turnaround admissions decisions from predatory online, for-profit schools. More work is needed to educate and engage others on what lifelong learning models look like, including our counterparts in the federal government, on the nuances and important differentiating factors between a great online program and a not-too-great one. And similarly, helping students, including the millions of adult learners across the state of Florida and beyond, with some college credit but no

degree, shop wisely for an online program that will best serve their needs and not put them into debt. **We can work tirelessly on achieving our goals as a program, but if we remain confusing to adult learners or if we are slow to respond, we will lose that window of opportunity to serve adult learners with our programs.** Finally, competition across the state of Florida, given demographic shifts nationally, will only increase as all sorts of providers attempt to recruit Floridians into their programs. Quality online programs like UF Online and countless others across the state university system and state college system of Florida must compete in a marketplace (in particular across Florida) with programs and deep pocket providers with much larger marketing budgets but much lower academic outcomes for students.

How are adults across the state of Florida given tools to be wise shoppers and their own best advocates? Who's helping adults understand their options for lifelong learning? Who's that honest broker? What role can we play in helping adult learners make wise choices across a great variety of options here in Florida and beyond? Where can we improve our timeliness, relevance, and engagement? And how must our programs also evolve and improve in relevance for today's workforce? We will focus, deliberately, on working with major employer partners, for this reason — to grow in awareness but also in relevancy — ensuring that UF Online is an excellent choice among many for employees nationwide. But we will also continue to ensure the relevancy of our programs, messaging, and turnaround response times for future Gators continually improves.

The future holds many opportunities and other types of challenges, and I am eager to address these and many other challenges as one University of Florida. Thank you for reading this year's report, and I hope you join me in being excited for the future and eager to get started on what's next!

Go Gators,
Dr. Evangeline Tsibris Cummings

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