



ANNUAL REPORT

ACADEMIC YEAR 2019-2020

UF ONLINE
UNIVERSITY of FLORIDA

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UNIVERSITY OF FLORIDA MISSION STATEMENT

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

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

MESSAGE FROM THE DIRECTOR

Never would we have anticipated such an upheaval to our routines, lives, and educational models as we have all experienced in 2020. This year's report traverses time before the pandemic and the spring onslaught of infections, school closures, and upended university learning and engagement formats. As I write this, we are still weathering the pandemic as a nation and as a global community, with the lasting impacts of SARS-CoV-2 on our lives still remaining uncertain. We also must pause and meaningfully reflect on the lives lost, and as such, commit ourselves to the most meaningful actions in 2021 and beyond in their honor.



While we do not yet know exactly how higher education will transform in the next year, we do know that the major forces and themes we face now were actually already impacting higher education long before we ever heard about COVID-19 and its accompanying challenges. We remain steadfast in our focus on addressing those lingering and now most urgent crises of inequity in college access and outcomes, surging student debt requiring affordable pathways to college, and by continuing to expand our role in the national landscape of online providers. This is a role that hopefully overtime will overcome and overshadow predatory, bad-actor, for-profit online corporations. Finally, UF Online aims to join the chorus nationally to finally reckon with our chronic digital divide that continues to hinder educational access from K-12 to post-secondary pathways.

For UF Online, we were fortunate to have already issued our five-year plan prior to the pandemic. That plan remains relevant and, therefore, continues to serve as our guide through 2024 for investments, strategies, and priorities for greatest impact. Guided by our five-year plan, we remain focused on the academic core value of UF Online — not its size but rather the student experience it offers and the ascension of our graduates in career, life, and fulfillment.

This report celebrates the challenging work of the entire University of Florida community, including our amazing students, from 2019 to 2020. I continue to revere their tenacity, accomplishments, and commitment to one another. We truly are one Gator family with a presence worldwide and now with a global undergraduate learning community, one that was never thought possible prior to the bold investments made by the State of Florida just seven years ago in 2014.

I also invite you to read this year's report with a humble appreciation for the hard work that each and every page reflects thanks to University of Florida faculty and staff. This year, we most certainly celebrate our students, who are now with us from 43 States, Washington, D.C., and 16 countries. We celebrate and admire our faculty, fueling innovation in their digital classrooms as well as serving as mentors and guides outside of the classroom environment, each and every semester. We also see you and applaud you, our expert staff of professionals, including our esteemed academic advisor cadre. All of these factors from the 2019-2020 year led to us being nationally ranked #3 for best online bachelor's programs, including being the #2 for online bachelor's programs for veterans, #1 for business, and #2 for psychology, by U.S. News & World Report 2021.

Our community is strong, our resolve unceasing, and our commitment to greater overtures for college access and equity is unwavering. Here's to a bright and hopeful future for the University of Florida, led by our faculty, staff, and students.

Sincerely,

A handwritten signature in white ink, appearing to read 'E. Cummings', located below the 'Sincerely,' text.

Evangeline Tsibris Cummings
Assistant Provost & Director of UF Online



THE UF ONLINE MODEL

A MULTI-DIMENSIONAL VIEW OF VALUE FUELING STUDENT ACADEMIC SUCCESS

UF has established a rich framework for online undergraduate learning. This framework was designed and built with the values of UF Online in mind. It is supported by teams and functional areas that each contribute value to our common purpose as a program: student academic achievement. By looking at our organizational design through this lens, we are able to build what we need and maintain a steady focus on the outcomes and impact of those functions.

As a result, UF Online strives to remain nimble as an organization. As we expand and evolve, we will continually ensure that we give full attention to the dimensions that drive student academic achievement within UF Online. Many of these concepts are universal components of any educational enterprise, and they are our focus here in UF Online as we serve a growing population of students in earning their bachelor's degree through an online modality.

Using a multidimensional approach to enable student academic achievement in the online realm will enable UF Online to boost progress in each discrete area, achieving an overall amplifying effect for each student. Underpinning these dimensions, the core management tenets from our business plan propel us forward: boosting revenue, cutting costs, and investing in and leveraging partnerships. These frameworks form the UF Online Model that guides our work.

THE UF ONLINE MISSION

A MULTI-DIMENSIONAL MISSION THAT CUTS ACROSS ORGANIZATIONAL TEAMS

Core leadership roles and teams exist in the following areas:

- | | |
|--|--------------------------------------|
| (1) Administration, Operations, and Infrastructure | (4) Academic Advising and Curriculum |
| (2) Marketing and Communications | (5) Course Innovation and Production |
| (3) Recruitment and Enrollment Management Services | (6) Student Success and Engagement |

With all staff members working in-house, there are many opportunities for collaboration that occur across these functions. This affords for seamless in-house communication and information sharing. Fundamentally, all in-house functions rely on the same data infrastructure, which furthers UF Online's analytic and outreach capabilities. We continue to grow, learn, and steadily fortify these fundamental business lines to best serve our students and faculty.

SEVEN DIMENSIONS

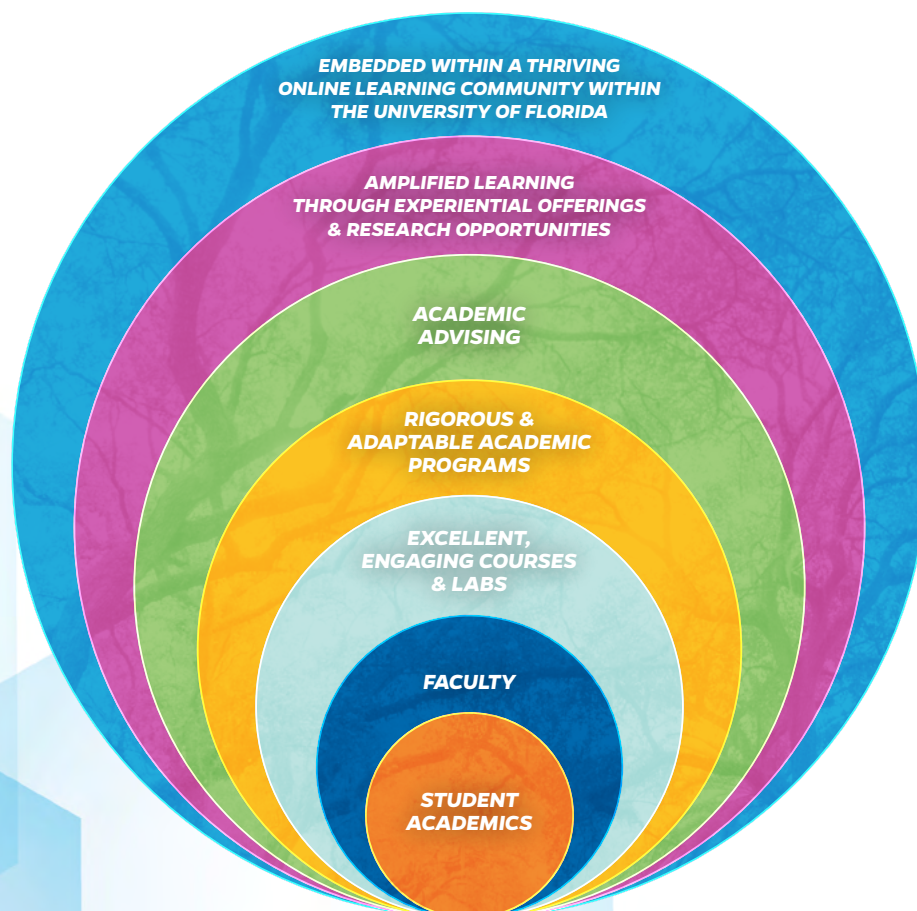
A MULTI-DIMENSIONAL MISSION THAT CUTS ACROSS ORGANIZATIONAL TEAMS

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



Each dimension represents an area that contributes value to our students. The success of each area may be supported and fueled by multiple organizational units, as faculty and staff cut across colleges and service lines. However, all rely on core data and analytics stemming from our data infrastructure for the benefit of many departments across campus.

In addition to this integrated model, we must work extensively to best serve our students by further defining these dimensions in terms of goals, strategies, and tactics. This approach continues to evolve, improving over time and remaining flexible to ensure UF Online remains focused on the greatest value areas for students. Taking this multi-dimensional approach enables the organization to maintain focus on programs with the greatest benefits for our students along these seven dimensions instead of working exclusively on fortifying new organizational units and budgets.



HIGHLIGHTS FOR ACADEMIC YEAR 2019-2020

A multi-dimensional vision that drives toward student academic achievement is only a vision unless it results in concrete actions and programs that achieve incremental change through strategic management and resource allocation year after year. The following pages provide a brief summary of UF Online's achievements in the past year, organized by each dimension.

STUDENT ACADEMIC ACHIEVEMENT

- We served over 4,000 students in over 25 pathways to a degree.
- UF Online student enrollment continued to grow, with overall enrollment up 9% over the prior year.
- Student admissions selectivity has remained, with only 46% of applicants admitted in AY 2019-2020.
- Most importantly, UF Online students are graduating and completing their degrees. Through the end of summer 2020, UF Online celebrated a total of over 2,800 graduates.

FACULTY LEADERS & MENTORS

- Over 600 UF faculty across 74 departments and 12 colleges continue to conduct all teaching and course design, ensuring that all online students receive academic offerings of the same quality and rigor as their residential counterparts.

COURSEWORK & LABS

- In 2020, UF Online-funded instructional designers and videographers, housed in the Center for Online Innovation and Production (COIP), developed 34 new courses and updated 35 – for a total of 69 courses produced.
- The following courses, produced by COIP, were recognized with a 2020 Exemplary Online Award:
 - DIG3713 Game Development Practice
 - PHY2004/PHY2004L Applied Physics 1
 - LIN3010 Introduction to Linguistics
 - CCJ3024 Advanced Principles of Criminal Justice
 - SWS4932 Math for Environmental Professionals

ACADEMIC PROGRAMS & PATHWAYS

- In AY 2019-2020, UF Online launched four new online academic pathways. New offerings include:
 - Bachelor of Arts in Geography: Environmental Geosciences
 - Bachelor of Science in Tourism, Hospitality, and Event Management
 - Bachelor of Science in Advertising: Persuasive Messaging
 - Bachelor of Science in Journalism: Sports and Media
- UF Online continues to welcome students through its Employer Pathways Program. Applicants are held to the same rigorous standards as any prospective UF student, with the benefit of having their tuition and fees covered by their employer. This initiative further expands UF Online's impact by reaching working adults who wish to pursue higher education while being employed full-time.

HIGHLIGHTS FOR ACADEMIC YEAR 2019-2020

ACADEMIC ADVISING

- This past year, UF Online expanded the number of academic advisors, bringing the ratio under 200:1. UF Online intends to continue to increase our investment in academic advising with the goal of lowering this ratio even further.

AMPLIFIED LEARNING PROGRAMS

- This past year, UF Online students completed internships, senior capstone projects, and undergraduate research projects.
- In Spring 2020, UF Online students participated in UFO-X, a selection of shorter experiential courses for students looking for a condensed and in-depth immersion experience. Ranging from one to five weeks long, these for-credit experiences provide opportunities to gain hands-on experience and interact in-person with UF's world class faculty. Due to the coronavirus pandemic, UFO-X courses scheduled after March 2020 were paused, but we hope to safely continue these offerings in the future.

LEARNING ENVIRONMENT & COMMUNITY

- In preparation for Fall 2019, UF Online launched a pilot Student Ambassador program. Eight UF Online students were selected to serve in the initial cohort throughout AY 2019-2020, charged with community building and leadership for the online student population.
- The 2019 Fall Welcome Event was attended by more than 250 students and their family members and supporters. It was our largest Fall Welcome to date. Due to the coronavirus pandemic, this event was shifted to a fully-virtual event in 2020, which we will continue to host in coming years for all UF Online students.
- In Summer 2020, UF Online launched a pilot program to provide free tutoring for all UF Online students enrolled in ten identified courses; these courses were selected through historical data looking at success trends of online students.
- Students continue to enjoy the UF Online Plaza as a thriving learning community where they can connect, share, or just reach out to their peers to form a study group.
- To provide access for our students to campus activities and services, we continue to offer the Optional Fee Package to all UF Online students. This Optional Fee Package keeps costs low for students who do not intend to frequent Gainesville and, therefore, do not need to pay for local campus services.



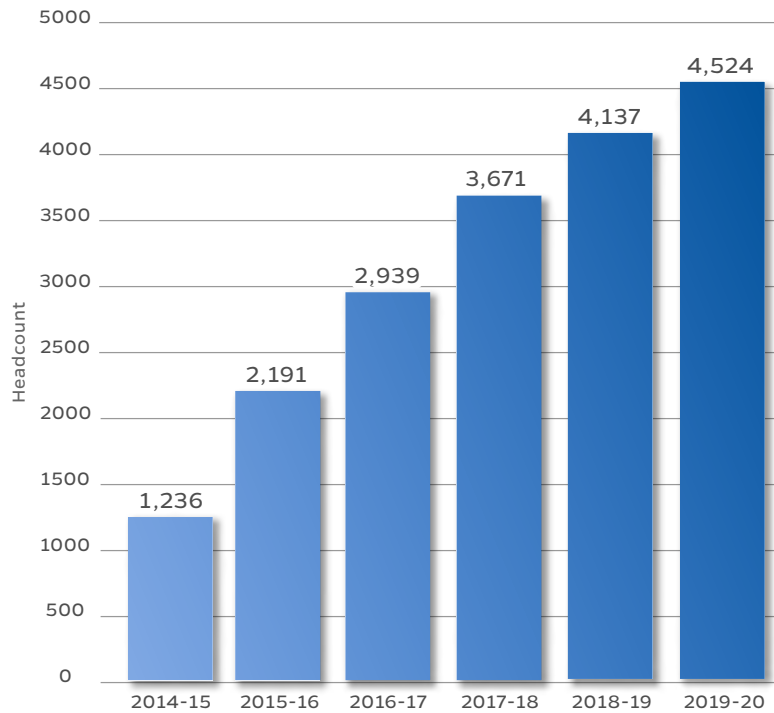
"Sometimes the greatest Gators don't live in 'the swamp,' but they swim just as fast and are equally important in Florida's ecosystem."

DR. TIFFANY JENSON
CRIMINOLOGY
PROFESSOR

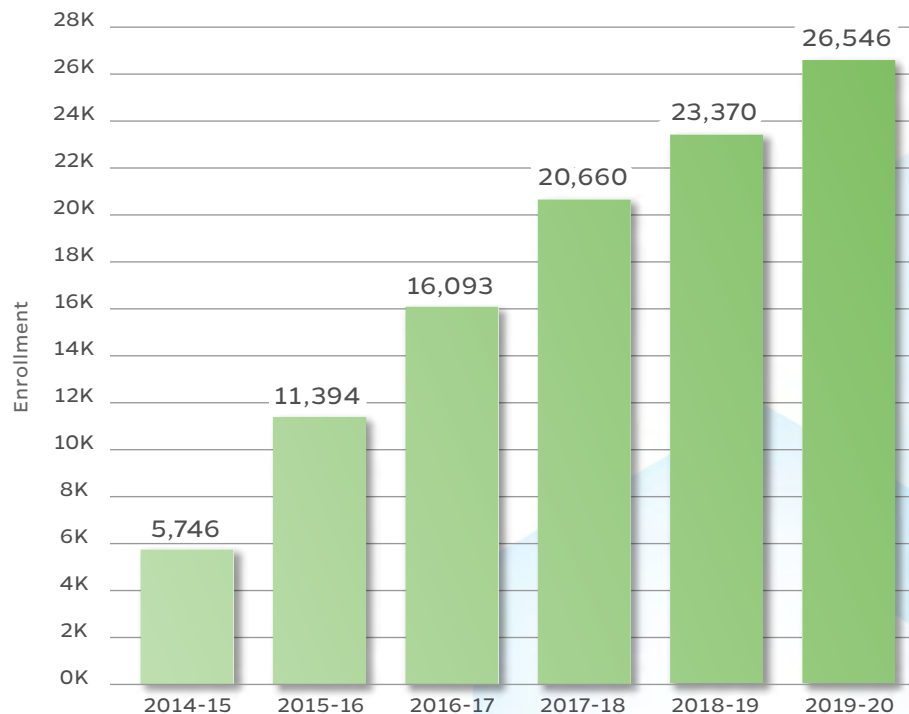
GOAL 1: ROBUST STUDENT LEARNING

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

HEADCOUNT



ENROLLMENT



GOAL 1: ROBUST STUDENT LEARNING

FORTIFYING OUR CAMPUS-WIDE NETWORK

In Spring 2020, UF Online became a sought-after resource for UF faculty and staff navigating an unprecedented challenge with the COVID-19 pandemic. Amidst lockdowns and a campus-wide emergency response, UF faculty and staff were tasked with shifting in-person classes online en masse. In order to aid our campus colleagues with this swift emergency transition, UF Online created a resource for UF instructors, titled *What We Think About When We Think About Online*, as many were only now becoming acquainted with the task of teaching and learning online.

Newfound connections expressed that the resource was exactly what they needed at a trying time. UF Online continues to develop tools that synthesize the many lessons learned over the years spent developing and delivering high-quality academic programs and a thriving online community. While this academic year brought along many challenges, it also brought along unique opportunities, such as information sharing, which we now embrace and intentionally incorporate into our practices. UF Online courses are designed and taught by UF educators and instructional designers who have honed strategies and gathered quality resources over years of teaching online, which will help all of us keep teaching students whenever and wherever they are.

Our commitment to fortifying a campus-wide network that fully supports all Gators includes hosting workshops – open to all UF faculty, advisors, and staff – focusing on important trends, topics, and strategies. In September 2019, we invited Robyn Moreland, Director of the Center for Student Parents at Eastern Kentucky University, to conduct an interactive presentation on breakaway learners, titled *In Their Shoes: Real Life Barriers Student Parents Face and Strategies Needed to Breakthrough*.

Interspersing storytelling with group activities, participants learned about case studies from the speaker. In small groups, they were given informational cards with a real student's journey. Each card gave a further glimpse into the student's background – personal history and life commitments – and an issue they faced as they attempted to complete their degree. Groups were expected to workshop solutions and, in subsequent cards, learn about the fate of their assigned student. As the presentation's title implies, the aim of the workshop was to see concrete examples of how institutional practices might be potential barriers to a student facing different challenges that arise in life.



GOAL 1: ROBUST STUDENT LEARNING

SUPPORTING INNOVATION IN ONLINE STEM UNDERGRADUATE EDUCATION

In 2020, as part of our continual support of academic excellence, UF Online provided the entire UF community – all faculty, staff, and students – with unlimited access to two STEM digital tools: Labster and JoVE. These tools include videos, graphics, and simulations, which faculty can incorporate into their online, face-to-face, and hybrid STEM courses.

Labster incorporates pedagogical techniques, uses gamification and storytelling approaches to engage students in course materials, and teaches techniques, skills, protocols, and underlying theory – all at a fraction of what a physical lab costs. As a virtual lab platform, Labster currently hosts 130 simulated labs based in gamified case studies. UF Online purchased unlimited access to Labster for all UF instructors and worked with IT to integrate it as an application available to all Canvas users at no charge until July 31, 2023.



Additionally, UF Online partnered with the Journal of Visualized Experiments, JoVE, a world-leading producer of video solutions with the mission to increase productivity and reproducibility in scientific research and education. JoVE content provides the breadth and depth needed to meet the needs of science students and researchers at all levels. Content mapping for a faculty member's syllabus or lab's research is available, and JoVE content also integrates into Canvas. With over 12,000 videos and curriculum-focused visualizations, JoVE not only accelerates the mastery of STEM concepts, but also has the potential to simplify and expedite the production of online courses.

UF Online's partnership with JoVE provides unlimited access to all of its content to all UF faculty, instructional designers, and librarians who may find this peer-reviewed resource to be a valuable addition to the already comprehensive materials they curate and make accessible to our faculty.

"You can tell that [the professors] had put a lot of effort into getting classes ready. It was also really nice to know I wasn't getting an inferior experience. It's essentially the same experience people taking classes in-person are getting."

KENNEDY MUSEMBI
MICROBIOLOGY & CELL SCIENCE
ALUM, ARMY VETERAN



GOAL 1: ROBUST STUDENT LEARNING

THE REMARKABLE TRANSFORMATION OF MICROBIOLOGY LABS FOR UF ONLINE STUDENTS

As universities and colleges around the world worked tirelessly to transition classes online due to the COVID-19 pandemic, one UF Online program faced a unique challenge. While the majority of its coursework was already offered online, the Bachelor of Science degree in Microbiology & Cell Science from the UF College of Agricultural and Life Sciences (CALS) still required a set of in-person immersion labs over summer.

This meant that even UF Online students – and their UF instructors – had to pivot quickly into a new normal. Dr. Monika Oli, a UF microbiology & cell science professor, was charged with reinventing her summer labs for UF Online students and, later in the summer, for her UF residential students. Dr. Oli knew that she faced an especially challenging task for her UF Online students, given that these summer immersion labs were traditionally their only opportunity to engage with her professional-grade lab equipment, learn important bench lab techniques, and really engage with her, her team, and one another.

With only six weeks to prepare, Dr. Oli started designing the new lab experiences and compiling her vision for what would be their customized lab equipment kits. First and foremost, her focus was on ensuring the same top-notch academic quality for new, remote labs so that each student had an opportunity for the summer lab experience they deserved from her program.

Dr. Oli started by adjusting the lab curriculum to better suit the online learning format. She worked with her team to compile and design the equipment, materials, and even the lab coats that would comprise a summer lab kit for each and every UF Online student.

“Our online microbiology majors mean a lot to us, and we wanted to give them a really great experience. A lot of these things we do in the lab, we were able to translate into [the students’] virtual world, whether it’s home kits, virtual labs, discussions, or other activities.”

Dr. Monika Oli
UF Microbiology & Cell Science Professor

It was important to the microbiology department that students be able to conduct experiments at their homes as part of the labs. Dr. Oli, fellow faculty, and departmental staff stepped up and joined together to purchase new equipment, compile individual kit contents, package the kits, and ultimately ship 45 kits containing equipment valued at over \$1,000. They shipped them across the United States and to students in Peru and Spain. These custom UF microbiology kits for UF Online students contained microscopes, pipettes, mini PCR machines, incubators, scales, pH meters and more. Each kit was also designed so that the contents would be shipped back and reused by the department. This



GOAL 1: ROBUST STUDENT LEARNING

keeps costs low for students and maximizes the use of the equipment with future students.

The revamped curriculum, activities, and the custom-designed kits were major components of the lab reinvention. Nevertheless, Dr. Oli revisited the temporal design of the lab as well, shifting it from an intense, two-week period of lab activities to more spread-out opportunities for learning. These would mesh better in a remote format that took place in a student's home along with everything else going on.

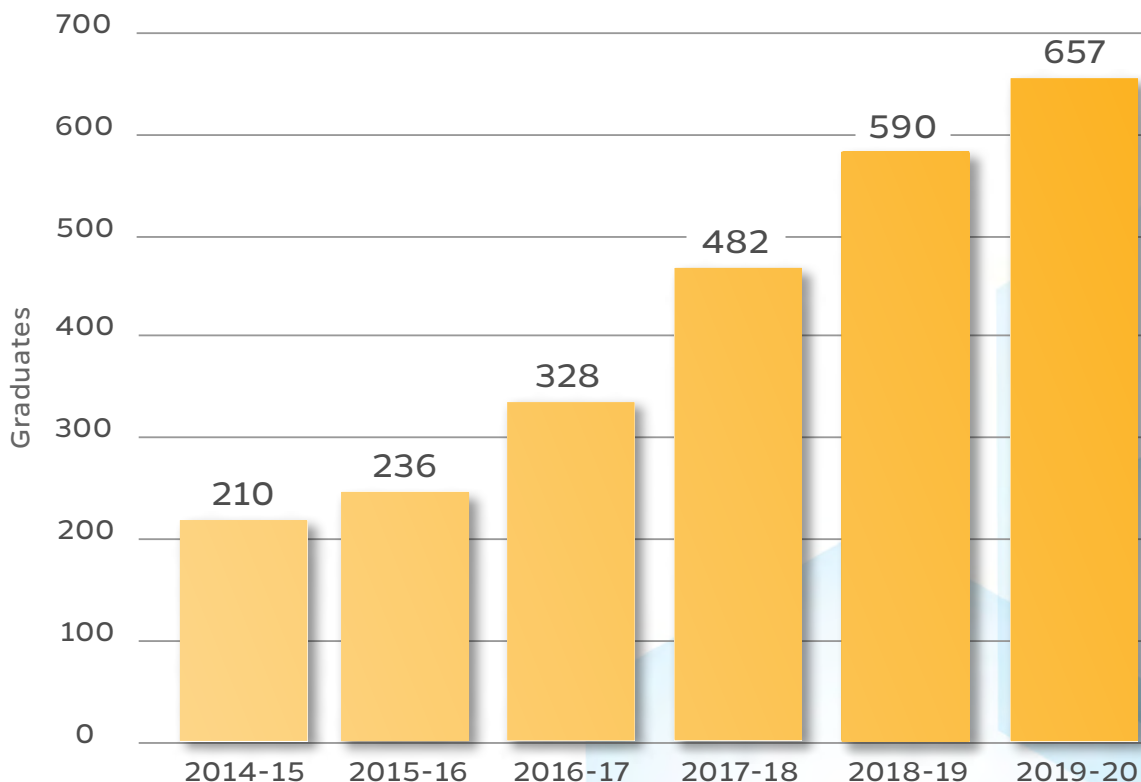
Dr. Oli received positive feedback from her students during and after they completed their summer microbiology labs in this transformed format. In fact, many students, especially those with young children out of school, full-time jobs, or deployed spouses, and those living outside of the United

States, simply could not have participated this summer were it not for Dr. Oli's efforts to offer the lab remotely.

Through these efforts, Dr. Oli is also influencing her fellow faculty. The lessons from Dr. Oli's leadership and experience were shared across the State University System of Florida with fellow faculty who were also undertaking their own local innovations for summer STEM labs. Across Florida's public four-year universities, faculty reinvented over 100 labs for the Summer 2020 semester. Dr. Oli's custom kits, revamped formats, and student feedback were unique in the system and celebrated by her colleagues. Meeting unprecedented circumstances with little time to spare and earning great results, she is an example of how UF faculty rise to the challenge.

GRADUATES

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



GOAL 1: ROBUST STUDENT LEARNING

DEMOGRAPHICS

SCHEDULE



MEDIAN AGE

22

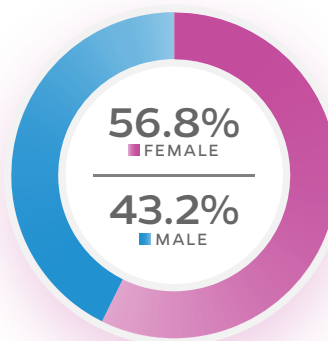


AVERAGE AGE

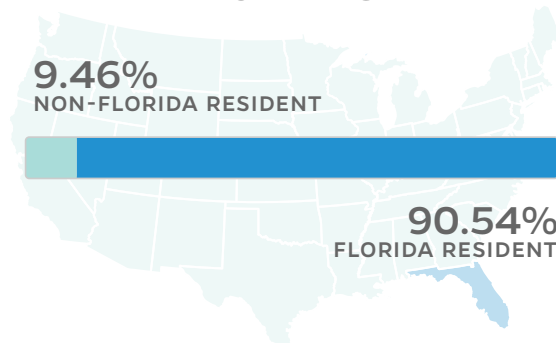
25



STUDENTS BY GENDER



RESIDENCY



37.8%
FTIC

57.48%
Transfer

5.31%
Post-Bacc

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

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

EXPANDING ACADEMIC OFFERINGS

In AY 2019-2020, UF Online announced four new, fully-online pathways.

GEOGRAPHY: ENVIRONMENTAL GEOSCIENCES

Announced in December 2019, UF Online now offers students a Bachelor of Arts in Geography with a specialization in Environmental Geosciences via the UF College of Liberal Arts and Sciences (CLAS). This academic offering provides students an opportunity to earn a degree in Geography with an interdisciplinary curriculum that integrates physical, chemical, and biological aspects of the environment and environmental systems. Previously, this academic program was only available to UF residential students on the Gainesville campus. As of January 2020, access to this program and its faculty have been extended to students who wish to earn this degree fully online via UF Online.

As a joint program between the Department of Geography and the Department of Geological Sciences, the curriculum integrates foundational knowledge in physical geography and geographic information systems (GIS) with physical and historical geology, as well as earth materials. Students have the opportunity to tailor their coursework to meet their interests by selecting from an array of geography and geology electives to acquire the technical and systematic skills necessary for future application in their professional lives.

There remains a strong demand for scientists with quantitative interdisciplinary training in environmental geosciences to address, mitigate, and manage a multitude of complex environmental problems facing society. This unique program, jointly offered by Geography and Geological Sciences, lays an important cross-media and scientific foundation for students pursuing careers in the public or private sectors.

TOURISM, HOSPITALITY & EVENT MANAGEMENT

Led by the faculty in the UF College of Health and Human Performance (HHP), this new offering is a fully-online Bachelor of Science degree in Tourism, Hospitality and Event Management, the first online offering of its kind in the entire State of Florida University System.

Dr. Lori Pennington-Gray, Professor and Director of the Eric Friedheim Tourism Institute, emphasizes that “students can look forward to industry experts teaching critical tools and content to help advance careers and provide foundational knowledge to enter a dynamic, evolving field.”

Throughout this program, students will focus on learning the managerial side of hospitality, as compared to other programs that focus on teaching technical skills. The curriculum teaches students how to lead teams and make business decisions relevant to the industry. Professional core courses cover topics such as entrepreneurship, event management, research methods, and more.

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

Students must choose a specialization in either Event Management or Tourism and Hospitality Management, which focuses on a curriculum specific to these career interest areas. Students who specialize in Event Management will develop competencies in administration and management of commercial and entrepreneurial event service businesses, as well as conference and special event planning, promotion, sponsorship, and financial management. Students pursuing the specialization in Tourism and Hospitality Management will gain the knowledge and skills necessary to administer and manage destination management organizations, tour operations, public recreation, and hospitality enterprises.

ADVERTISING: PERSUASIVE MESSAGING

In January 2020, the College of Journalism and Communications (CJC) added the Bachelor of Science in Advertising: Persuasive Messaging to the list of fully-online degree offerings available via UF Online.

This unique major is offered by the UF Department of Advertising, which consistently ranks as one of the top advertising programs in the United States. The curriculum provides students with the foundational knowledge needed to think strategically, solve problems, and craft persuasive messages to audiences in a culturally diverse and technologically shifting marketplace. Top faculty provide insight on both the conceptual frameworks and the professional skills that students need and employers increasingly seek.

Building upon a foundation in advertising, the Persuasive Messaging track allows for a wider application of strategies within many types of organizations and industries. These include client and account sides of advertising as well as other positions in the business, communications, and marketing fields.

JOURNALISM: SPORTS & MEDIA

In January 2020, the UF College of Journalism and Communications (CJC) added a second new offering via UF Online: the Bachelor of Science in Journalism: Sports and Media.

The UF Journalism: Sports and Media curriculum provides strong foundations in writing, reporting, technology, research, and storytelling. In addition, it has a unique emphasis and coursework focused on the public relations side of sports media, preparing students for a wide range of career opportunities.

As a cross-disciplinary major, Journalism: Sports and Media requires students to take core courses pertaining to journalism, such as Writing Fundamentals for Communicators, Reporting, and Data Literacy. Students then apply this foundational knowledge to coursework centered on sports media, including Sports Media Law and Ethics, Multimedia Sports Reporting, and Sports Production. With this combination of core studies in journalism and sports media, students will develop strengths in more than one area of the media industry.

“Joining UF Online provides a new way for students to discover advertising in one of the few online advertising programs in the country. Students will learn the skills required to engage with media audiences using strategic, persuasive communication, including audience insights and analytics, brand storytelling, strategy, and persuasive messaging. With these skills, they have opportunities in a broad range of industries and careers, from advertising agencies to event planning to entrepreneurship.”

Dr. Robyn Goodman

Chair of the UF Department of Advertising

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

ACADEMIC PROGRAMS

Each year, UF Online offers fully-online majors, minors and certificates. The table below reflects the academic programs currently active in UF Online, including through the Pathway to Campus Enrollment (PaCE) Program.

UF ONLINE ACADEMIC OFFERINGS

Majors & Tracks

- | | |
|---|--|
| 1. B.S., Advertising: Persuasive Messaging | 10. B.A., Education Sciences |
| 2. B.A., Anthropology | 11. B.S., Environmental Management |
| 3. B.A., Biology | 12. B.S., Fire and Emergency Services with 3 tracks: |
| 4. B.S., Business Administration | a. Emergency Management |
| 5. B.A., Business Administration with 11 specializations: | b. Fire Management |
| a. Anthropology | c. Emergency Medical Services Management |
| b. Business and Economic Geography | 13. B.A., Geography |
| c. Computer & Information Science | 14. B.A., Geography: Environmental Geosciences |
| d. Educational Studies | 15. B.A., Geology |
| e. Event Management | 16. B.S., Health Education |
| f. General Studies | 17. B.S., Journalism: Sports and Media |
| g. Geology | 18. B.S., Microbiology and Cell Science |
| h. Mass Communication | 19. B.S.N., Nursing |
| i. Sociology | 20. B.A., Psychology |
| j. Sport Management | 21. B.A., Public Relations |
| k. Travel and Tourism Management | 22. B.A., Sociology |
| 6. B.H.S., Communication Sciences and Disorders | 23. B.S., Sport Management |
| 7. B.S., Computer Science | 24. B.S., Telecommunication: Media and Society |
| 8. B.A., Criminology | 25. B.S., Tourism, Hospitality and Event Management |
| 9. B.A., Digital Arts and Sciences | |

Minors

1. Accounting
2. Anthropology
3. Business Administration
4. Event Management
5. Geography
6. German Studies
7. Health Promotion
8. Mass Communication
9. Sociology

Certificates

1. Emergency Management
2. Emergency Medical Services (EMS) Management
3. Environmental Horticulture Management
4. Geomatics
5. Geology
6. Horticultural Therapy
7. Landscape Pest Management
8. Medical Entomology
9. Pest Control Technology
10. Senior Fire Official
11. Urban Pest Management

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

PATHWAY TO CAMPUS ENROLLMENT (PACE)

In Fall 2015, the University of Florida launched the Pathway to Campus Enrollment (PaCE) program to welcome First Time in College (FTIC) students into a new, hybrid program. These PaCE students complete the first part of their degree enrolled in UF Online and later may transition to campus at the upper division level without having to reapply. The University has seen consistent growth in PaCE and the 50+ majors included in the program. The following table contains the list of majors included in the PaCE program.

This list is maintained online at: <http://www.admissions.ufl.edu/learn/pace/majors>.

College of Agricultural & Life Sciences

- | | |
|---|---|
| <ol style="list-style-type: none">1. Agricultural Education and Communication
Tracks include Communication and Leadership Development and Agricultural Education2. Agricultural Operations Management3. Animal Sciences
Tracks include Equine and Food Animal4. Botany5. Dietetics6. Entomology and Nematology
Tracks include Biological Science of Insects and Urban Pest Management7. Environmental Management in Agriculture and Natural Resources8. Environmental Science (BA)9. Family, Youth and Community Sciences10. Food and Resource Economics
Tracks include Food and Agribusiness Marketing and Management and International Food and Resource Economics11. Food Science | <ol style="list-style-type: none">12. Forest Resources and Conservation
Tracks include Environmental Pre-Law, Forest Business Management, Forest Resource Management, Protected Areas Management, Recreation Resources Management, Urban Forestry and Watershed Science and Management13. Horticultural Science
Tracks include Organic Horticultural Systems, Plant Biotechnology and Improvement and Science and Technology of Horticultural Crops14. Microbiology and Cell Science15. Natural Resource Conservation16. Nutritional Sciences17. Plant Science
Tracks include Greenhouse and Landscape Industries (BS), General Plant Science, Native Plant Conservation, Plant Breeding and Genetics, Plant Health and Protection, Sustainable Crop Production, Soil Management and Plant Productivity and Turfgrass Science18. Soil and Water Sciences
Tracks include Soil Science and Water Science19. Wildlife Ecology and Conservation
Tracks include Wildlife Ecology and Conservation |
|---|---|

College of the Arts

- | | |
|---|---|
| <ol style="list-style-type: none">1. Art (B.F.A.)*
Art + Technology, Ceramics, Creative Photography, Drawing, Painting, Printmaking, Sculpture2. Art (B.A.)*3. Art History (B.A.)4. Dance (B.A. and B.F.A.)* | <ol style="list-style-type: none">5. Graphic Design (B.F.A.)*6. Music (BMus and B.A.)*7. Music Education (BMus)*8. Theatre |
|---|---|

*These PaCE majors require students to attend on campus art, music, or dance studios during the first two years.

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

Warrington College of Business Administration

1. General Studies (B.A.)

College of Design, Construction & Planning

1. Sustainability and the Built Environment

College of Education

1. Education Sciences

College of Health & Human Performance

1. Health Education and Behavior (B.S.)
2. Sports Management (B.S.)
3. Tourism, Events and Recreation Management (B.S.)

College of Journalism & Communications

1. Advertising
Tracks include Agency and Persuasive Messaging
2. Journalism
Tracks include Journalism or Sports and Media
3. Public Relations
4. Telecommunications
Tracks include Management and Strategy, Media and Society, and Digital Film & TV Production

College of Liberal Arts & Sciences

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

* PaCE students may start UF Online in an exploratory track, but must choose a PaCE major (and meet that major's transition requirements) prior to transitioning to campus.

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

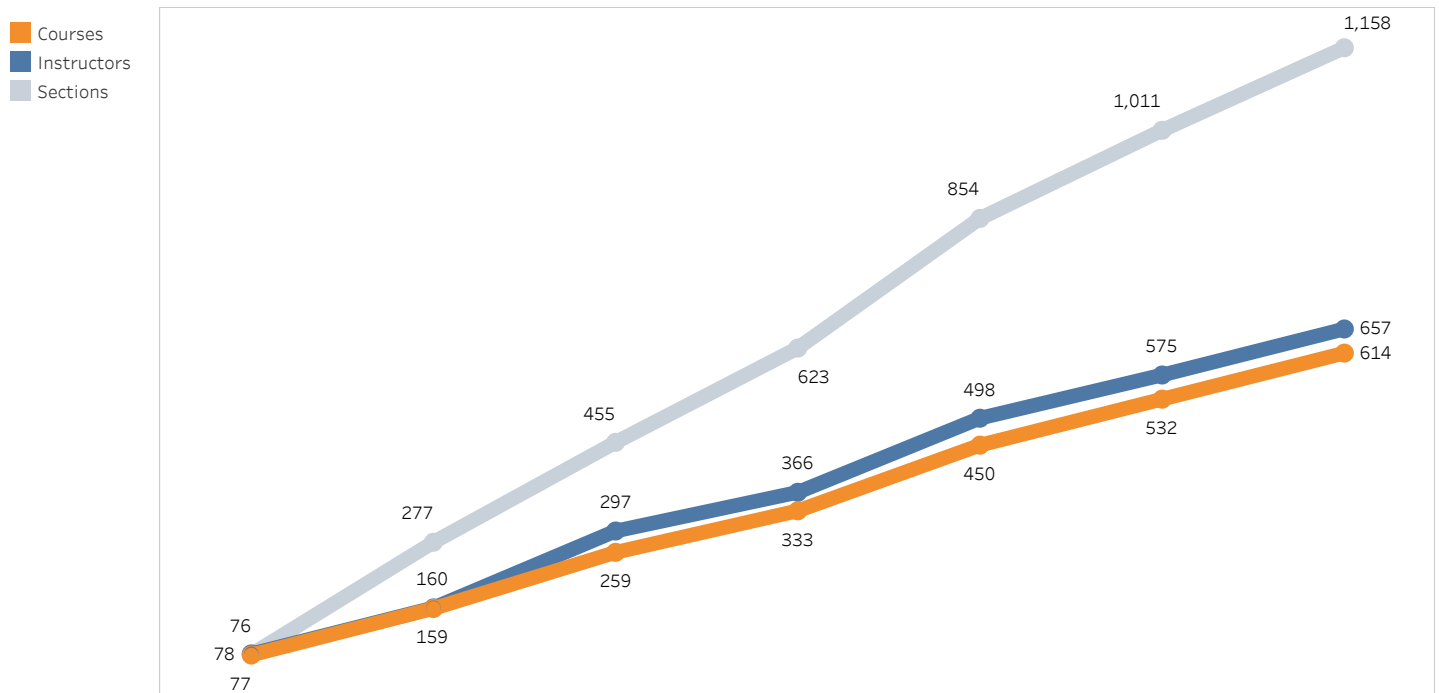
ENSURING ACADEMIC INTEGRITY

UF Online continues to make use of remote proctoring services to ensure the integrity of its program. In addition to the live proctoring provided by ProctorU, Honorlock has been added to provide additional options, allowing faculty to select the appropriate solution for their respective assignments. Honorlock uses embedded webcams to record test takers, with artificial intelligence deployed to detect common types of cheating. This addition provides more convenience and on-demand solutions for both students and faculty, resulting in greater flexibility and the opportunity to scale up as the program grows.

DELIVERY OF CURRICULUM

To serve students in many majors, UF Online focuses on ensuring the regular delivery of rigorous and engaging courses. The following graph illustrates the continued expansion of offerings by UF faculty to serve the growing number of UF Online students – displaying the number of unique courses, sections, and instructors for each academic year.

DELIVERY OF CURRICULUM



	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
Courses	76	159	259	333	450	532	614
Instructors	78	160	297	366	498	575	657
Sections	77	277	455	623	854	1,011	1,158

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

COURSE INNOVATION & PRODUCTION

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

Using sound pedagogy and multimedia expertise, COIP provides services from conception through production, and continues to support UF Online courses throughout the life of each course. COIP works to ensure effort is expended on the most impactful priorities. Each faculty request for course development or course update is evaluated based on the needs of the student, faculty, and program to ensure course production resources are being applied where they are most needed. The work being done is evaluated on a semester basis and reported monthly as courses are tracked through the production process. After the initial production of the course, COIP still offers support during its pilot semester, facilitating instructor and student feedback for future course improvement.

In 2020, COIP developed 34 new courses and updated 35 – for a total of 69 courses produced. Additionally, to help on-campus faculty move their courses online as a response to the new coronavirus outbreak, COIP provided assistance to 83 courses.

To manage production, COIP relies on a highly efficient team of instructional designers, a studio manager, multimedia specialists, and interns. The following are additional accomplishments in 2020:

- Completed the course builds for the Realizeit adaptive learning study being carried out in Fall 2020
- Launched the COIP website, which showcases examples of quality online courses
- Updated Links Orientation, including new course design and five videos introducing the course and its major sections
- Updated the recording studio and equipment to provide faculty with improved tools for better recording experiences and to produce higher quality video and audio lectures
- Helped to institutionalize the use of Design Tools, which supports faculty and instructional designers to quickly build attractive and user-friendly online and blended courses, and PlayPosit, which allows faculty and students to create interactive learning experiences with video

A COMPREHENSIVE APPROACH TO COURSE DEVELOPMENT

A unique feature of our approach to course development includes an assortment of invaluable resources to support faculty in the course production process. Faculty are required to attend training in online teaching and using online teaching tools. They also have access to IT Help Desk services in addition to working with instructional designers during course production, but there is a gap between these resources when it comes to providing real-time critical support throughout the teaching of the course. This support is as critical to successful course delivery as the initial course design.

In addition to providing this just-in-time support, instructional designers continue to provide course refresh and update services while identifying opportunities for innovation. The intent is for faculty to feel supported throughout the life cycle of their course. COIP's goal has been, and continues to be, to create, sustain, and improve courses over time.

In 2020, COIP launched its website, <https://coip.ua.ufl.edu/>, in order to help faculty and departments undergo the course production process. Features of the website include important dates and deadlines, production intake form, COVID-19 safety procedures when recording in the studio, work examples, and course spotlights.

Currently, COIP is expanding its focus and modifying the workflow of the department in order to provide faculty and courses with more multimedia opportunities that engage students and deepen learning.

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

INTRODUCING COURSE SPOTLIGHTS

In an effort to highlight exemplary courses produced, six course spotlights were created and shared with faculty via the newly-designed COIP website. These include:

- Applied Physiology & Kinesiology
- Game Design Principles
- Math for Environmental Professionals
- Climate Change Biology
- Earth System Analysis
- Introduction to Data Science

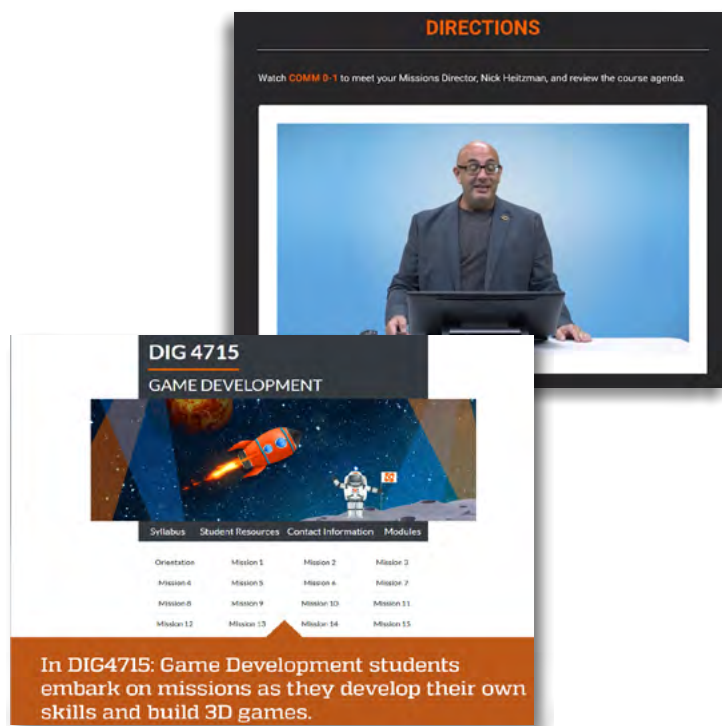
Each spotlight includes a video walkthrough of the course, as well as annotated screenshots that allow for faculty to see the context behind how a course was built.

REALIZEIT ADAPTIVE LEARNING STUDY

During an 8-month-long production process, COIP collaborated with Dr. Stefanie Gazda, from UF's Department of Biology, to complete an adaptive and non-adaptive version of each biology course, BSC2010, BSC2010L, BSC2011, and BSC2011L, for the Realizeit adaptive learning study. Working with Realizeit, Dr. Gazda developed courses to allow the students to have an adaptive learning experience in the hopes of increasing student retention and performance.

FUTURE INITIATIVES

Keeping abreast of innovations, trends, and challenges in the realm of online course delivery will be the focus in the coming year. COIP actively assesses past development work and refreshes content, in addition to identifying multimedia opportunities that solve problems and enhance the student learning experience.



2020 EXEMPLARY ONLINE AWARDS

Each year, the UF Center for Teaching Excellence recognizes exemplary and innovative practices in online teaching and course production. The following courses, produced by COIP, were recognized with a 2020 Exemplary Online Award:

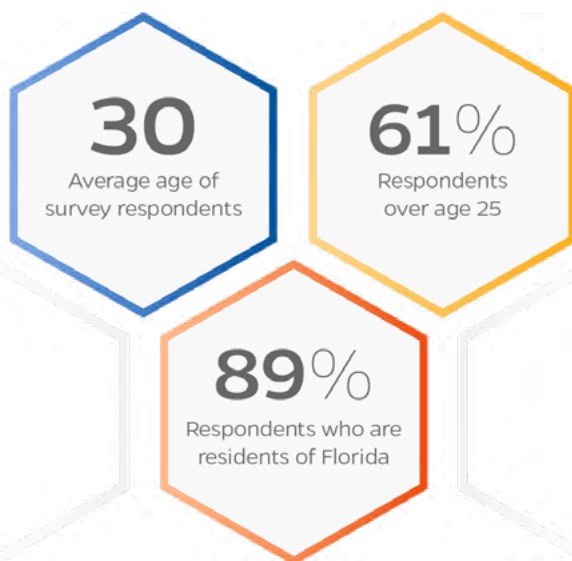
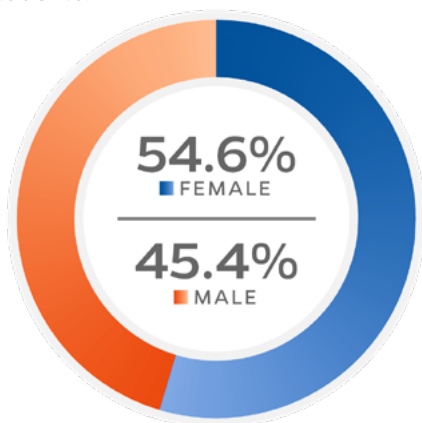
- For Imaginative or Innovative Approach: DIG3713 Game Development Practice
- For Instructional Strategy: PHY2004/PHY2004L Applied Physics 1
- LIN3010 Introduction to Linguistics
- CCJ3024 Advanced Principles of Criminal Justice
- SWS4932 Math for Environmental Professionals

GETTING TO KNOW OUR STUDENTS: STUDENT EXPERIENCE SURVEY

In Fall 2019, we conducted a survey of UF Online students for the first time. Administering a survey to all active students, those who had taken a course as a UF Online student within the last year, involved thoughtful consideration for all aspects of the online student experience, both inside and outside the virtual classroom. As we strive to better serve our students, it is crucial that we understand just who they are and how they feel about their experiences in UF Online.

DEMOGRAPHICS OF RESPONDENTS

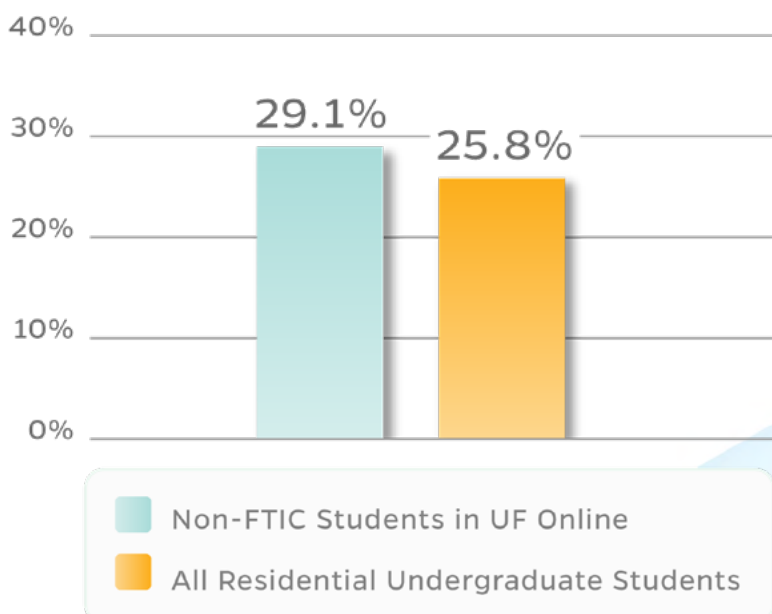
Mirroring national trends, UF Online serves more female students than male students.



FINANCIAL

Online degree programs also serve students who have demonstrated financial need. The University of Florida is no exception: for Fall 2018, 29.1% of non-FTIC students in UF Online received the Pell Grant, compared to 25.8% for all residential undergraduate students.

PELL GRANT RECIPIENTS AT UF



Nearly a third of all UF Online undergraduate students receive the Pell Grant, reflecting that they benefit from additional financial resources to support their college education.

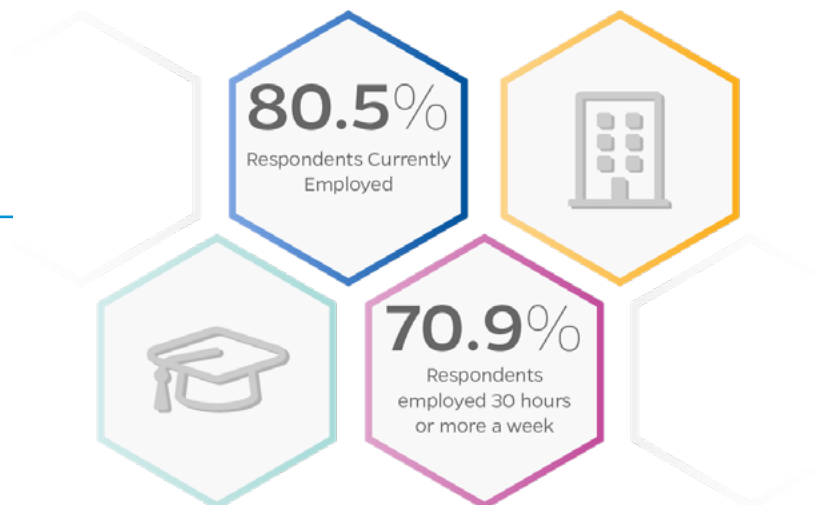
GETTING TO KNOW OUR STUDENTS: STUDENT EXPERIENCE SURVEY

EMPLOYMENT

In our Fall 2019 survey, 80.5% of respondents indicated that they are employed, with 79.4% of employed students indicating that they worked more than 30 hours a week. This demonstrates how students in UF Online are “working students” rather than individuals focusing primarily on schoolwork alone.

“Most of my students are juggling life, families and careers while making time to pursue their dreams in the Gator Nation. I am always in awe of students [...] who commit themselves to excellence [...] while balancing the rigors of our curriculum with the demands of their lives.”

Keith Collins
Fire & Emergency Services Advisor

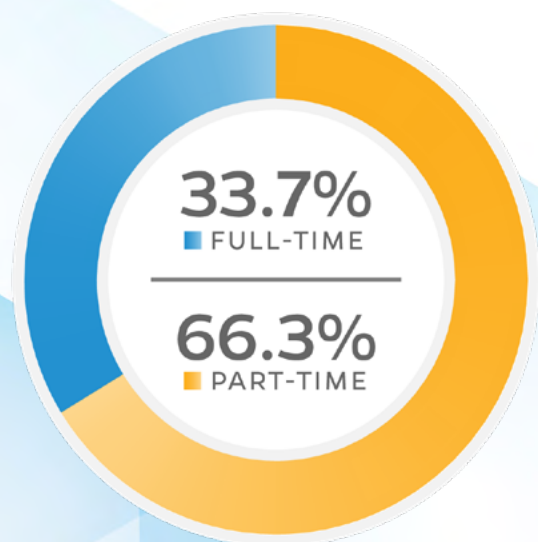


FAMILY

UF Online students have family obligations that extend beyond their sole person. These factors highlight the complex life demands of UF Online students that often necessitates them selecting a fully-online degree program:

- 32.7% of respondents have at least one child/dependent under 18 living in their household
- 14.7% of respondents have at least one dependent aged 18 or over living in their household

Unsurprisingly, the combination of the familial factors above along with employment data leads to most UF Online students attending UF part-time: 66.3% of UF Online students took fewer than 12 credit hours. In Fall 2019, the average credit load for a UF Online student was 8.77 credit hours.



“As a mother of three, I was very busy with my children’s activities, tending to family obligations, and having a full-time job. The online program allowed me to access the lectures and assignments at times I was able to - like in the evenings, late nights, or on the weekends.”

Amelia Nichols Alava
RN to BSN Alum / DNP Grad

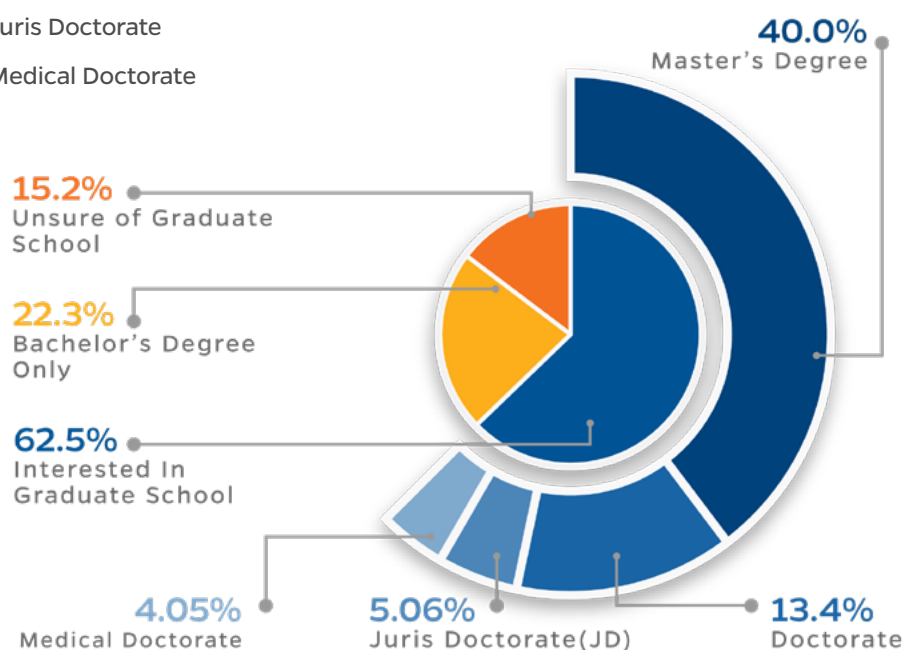
GETTING TO KNOW OUR STUDENTS: STUDENT EXPERIENCE SURVEY

PREPARING FOR GRADUATE AND PROFESSIONAL SCHOOL

Even though UF Online students are balancing many responsibilities outside of the classroom, many also see an undergraduate degree as only the first stage in their educational goals. UF Online students are ambitious and, as such, have sought out a rigorous degree program to support their future endeavors.

While it is often believed that online bachelor's degree pursuers are just looking to earn a credential to advance in their current careers, 62.5% of UF Online students are seeking graduate school opportunities:

- 40.0% intend to earn a Master's degree
- 13.4% intend to earn a Doctorate
- 5.06% intend to earn a Juris Doctorate
- 4.05% intend to earn a Medical Doctorate



STUDENT SATISFACTION

UF Online students overwhelmingly rate their experience highly and show an appreciation for UF's thoughtful focus on quality. UF Online students love being at UF and are incredibly grateful for the opportunity to earn a degree at a Top 10 Public University.

Nearly 35% of UF Online respondents indicated they attended another institution as a fully-online student. For those students who self-identified as having attended another fully-online college or university, they compared UF Online favorably to their previous experiences:

- 63.9% rated UF Online as better than their previous experience
- 25.6% rated UF Online as the same as their previous experience
- 10.5% rated UF Online as worse than their previous experience

Additionally, more than 90% of respondents rate themselves satisfied or very satisfied regarding their experience at UF.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

ACADEMIC ADVISING INITIATIVE

As outlined in the 2019-2024 Business Plan, UF Online has pledged to ensure that each UF Online student has a dedicated academic advisor to support them throughout their degree program. Over the first five years, UF Online has maintained a 250:1 student/advisor ratio. The new Business Plan announced an initiative to decrease the ratio to 100:1 by 2024 through adding additional positions while reconfiguring the role of advisor to include additional duties, such as life and career coaching.

In support of this enhanced advising initiative, UF Online announced a new financial model in February 2020 to increase support for hiring professional advisors to support online students. In effect July 1, 2020, this shift in funding strategy is expected to increase expenditures for advising by more than 45% for the Academic Year 2020-2021 over the year prior. Additionally, in anticipation of this new funding model, six new full-time academic advisors were added in 2019-2020, dropping the ratio of enrolled students to advisors from 250:1 to fewer than 200:1. Additional financial resources will be allocated to advising each subsequent year to bring the advising ratio further towards our outlined goal of 100:1.

KNACK TUTORING

Over the course of Academic Year 2019-2020, UF Online engaged in a review of available academic services available to students. Knack, a peer tutoring organization founded by a UF alumnus, was identified as a partner to support increased tutoring options for fully-online students. Knack partners with universities and colleges to identify students who have previously performed well in specific courses, allowing them to serve as online tutors for their peers after completing a UF-sponsored training program.

In Summer 2020, UF Online launched a pilot with Knack, providing free tutoring for all UF Online students enrolled in ten identified courses; these courses were selected through historical data looking at success trends of online students. Through a broader collaboration with UF's Office of Undergraduate Affairs, this pilot has been expanded for Academic Year 2020-2021 to provide free tutoring for 38 courses, dramatically increasing the academic support available for students enrolled in a UF Online pathway.



"[My advisor, Paul] was so engaging, and we already had a kind of rapport because Paul also served in the Air Force. It was easy to go to him with questions, and along with my professors, they made it easy and seamless to do online education. It made me want to work even harder because they were doing so much to support me."

XAVIER LEAL
SPORT MANAGEMENT MAJOR
ALUM, AIR FORCE VETERAN

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

STUDENT AMBASSADORS

In Fall 2019, UF Online launched a pilot Student Ambassador program. Eight UF Online students were selected to serve in the initial cohort throughout Academic Year 2019-2020, charged with community building and leadership for the online student population. The announcement of the Ambassadors came at the 2019 Fall Welcome Event, which was attended by more than 250 students and their family members and supporters. Ambassadors led a student Q&A panel to answer questions and provide advice.

Over the course of the academic year, the initial class of Ambassadors created several new initiatives and communication channels. A peer mentor program was formed to match UF Online students with an Ambassador, providing one-on-one guidance throughout the academic year. Mentors provided their mentees with weekly support through video calls, chat messages, and email. Ambassadors also developed a social media presence, using new media and the UF Online Plaza to provide student-to-student communication. In April 2020, Virtual Game Nights were introduced to provide another opportunity for UF Online students to connect—regardless of their location. Nine Virtual Game Nights were planned and hosted by the Ambassadors, with an average of 18 registrants for each event, providing a much needed respite during challenging times.

In reviewing the first year of the program, a solid foundation has been set for a student leadership program. This framework will be continued for years to come, providing online students the opportunity to create a robust experience for their peers and allowing for student-led engagement that meets the needs of this diverse community of online learners.

THE UF ONLINE PLAZA

In 2019-2020, the UF Online Student Success and Engagement team undertook efforts to reinvigorate the UF Online Plaza. Launched in 2017, the Plaza was built as a digital community space for students to interact with each other. By tracking data for the first two years, and receiving student feedback, a plan was developed to increase participation and value of the Plaza to students. The following initiatives were completed this year:

- Leveraging the new cohort of Student Ambassadors and mirroring the best practices of a social media platform, UF Online implemented a strategy of scheduling 2-3 unique posts per week, to keep students engaged, provide timely support, and model the interactivity available within the Plaza. This included shifting some communication from email to Plaza posts, taking advantage of the increased opportunities for conversation and peer mentorship.
- Leveraging the search feature of the Plaza by building out a repository of articles that students can find on commonly asked questions. Developing this repository involved curating information found on other websites and sharing it with students via the Plaza, increasing the stature of the Plaza as a “one-stop shop” for valuable information.
- Remodeling of the Plaza Events page. Previously, the Events page primarily focused on events hosted by UF Online. The new Events page catalogs events from around campus, allowing students to see the various opportunities to engage across the university in one centralized location. This page is now updated multiple times a week, becoming a reliable source of information for students, and a way to ensure they are included within the broader University of Florida community.

Through these projects, student log-ins and posts have increased more than five-fold year-over-year, making the Plaza a key component of the UF Online student experience.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

LINKS UF ONLINE ORIENTATION REDESIGN

In October 2019, UF Online, the Dean of Students Office's New Students and Family Programs department, and the Center for Online Innovation and Production began collaborations to overhaul the orientation experience for UF Online students. The Links UF Online Orientation serves as an asynchronous, web-based orientation hub and resource center intended to welcome and lead new UF Online students through various steps on the path to becoming a University of Florida student. Through the Links UF Online Orientation, students have the opportunity to learn how to register for classes, manage their campus finances, take an inside look at involvement opportunities, and set up their student IDs. New students are added to the live Canvas shell each October, March, and June in advance of their first semester.

In collaboration with UF Online and New Student and Family Programs, COIP updated the UF Online Links Orientation with new information. This includes five introductory videos and new navigation and organization for a more user-friendly experience during orientation. The Links Orientation redesign project is broken into three phases, with the final phase being reserved for continual revision based on institutional changes and in response to shifts in students' evolving needs. Phases 1 and 2 were completed this year, resulting in a more interactive and engaging onboarding for all incoming UF Online students. The introductory videos were recorded at various iconic locations around campus, and they were created in coordination with UF Online, New Student and Family Programs, Library West, the Reitz Union, Gator 1 Central, and the Career Connections Center.



The screenshot displays the 'Links: UF Online Orientation' website. At the top, a banner image shows students interacting with a laptop, with the text 'LINKS: UF ONLINE ORIENTATION' overlaid. Below the banner is a navigation bar with links: 'Orientation Checklist | Links Hold Removal | Contact'. The main content area features a heading 'Welcome to UF Online' followed by 'Congratulations on your start!'. A paragraph states: 'This orientation course will provide you with the necessary information to be successful on your journey as a Florida Gator.' Another paragraph says: 'Please watch the welcome video, which includes a message to you from the director of UF Online, Evangeline Cummings. Additionally, the video includes information from the student perspective concerning how to navigate this course. After you watch the video, please move to Module 1: Academics.' To the right, a video player is shown, currently paused at 0:06 / 4:19. The video player displays the 'UF ONLINE UNIVERSITY of FLORIDA' logo.

GOAL 3: AN ENRICHING AND SUPPORTED ONLINE STUDENT EXPERIENCE

Phase 1: Canvas Website Redesign

All content on the Links UF Online Orientation Canvas site was evaluated, streamlined, and reorganized into four modules: Academics, Financial Resources, Campus Connections, and Gator Credentials (student ID). These modules comprehensively address new student orientation tasks while giving students an inside look at campus resources and support. An Orientation Checklist was added to the landing page to guide students through the tasks they are required to accomplish as they work through each module. Throughout the site, care was taken to intentionally weave imagery and newly designed graphic assets featuring key UF Campus landmarks so students may begin to connect with UF's culture.

Phase 2: Welcome and Module Tour Guide Videos

New videos were produced by the Center for Online Innovation and Production to provide newly accepted UF Online students a sense of connection to life as a UF student. As one of their first Links Orientation activities, students view the Welcome video featuring UF Online's Assistant Provost and Director, Evangeline Cummings, and a fellow UF student. This video provides a background to UF Online and sets the stage for the rest of the orientation's four modules. The four videos introducing each module were designed to have a tour guide feel, featuring either administrative leaders or students who walk the viewer through the requirements for each module.

Phase 3: Additional Multimedia and Content Updates

New media, video, and assets will be incorporated into the Links development shell for roll-out based on the admissions communication cycle. Future development will include video introductions to each college and major by departmental representatives, campus connection screencasts that serve as tutorials for UF resources, and a Canvas-integrated progress bar that will upgrade the orientation checklist on the landing page for an individualized web-based experience.

MODERNIZING STUDENT OUTREACH

The Academic Advising and Student Success team works closely with colleagues from our Marketing and Communications team to assist with the implementation of strategies to enhance the student experience. An important part of this is providing students with the timely information they need in the ways that they want to receive it.

In Academic Year 2019-2020, UF Online increased outreach to students to drive student retention. In an effort to do so, we have routinely communicated with students, encouraging them to speak to their dedicated advisor on steps to stay on-track to degree completion. In particular, this is aimed at students whose enrollment patterns indicate a risk of becoming inactive and potentially having to re-apply. Our goal is to reach students before this change in status takes place so that they are equipped with a plan and the support necessary to achieve the objectives they set out for themselves.

Additionally, this collaboration with Marketing and Communications has been critical in emergency communications to students in areas impacted by natural disasters. From the wildfires on the West coast to this year's unprecedented hurricane season, and ultimately, to the global coronavirus pandemic, we seek to guide students through these troubling events and provide support, particularly in times of need.

GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING & RECRUITMENT

As we continually seek to raise awareness of the affordability and accessibility of UF Online as a rigorous academic pathway for students across the state of Florida and around the world, UF Online relies on strategic marketing and recruitment to reach prospective students from a range of backgrounds and experiences. From those who have not yet completed a bachelor's degree to those who wish to earn an additional credential, we remain committed to expanding access for highly-qualified applicants seeking a more mobile, versatile academic pathway.

With that goal in mind, the priorities for UF Online's in-house marketing team throughout Academic Year 2019-2020 were (1) to make it easier for prospective students to find UF Online and (2) to facilitate the decision making process so they would choose UF Online. This was done through a combination of increased focus on valuable content, plus data collection and refinement to help inform our marketing strategy.

Today's prospective students have an expectation that they will receive only those messages that are most relevant to their needs. To work toward meeting this expectation, the UF Online Marketing team worked in tandem with the UF Online Data & Analytics team, a marketing agency, and UF Teaching and Technology staff to improve data collection and reporting. As a result, we now have a better understanding of prospective students' decision-making process that informs our strategy to communicate in ways that serve them best.

Part of this communication includes more targeted marketing activities that focus on specific majors and applicant groups. A variety of new landing pages were created to use in specific campaigns, such as those for Phi Theta Kappa honor students, active-duty and military veteran students, and partnered state colleges. These landing pages help provide more useful information for these unique types of applicants and connect them with virtual information sessions specifically designed with them in mind.

We know that today's consumers highly value hearing from their peers, so we have incorporated authentic student voices to provide a more vivid picture of UF Online. Many of our students have had exceptional educational journeys, and they are happy to share their experiences so that future students can make a well-informed decision based on others' real experiences. Student stories and the UF Online Student Ambassadors allow us to share first-hand information to aid decision making.

Additionally, the UF Online Marketing team has improved the search engine optimization (SEO) fundamentals of the UF Online website. In particular, a new SEO content plan has been created to help improve organic traffic. This improvement will allow existing visitors to find the content that fits their needs more easily and will bring in new website traffic from internet searches, helping to cultivate prospective students and further raise UF Online's brand reputation.

ADMISSIONS & ENROLLMENT

As part of the Division of Enrollment Management, UF Online Enrollment Services includes the UF Online Recruitment & Outreach Center (ROC) and the UF Online OneStop Student Services Center. Both centers are located on the University's main campus and share physical office space in Criser Hall. Together, the unit is charged with supporting UF Online students at various points of the enrollment cycle.

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

GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING & RECRUITMENT

The ROC and the OneStop jointly support UF Online Admissions. The ROC is charged with recruiting the highest quality applicants to join the Gator Nation through UF Online's program. Admissions Officers are responsible for direct outreach to all UF Online prospective students, including freshmen, lower division transfers, upper division transfers, international candidates, and readmits. Once prospective students apply to the program, the OneStop Student Services Center provides all back-end admissions support to UF Online applicants. The OneStop Student Services team is responsible for application services, screening, and transfer evaluation.

Once admitted, the ROC provides personalized support and outreach to admitted students to help ensure they are registered for classes and have the resources they need to be set up for success in the program. The OneStop Student Services Center also becomes a primary resource to UF Online students once they are admitted. The OneStop Center is a cross-functional services unit that provides convenient and centralized support for UF Online students on behalf of the Office of the University Registrar, Student Financial Affairs, and the University Bursar. Instead of having to contact three separate offices for multiple questions, UF Online students contact the OneStop and speak with staff members who are cross-trained in these areas.

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

The UF Online Marketing team works closely with the Enrollment Management team to increase the number of new leads and facilitate the yield process. This year, one unprecedented challenge was the necessary pivot from in-person events to virtual event formats. To deliver the best virtual experience, the Marketing team created post-event emails and targeted landing pages to guide incoming leads. These pages provide easy access to helpful information, feature inspiring videos and stories, and offer additional virtual information sessions, which are segmented into majors of interest or type of applicant, such as for transfer students. As the recruitment team transitioned to participating in fully-online virtual information fairs and other digital events, the event support marketing strategy was adjusted to provide prospective students a similar robust and personalized introduction to UF Online.



GOAL 4: DEPLOYMENT OF STRATEGIC MARKETING & RECRUITMENT

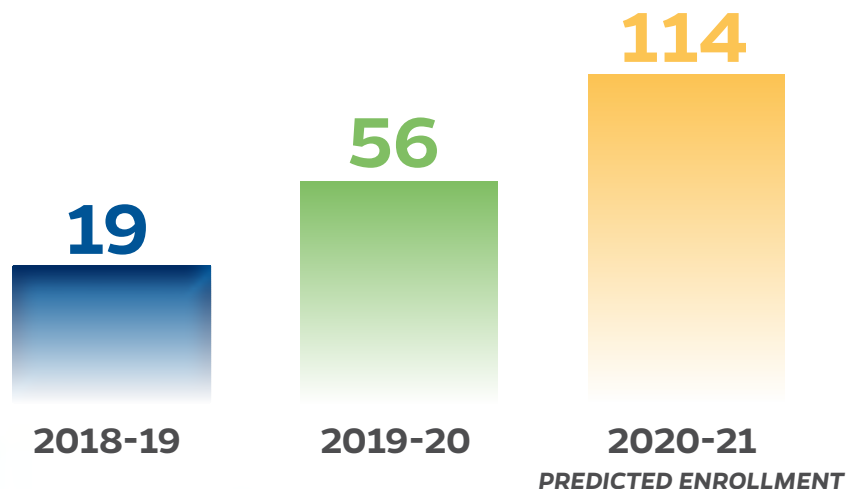
EMPLOYER PATHWAYS PROGRAM

Launched in 2018, UF Online continues to expand access to a high-quality online degree through its Employer Pathways program, which provides access to UF Online undergraduate programs to employees at participating employers. Currently, the Employer Pathways program is available to more than 1 million employees at Walmart, Discover Financial Services, The Walt Disney Company, and the Rock Family of Companies. This innovative program allows employees to achieve the dream of a college education through the support of their employer, while remaining active in the workforce. Each employer is covering 100% of the cost of the degree, including tuition, textbooks, and required fees.

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

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

GUILD ENROLLMENT



LOOKING TO THE FUTURE

In the coming year, we will further build on these efforts to use data to drive our strategies, offering informational and inspirational content to help prospective students with their decision making process as well as ensuring that current students stay connected and engaged.

GOAL 5: SMART GROWTH AND DATA-DRIVEN OPERATIONS

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

ENHANCED BUSINESS INTELLIGENCE

During 2018-2019, UF Online created a core operations hub for the organization to generate efficiencies and promote a lean organizational structure. As part of this lean structure, UF Online is divided into two core areas: Operations and Academic Advising and Student Affairs. Operations is comprised of data analytics, finances, and marketing and communications functions. Academic Advising and Student Affairs is designed to organize under one area all activities related to enhancing student success and ensuring a fantastic student experience.

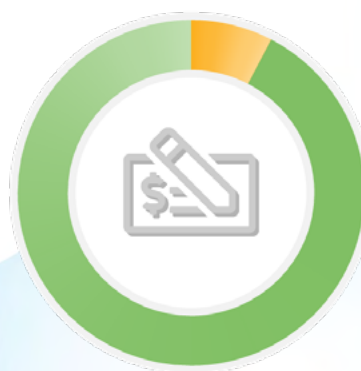
The operations hub is an increasingly valuable resource, bearing early fruits through the launching of new forecasting services for college enrollment planning, strategic communications and marketing services, and tracking key performance indicators to continually maximize investment in the UF academic core (faculty, advisors, and course production). These projection models have helped UF Online better plan for growth and ensure that needed courses are available for UF Online students. With each cycle, both the enrollment and financial projections become more accurate and provide even more insights for decision makers. The hub also serves as a mechanism through which we implement the goals of our 2019-2024 Business Plan, primarily a steadfast commitment to our mission, vision and values and adherence to the UF Online business tenets — relentless cost containment, strong partnerships, and strategic investment.

SOUND FINANCIAL MANAGEMENT

UF Online's financial model continues to balance the revenue sources of tuition revenue and state appropriation with the increasing expenses associated with its expansion. During Fiscal Year (FY) 20, UF Online continued to focus on strategic core elements of the UF Online 2019-2024 Business Plan, committing additional resources to academic areas such as course delivery and academic advising, all while continuing to sustain increased enrollment for both in-state and out-of-state students. Additionally, this year we established a first-ever UF Online Foundation account.

We are proud to present a healthy and lean financial overview that will guide our continued expansion for the next several years with steady revenue flows, strategic investments, and a focus on providing the best product to our students. This financial breakout depicts each of the major components of the UF Online financial model: revenue, expenses, carry forwards, and student fee revenues. In summary, UF Online ended the year with a balance of \$5,687,466. Separately, UF Online students paid fees totaling \$2,891,873. A healthy growth in in-state and out-of-state enrollment provided an increase in tuition revenue of 16% year over year. Notably, out-of-state revenue has increased by 21%. UF Online sent nearly \$7,000,000 to the colleges in delivery funding, an increase of 12% over FY19 and a new record for the program. With the addition of new majors, course production expenditures have risen by 31% and Enrollment Services costs have grown by 24%. As UF Online monitors expenditures very carefully, 92% of disbursements were direct or indirect payments to the colleges and campus partners, and only 8% funded core office operations.

UF ONLINE EXPENDITURES



92%
INDIRECT/DIRECT PAYMENTS
TO COLLEGES AND CAMPUS
PARTNERS

8%
CORE OFFICE OPERATIONS

GOAL 5: SMART GROWTH AND DATA-DRIVEN OPERATIONS

As a means to improve oversight and planning of UF Online funds at the colleges, the first UF Online Financial Management Forum convened in February of 2020. Discussions included use of Carry Forward and Current funds and a new funding model for advising payments, effective July 2020. UF Online is committed to ongoing discussions and transparency in all aspects of our operations – from spending to strategy.

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

SUMMARY

FY17	FY18	FY19	FY20
\$3,533,617	\$2,512,418	\$4,081,258	\$5,035,306
\$11,342,479	\$13,109,446	\$15,045,261	\$16,720,080
\$12,467,190	\$12,217,866	\$14,083,188	\$16,067,920

Carry Forward
Beginning Balance

Total Revenues

Total Expenses

\$2,408,906	\$3,403,998	\$5,043,330	\$5,687,466
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Carry Forward
Ending Balance

\$1,412,459	\$1,824,300	\$2,310,378	\$2,891,873
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Fee Revenues for UF
that are paid by UF
Online Students

DECREASING LOAN INDEBTEDNESS

In Academic Year 2019-2020, only 44% of UF Online students graduated with student loan debt. For this group, the average debt was \$17,696, down from \$18,146 the previous year and well below the national average of \$28,950, reflecting the affordability of the program. UF Online and the University of Florida are committed to keeping costs low for our students, even as the cost of higher education is rising nationally. Since 2013-14, UF Online has saved Florida residents over \$22 million in tuition and fees.

OPTIONAL FEE PACKAGE

While UF Online students are not assessed athletic, transportation, health, and activity fees, they may elect to participate in the Optional Fee Program. Those students can take advantage of recreation and fitness facilities, participate in recreational sports and intramurals, access the Student Health Care Center and Counseling and Wellness Center, as well as purchase student tickets for sporting events and ride on Gainesville RTS buses for free. Since the inception of the Optional Fee Program, participation has increased every single year, surpassing \$1,000,000 in fee revenue for the first time in 2019-20, an increase of 34% in collected fees year over year. This program is mostly selected by students who live close to campus and the Gainesville area.

SUMMARY

DETAILED FINANCIAL BREAKOUT

		FY17*	FY18*	FY19*	FY20*
Tuition:					
	In State	\$5,064,895	\$6,671,910	\$7,125,334	\$8,135,354
	Out of State	\$1,277,584	\$1,393,828	\$2,778,359	\$3,373,101
Total Tuition Revenue:		\$6,342,479	\$8,065,738	\$9,903,693	\$11,508,455
State Appropriation:		\$5,000,000	\$5,043,708	\$5,141,568	\$5,211,625
Total Revenue		\$11,342,479	\$13,065,738	\$15,045,261	\$16,720,080
Expenses:					
	Production	\$1,329,852	\$840,095	\$988,747	\$1,299,174
	Delivery	\$4,302,309	\$5,228,080	\$6,211,939	\$6,971,870
	Enrollment Management	\$772,736	\$882,439	\$893,416	\$1,106,420
	Direct Administration	\$484,782	\$207,376	\$312,362	\$431,658
	Third Party Vendors	\$1,223,079	\$182,747	\$29,758	\$123,092
	University Overhead Assessment**	\$374,806	\$1,236,770	\$1,550,914	\$1,504,158
	Operations	\$32,563	\$153,081	\$323,272	\$427,398
	Student Services	\$356,310	\$282,075	\$137,625	\$220,103
	Marketing	\$2,840,977	\$2,314,227	\$2,360,957	\$2,741,117
	Proctoring	\$194,010	\$146,265	\$239,341	\$259,090
	Advising**	\$555,766	\$744,712	\$1,034,856	\$983,841
Total Expenses:		\$12,467,190	\$12,217,867	\$14,083,188	\$16,067,920
Carry Forward Balance:		\$3,533,617	\$2,512,418	\$4,081,258	\$5,035,306
Remaining Balance:		\$2,408,906	\$3,403,998	\$5,043,330	\$5,687,466
FEE REVENUES COLLECTED BY THE UNIVERSITY:		FY17*	FY18*	FY19*	FY20*
Required fees for all UF Online students:	Capital Improvement Fee	\$361,870	\$402,493	\$518,986	\$591,476
	Financial Aid Fee	\$386,451	\$459,548	\$577,927	\$714,997
	Technology Fee	\$280,766	\$337,451	\$372,343	\$459,255
Optional Fee Package:	Activities and Services Fee	\$158,182	\$252,907	\$345,224	\$477,011
	Transportation Fee	\$78,017	\$136,757	\$174,301	\$228,772
	Athletic Fee	\$15,811	\$25,258	\$34,533	\$42,793
	Health Fee	\$131,361	\$209,884	\$287,064	\$377,569
Total Fee Revenues:		\$1,412,458	\$1,824,299	\$2,310,378	\$2,891,873

*Each fiscal year runs from July 1 through June 30.

**FY20 advising and overhead assessment will be reflected in FY21.



LOOKING AHEAD: CHALLENGES AND OPPORTUNITIES

The University of Florida remains committed to full 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 one of our Gainesville campus-based programs, one or more of UF's online programs, or opt to achieve their degree in a hybrid, blended set of formats, the modern University of Florida has arrived.

Nevertheless, we know there is much more work ahead as we fortify and expand these opportunities while we continually align our academic offerings with workforce needs facing us in 2021 and beyond. We look back and celebrate the trailblazers that joined us via UF Online to earn their bachelor's degree. The UF Online alumni community is now over 3,000 strong. We also focus on today and our work to support Gators enrolled at UF via UF Online in 43 states, Washington, D.C., and 16 countries around the world. Here we offer the challenges as we see them today, and the strategies we are pursuing to address these challenges going forward.

LOOKING AHEAD

Our challenges looking ahead include:

- Welcoming and serving this rapidly expanding #GatorsOnline community with an authentic UF experience in a new, more agile format while also ensuring that each Gator has their own, unique experience toward their own academic goals.
- Doing our part to usher in our nation's most effective Modern University model; one that embraces various formats, calendars, and puts greater emphasis on the welcoming of non-traditional students, at any life stage. As such, UF Online also will encourage improved sophistication in how universities differentiate, describe, discuss, and understand the various types of learning pathways available.
- Guiding conversations about online learning to provide valuable insight and an accurate picture, particularly to those new to online learning as a model of academic excellence. In our work, we continue to face outdated notions of online learning as a lesser-than, emergency response. As UF Online matures as a program, we hope to serve as an example in supporting the modern student and their academic goals at any life stage.
- Ensuring employers and graduate programs, including professional schools, medical and law, update their understandings of online college in order to differentiate the good from the great from the poor. We know our graduates traverse a new landscape of graduate and professional programs that must update their understanding, appreciation, and differentiation of undergraduate online pathways like UF Online. To usher in the next chapter of STEM career equity in particular, we are eager to work with medical schools and more to ensure our programs continue to bridge into their pathways for future doctors, nurses, engineers, public health professionals, and more.
- Navigating the continued expansion of the UF Online student population with our commitment to authenticity, while mindful that the University of Florida along with other top universities across the United States face a very challenging post-pandemic reality. We look to the post-pandemic college future as one UF, mindful that our campus departments, colleges, and auxiliary teams may all be facing unique budget shortfall realities. The University — like all public universities across the country — faces great public funding uncertainty in a time of varied enrollment patterns and auxiliary use models. UF Online is a proud member of the UF community and we enter this next post-pandemic chapter together.
- Ensuring college remains affordable for all #GatorsOnline. While federal investments in Pell grants and other aid benefits for students should continue, federal funds for higher education overall are unlikely given the political realities of Washington, D.C., but more importantly given the need for federal, state, and local governments to focus on bringing our economy out of a severe unemployment, housing, and of course, public health crisis. With this in mind, we must reaffirm our own commitment to affordability and fee flexibility to always ensure UF Online remains lowest in cost.

LOOKING AHEAD

We will face these challenges in the following ways:

- **As a community, the various units across the University of Florida, will need to band together with a renewed sense of mission and investment priorities.** Critical to UF Online's continued success will be steadfast investments in the University's faculty cadre, their effort and their training and support for remarkable undergraduate teaching. Similarly, we benefit directly from investments in teaching and learning innovation, tools, including reimagined student support and engagement models. Should residential models face shortfalls, UF Online stands ready to support the instructional powerhouse that remains the UF faculty in delivering unparalleled learning environments for our expanding UF Online student community.
- **UF Online will focus deliberate attention on not just growth of access but on the continual improvement of our student experience and the equity of access to our programs and we will share developments publicly.** We will report and monitor our progress in the most transparent way possible via next year's annual report, and in doing so, will share the full suite of metrics that support our progress in the UF Online Business Plan Logic Model. The Logic Model was published with the release of our 2019-2024 Comprehensive Business Plan, but we will begin public sharing of our key indicators, their definitions, their data sources, and our progress toward the goals laid out the plan as captured in the output and outcome measures in the Logic Model.
- **We will continue to focus on ensuring our ongoing agility as an online undergraduate global program through the complete launch of our in-house Operations Hub** and its suite of campus services, including the debut of a new campus-facing, faculty-directed set of resources, supports, and tools. In addition, the Operations Hub will remain focused on the continual improvement of our in-house financial model, keeping a laser focus on investments of time, energy, and dollars and ensuring the maximum of each are always directed toward the academic core value of UF Online: faculty, instructional effort, course production and design support for faculty, academic advising and growing our ranks of advisors, and augmenting pathways to UF via employer partnerships and transfer bridges from other accredited universities, state colleges, and community colleges. Plainly put, our focus will remain on fortifying our seven dimensions, including ongoing support for UF Online student academic achievements.
- **We will remain students of our own students!** We also know that we do not know everything about our students – this rapidly expanding, uniquely UF, diverse cadre of excellent learners from across life stages, locations, of varied work commitments and careers, supporting loved ones, and even embarking on college for the first time or embarking on a second career. More diverse in age and pursuit than our traditional-aged campus undergraduate programs, UF Online students are the innovators here, the entrepreneurs and the trailblazers in this new college model. Our challenge includes ensuring we engage our students, their voices, and experiences, directly into our priorities and investments. We will do that through two annual surveys, the growth of our successful Student Ambassadors program (serving as both ambassadors to students but as student ambassadors to us, the program leaders!), and the reassembly of our UF Online Student Advisory Committee. And, all the while, we will track our student sense of satisfaction with our efforts via our key performance indicators. Our greatest success will be the success of our students.
- Finally, we are eager to focus on **solving our chronic, national digital divide that undermines our mission of college access** but falls outside solely our organizational purview. One strategy we will continue to focus on is forging partnerships with employers in creating learning-friendly environments for students — at home, at work, or in other locations, fully-connected and equipped with the technology they need to thrive. UF Online and employer partnerships can take many forms and we're eager to drive innovation in that space.

While neither of these lists is exhaustive, they represent a critical focus of our program over the coming year as we continue on the path of our five-year plan and goals for UF Online.

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