



University of North Florida  
**Office of Institutional  
Research**

Special Research Report:

**The UNF Student:  
a statistical profile**

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# The UNF Student: a statistical profile

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*September, 2002*

## *Introduction*

Publications that rank and review universities and colleges typically compare them by their components, namely programs, services, and facilities. One important component often overlooked in these reviews is the student body. In an effort to understand the nature of its student body and how it has changed over time, the Office of Institutional Research (OIR) created a statistical profile of UNF students.

The profile includes data obtained from three periods: the inception of UNF (1972), twenty years later (1992), and thirty years later (2002). Because very few demographic variables were available from 1972, this profile only includes headcounts by level, student status and degrees awarded for that period. Except for the data from the CIRP study (which was conducted in 2001), the profile uses student data from Fall, 1992 and Fall, 2002<sup>1</sup> as its primary sources.

## *The Past and the Present*

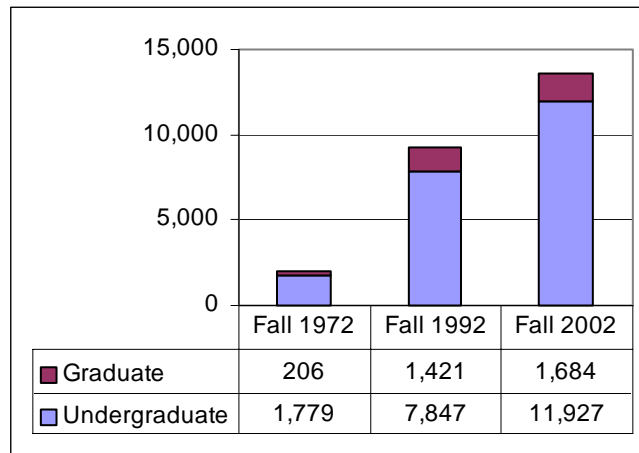
Initially established as an upper division and master's degree granting institution, The University of North Florida (UNF) began offering classes in 1972 to a 1,985-member student body. On June 10, 1973, UNF had its first graduation class of 35 students. Five years later, enrollments more than doubled to 4,238, and doubled again in the next fifteen years (9,268).

Figure 1 displays enrollments for Fall, 1972, Fall, 1992, and Fall, 2002. After a nearly 50 percent increase in the last ten years, enrollments have tapered off to an average growth of about 3.5% per year. The biggest increases have been in undergraduate students.

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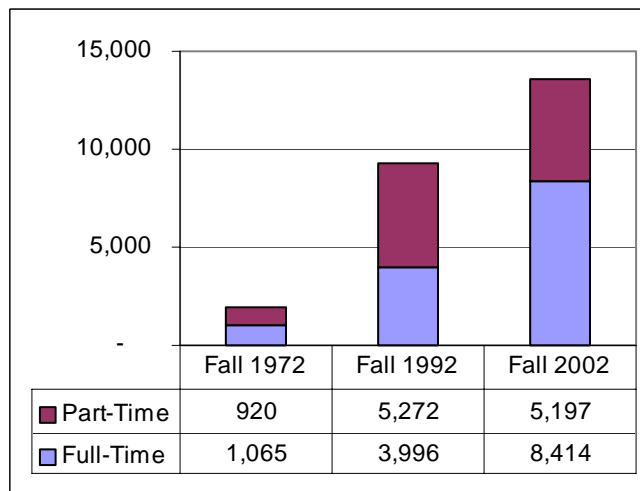
<sup>1</sup> Data for Fall, 2002 is preliminary as of September 23, 2002

*Figure 1: Fall Student Headcounts by Level*



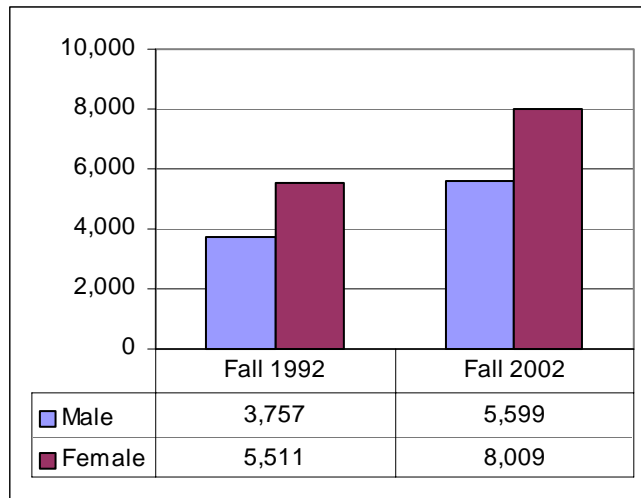
As can be seen by the graph in Figure 2, the numbers of full-time students have increased at a greater rate than have part-time students during the past ten years. In Fall, 1992, 43 percent of the student body was full-time as compared to 62 percent in Fall, 2002.

*Figure 2: Fall Student Headcounts by Student Status*

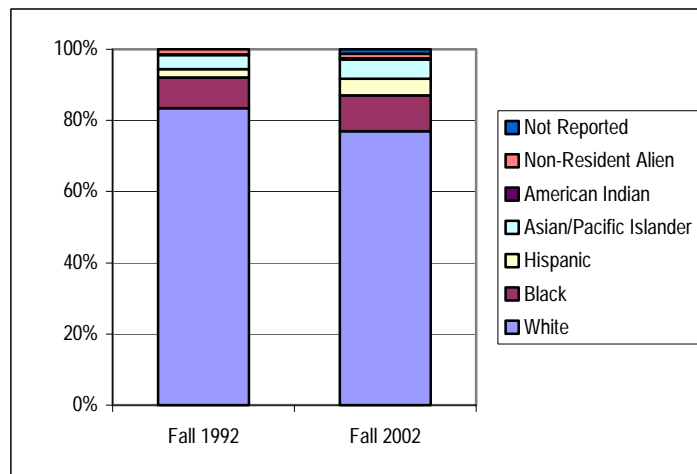


The ratio of males to females has changed very little in the past ten years. In both periods, there were about 1.5 times as many female students as there were male students (Figure 3).

*Figure 3: Fall Student Headcounts by Gender*

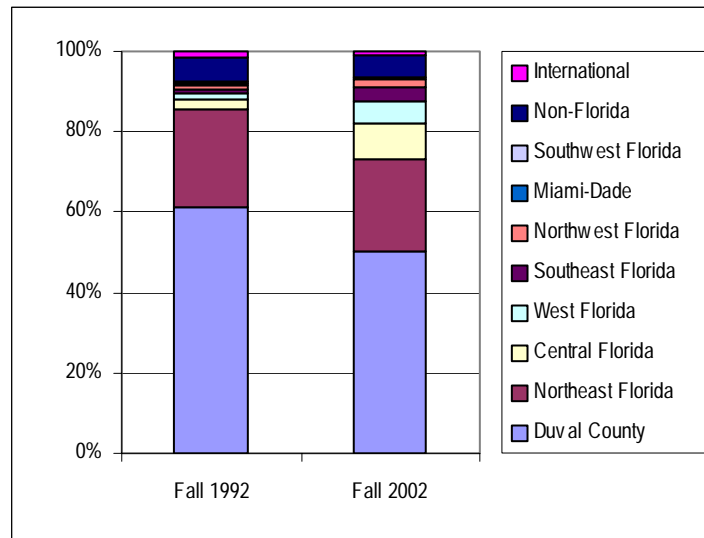


*Figure 4: Fall Student Headcounts by Minority Ethnic Group*



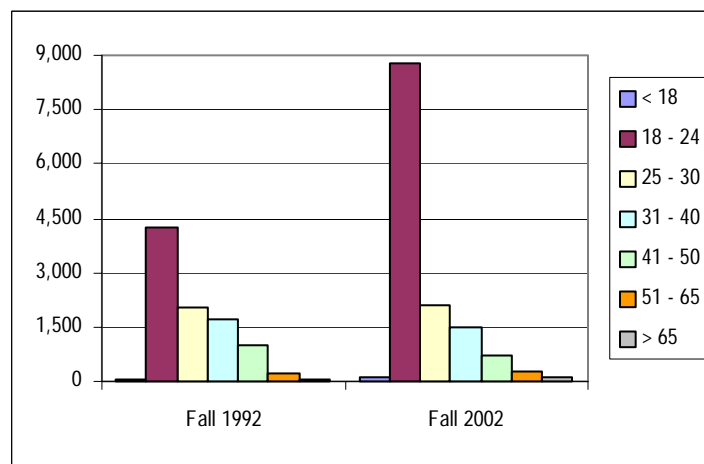
The percentage of Black students has increased over the past ten years while Asian and American Indian students have remained at the same levels. The percentage of Hispanic students has also shown an increase (Figure 4).

*Figure 5: Fall Student Headcounts by Region*



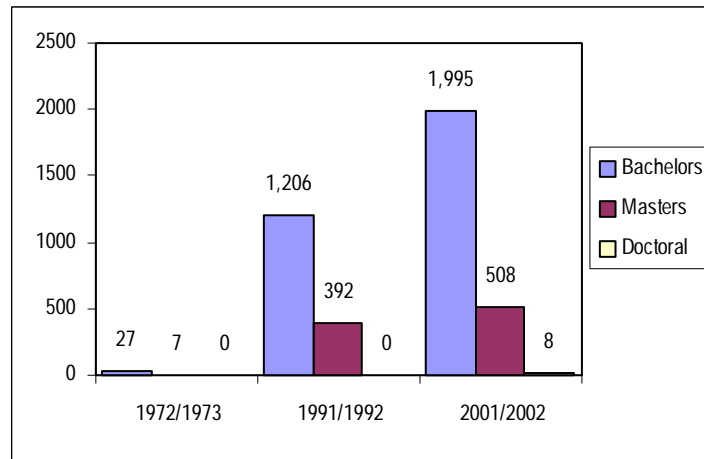
As seen in Figure 5, there has been a decline in the percent of students from Duval County and a concomitant increase in the percentages of students from Central Florida, West Florida, and Southeast Florida. The three possible reasons for this change are (1) a smaller pool of eligible high school graduates from Duval, (2) an increase in the desirability of UNF as a college choice by students in other regions, (3) a concerted effort to recruit students in these regions. About 1.2% of UNF students are from other countries, the most common of which is France.

*Figure 6: Fall Student Headcounts by Age Distribution*



There has been a significant shift in the age distribution of students at UNF. The numbers of 18 to 24 year olds have doubled while the 31 to 50 year olds have declined by almost 20 percent (Figure 6).

*Figure 7: Number of Degrees Awarded*



The numbers of baccalaureate graduates increased more than 65 percent from 1992 to 2002 and the numbers of graduate degrees increased about 32 percent (Figure 7).

*Figure 8: Top Six Majors by Frequency of Choice*

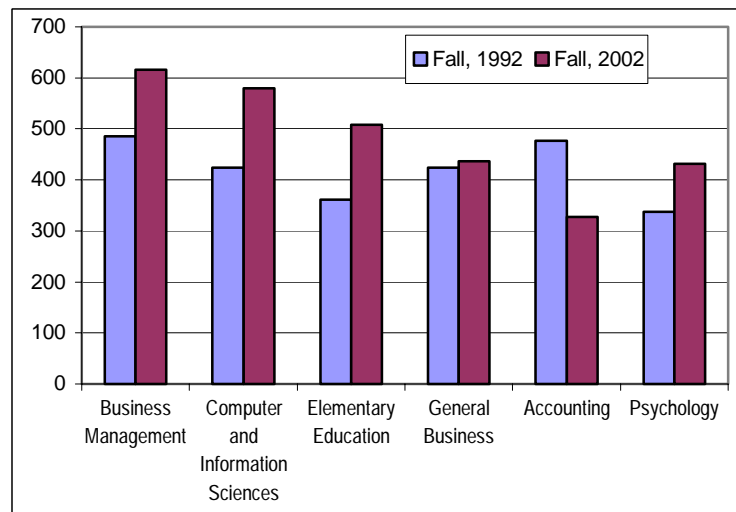


Figure 8 shows the six most frequently chosen majors in 1992 and 2002. Four of these majors increased their numbers from 1992 to 2002: Elementary Education (41%), Business Management (37%), Computer and Information Sciences (37%) and Psychology (28%). General Business remained about the same (3%) while the numbers of Accounting majors in 2002 dropped 31 percent.

## *Current Student Profiles*

### **Incoming freshmen – high school graduates**

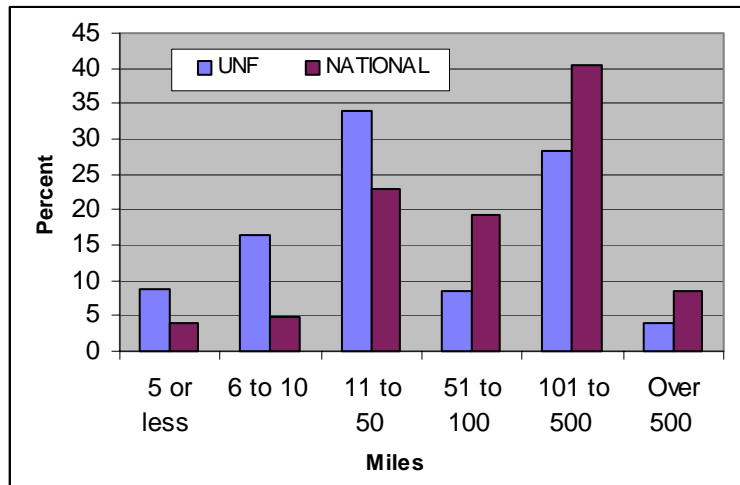
The data presented below comes from a national survey that is a part of the annual longitudinal study known as CIRP, or Cooperative Institutional Research Program. The American Council on Education and the Graduate School of Education & Information Studies at the University of California, Los Angeles, sponsors this survey. The principal purpose of the CIRP is to assess the effects of college on students. The survey instrument, the Student Information Form, is revised annually to match the changing concerns of the academic community and of others who use the information. One purpose of the freshman survey is to provide initial input information for longitudinal research – follow-up surveys of individual students in each entering freshman cohort are routinely conducted two-to-four years after college entry.

The survey is comprised of 292 items divided into ten main sections:

- Student demographics
- Parent demographics
- Reasons for attending college
- Choice of colleges
- Choice of major
- Probable career choice
- Remedial work requirements
- Sources of financial aid
- Activities (in and out of school)
- Student opinions

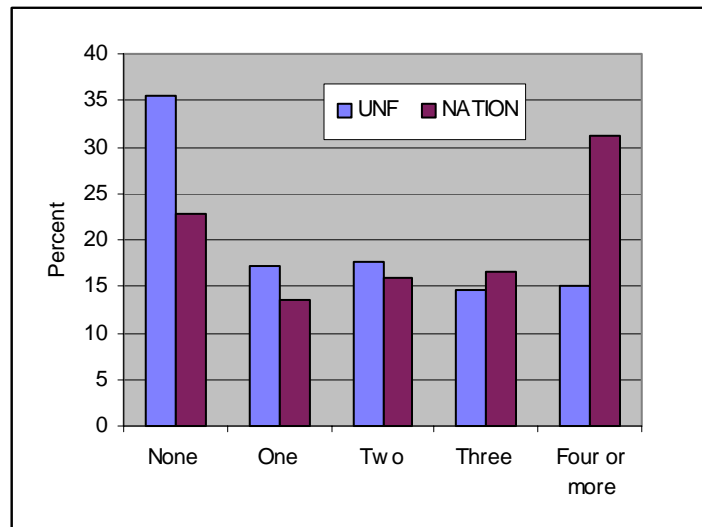
In 2001, survey data was collected from 281,064 students at 421 baccalaureate colleges and universities, of which UNF was a part. There were 1,259 freshman surveyed at UNF in 2001.

Figure 9: How many miles is this college from your permanent home?



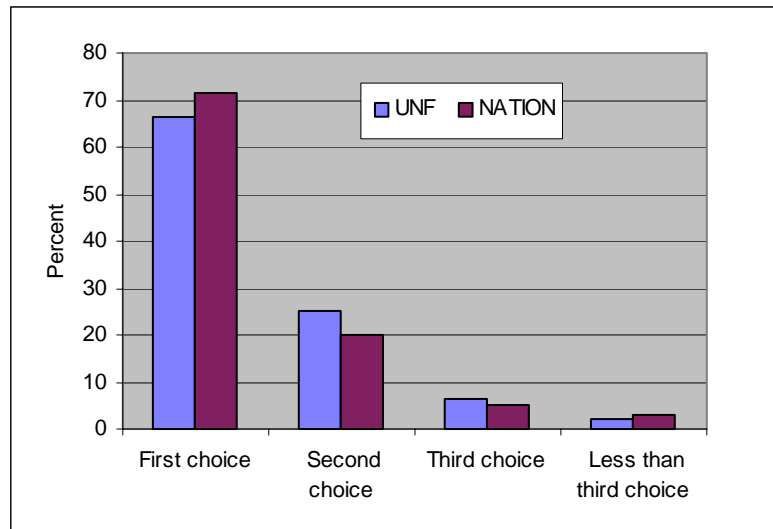
As compared to the national norms, UNF is closer to the permanent homes of incoming freshmen. This data is not surprising given that 73 percent of all students have their permanent homes in Northeast Florida (including Duval County).

Figure 10: To how many other colleges besides this one did you apply



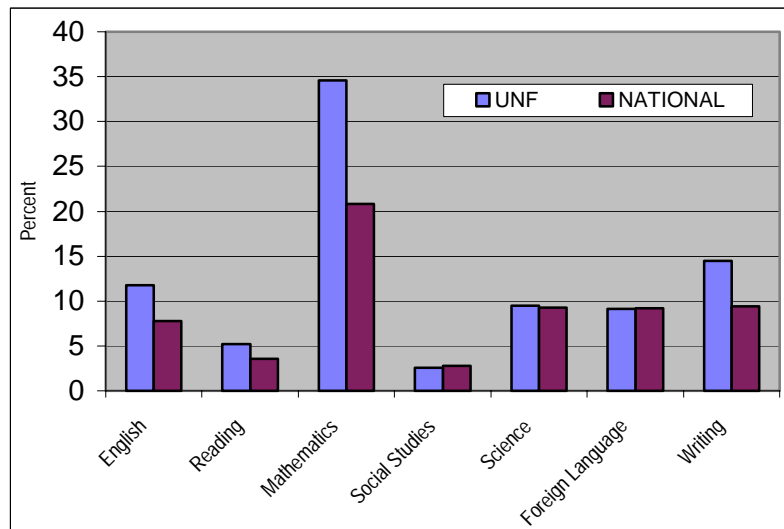
A higher percentage of high school students enrolling at UNF chose only to apply to UNF, their first choice of schools, as compared to national norms (Figure 10).

Figure 11: Which choice is this college?



However, as compared to national norms, UNF was not the first college to which they chose to apply (Figure 11).

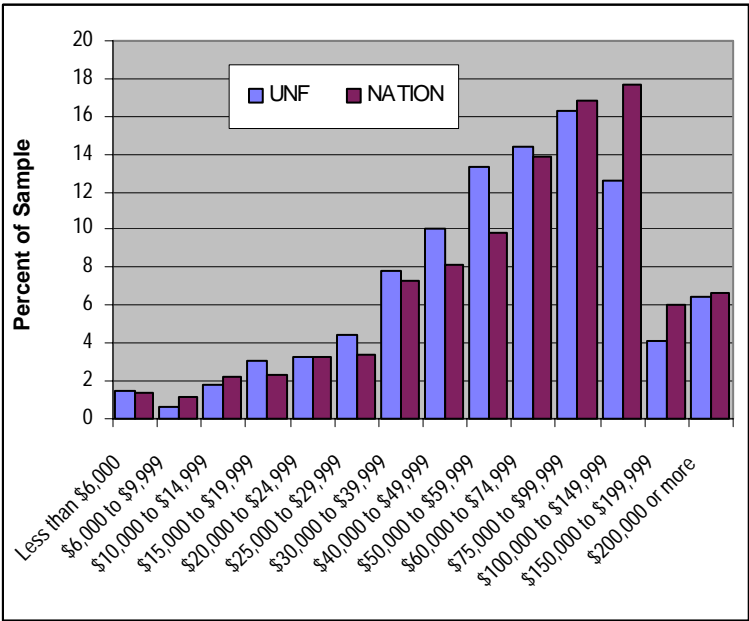
Figure 12: Percent of students who feel they will need special remedial work in these subjects



A surprising result is the number of students who indicated that they will require remedial work in Mathematics as compared to the national norms (Figure 12). Overall, all FTIC applicants to UNF had a higher average score on the Mathematics component of the SAT than the national average (534 vs. 514) although that average includes all students regardless of college attendance.

Overall, the parents of UNF students earn less than parents in the national population (Figure 13).

Figure 13: Parent's Income



Freshmen at UNF come from families that are less highly educated than the national norms. In Figures 14 and 15, the educational levels of a student's mother or father are much lower than national norms.

Figure 14: Father's level of education

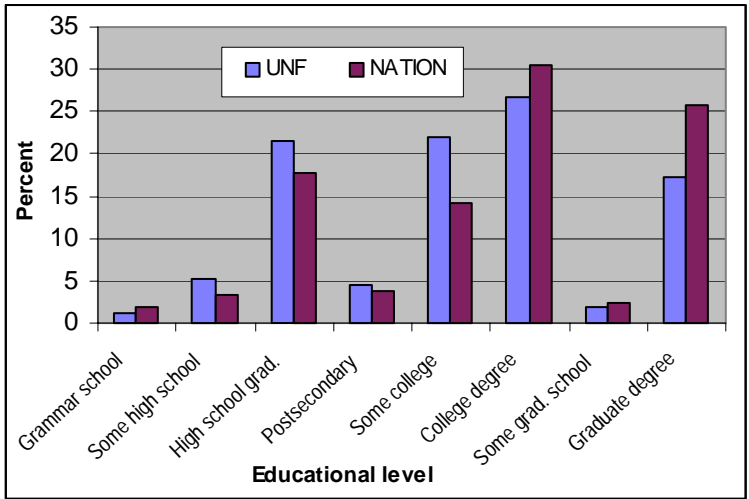
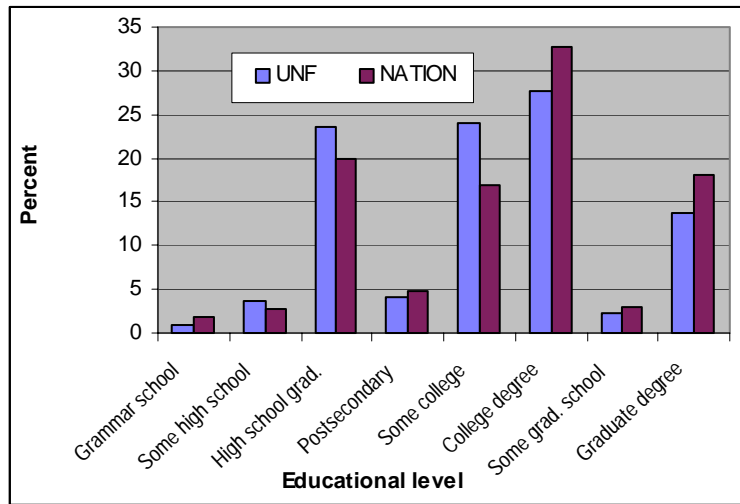
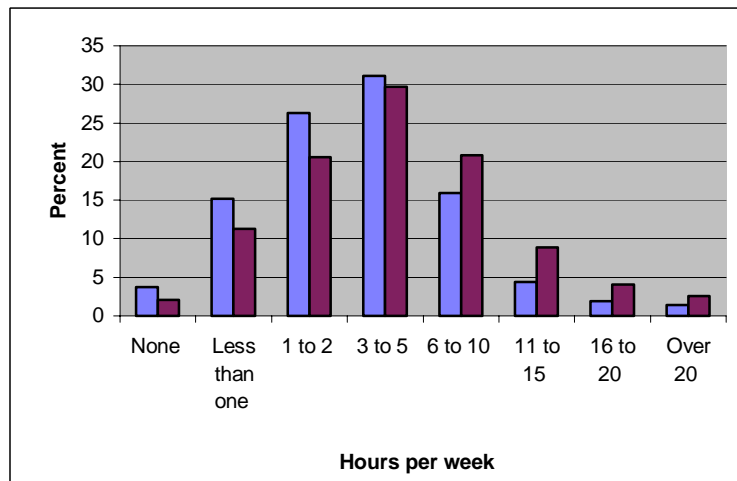


Figure 15: Mother's level of education



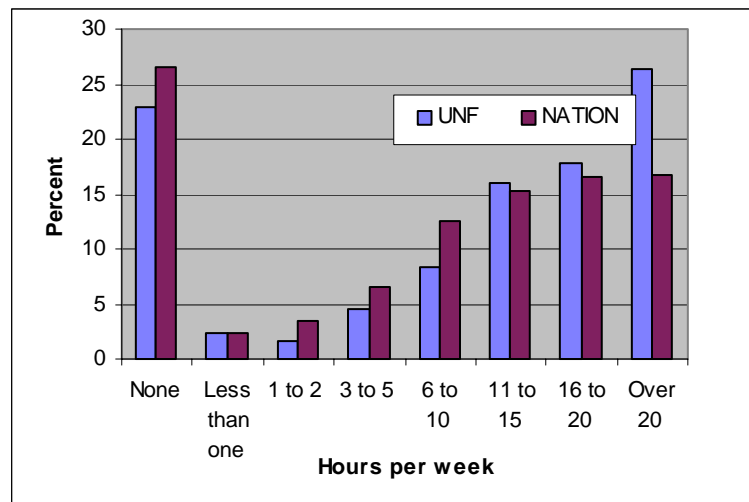
Freshmen at UNF spend fewer hours per week studying or doing homework than the national norms (Figure 16).

Figure 16: How many hours did you spend studying or doing homework?



However, as compared to national norms, UNF freshman spend more time working for pay (Figure 17).

Figure 17: How many hours did you spend working for pay?



## Discussion

The student body at UNF has undergone some significant changes in the last ten years. It has gotten younger, more ethnically and geographically diverse, and more likely to attend full-time. There have also been changes as to their choices of majors as more students are going into Computer and Information Sciences, Elementary Education, Business Management and Psychology while fewer are choosing Accounting and General Business.

For the most part, UNF beginning freshmen are similar to other beginning freshmen at baccalaureate institutions around the country. The most notable differences between them are socioeconomic.

UNF freshmen come from families where the parents have lower levels of education and lower annual income. UNF freshmen tend to live closer to home and to have applied at fewer alternate institutions, although UNF was not their first choice of schools.

UNF freshmen have indicated a greater need for remedial math than their national counterparts have. UNF freshmen spend fewer hours studying and doing homework and more hours working than the national sample. Whether there is a relationship between the need for math tutoring and a student's out-of-class commitments remains to be tested.