University of North Florida Annual Report

2009

[DRAFT 11/13/2009]

Data Definitions

GOAL 1:

- · Baccalaureate Degrees Awarded and Graduate Degrees Awarded: Graduate degrees include master's, research doctoral, and professional doctoral programs. Source: SUS Student Instruction File
- # and % Baccalaureate Degrees Awarded (Non-Hispanic Blacks and Hispanics): The number of baccalaureate degrees granted to non-Hispanic black students or Hispanic students. The percentage is the number of baccalaureate degrees awarded to each group divided by the total number of degrees awarded, excluding those awarded to non-resident aliens and those not reporting race/ethnicity. Source: SUS Student Instruction File
- # and % Baccalaureate Degrees Awarded (Pell Recipients): The number of baccalaureate degrees awarded to federal Pell grant recipients, an indicator of low family income. For this report, a Pell grant recipient is defined as a student who received Pell within six years of graduation. The percentage is the number of baccalaureate degrees awarded to Pell recipients as listed above divided by the total number of degrees awarded, excluding those awarded to non-resident aliens. Sources: SUS Student Instruction File and Student Financial Aid File

GOAL 2:

- # Degrees Awarded in Select Areas of Strategic Emphasis: Degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff in consultation with business and industry groups.
- Pass Rates on Professional Licensure Examinations: Many professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted and do not contain sufficient information to match to SUS data. Board of Governors staff will work with individuals from the appropriate agencies to try to get data in the needed format.

GOAL 3:

· Federally Financed and Total Academic Research and Development Expenditures: The National Science Foundation conducts an annual survey of colleges and universities regarding research and development expenditures. These amounts combine reported science and engineering R&D expenditures with reported non-science and engineering expenditures. Dollars are in nominal dollars (i.e., not inflationadjusted). Source: http://webcaspar.nsf.gov/

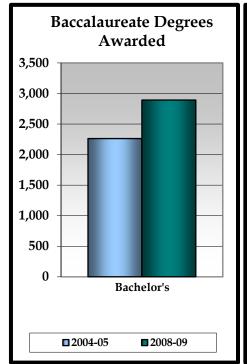
- # Licenses/Options Executed: Count of the number of licenses/options executed in the fiscal year for all technologies. Each license agreement is counted separately. Source: AUTM Licensing Survey
- · Licensing Income Received: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Source: AUTM Licensing Survey

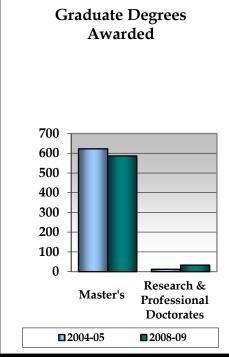
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

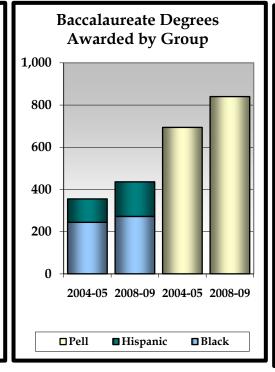
- 6 -Year Graduation and Retention Rates (FTICs), 4-Year Graduation and Retention Rates (AA Transfers), 5-Year Graduation and Retention Rates (Other Transfers): An FTIC cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. An AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. An Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of the initial cohort that had either graduated from or was still enrolled in the sixth academic year for FTIC students, fourth year for AA Transfers, and fifth year for Other Transfers. Both full-time and part-time students are included in the calculation. Source: SUS Retention File
- Student-Faculty Ratio: The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set/IPEDS
- **Funding per FTE Student:** E&G appropriation and tuition revenues are divided by total student FTE. Only state-fundable credit hours are used. To allow for national comparisons, FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. Sources: Operating Budget, SUS Student Instruction File

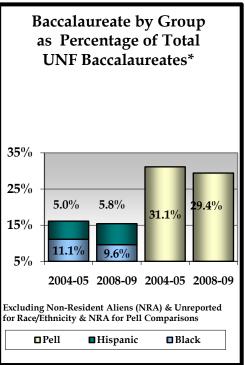
	University of North Florida 2009 Annual Report											
Sites a												
Enrollments	Headcount	%	Degree Programs (Offered (2	2007-08)		Carnegie Classification					
TOTAL (Fall 2008)	15,427		TOTAL		90	Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence					
Black	1,545	10%	Baccalaureate		54	Graduate Instructional	Single doctoral (education)					
Hispanic	1,004	7%	Master's & Specia	r's & Specialist's		Program:	Single doctoral (education)					
White	11,510	77%	Research Doctor	ates	1	Enrollment Profile:	Very high undergraduate					
Other	1,368	6%	Professional Docto	orates	2	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in					
Full-Time	10,410	67%	Faculty (Fall 2008)	Full-	Part-	Size and Setting:	Large four-year, primarily nonresidential					
Part-Time	5,017	33%	raculty (rail 2006)	Time	Time	De ei eu	Master's Colleges and Universities (larger					
Undergraduate	13,199	86%	TOTAL	481	24	Basic:	programs)					
Graduate	1,781	12%	Tenure/T. Track	345	10	Elective Classification:	NI / A					
Unclassified	447	3%	Non-Ten. Track	136	14	Elective Classification;	N/A					

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

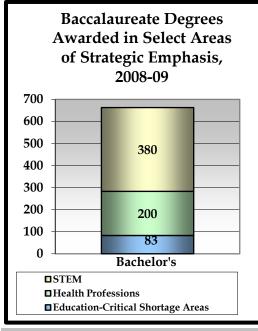


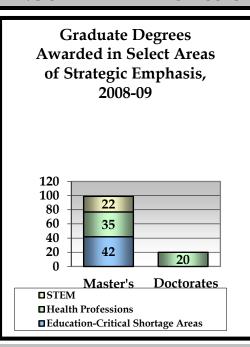


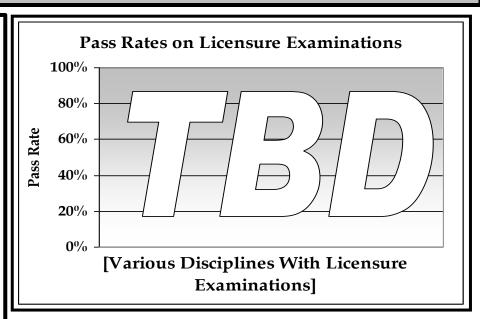




BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

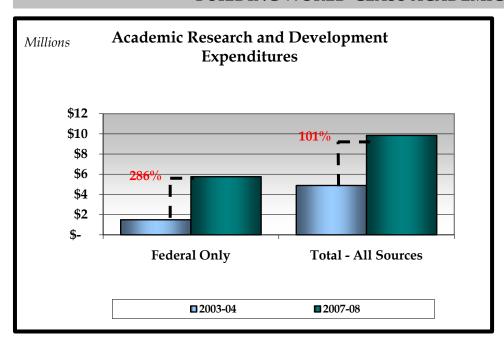






See ENDNOTES Regarding Pass Rates.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



Key University Achievements [Include a <u>maximum</u> of three in each category.]

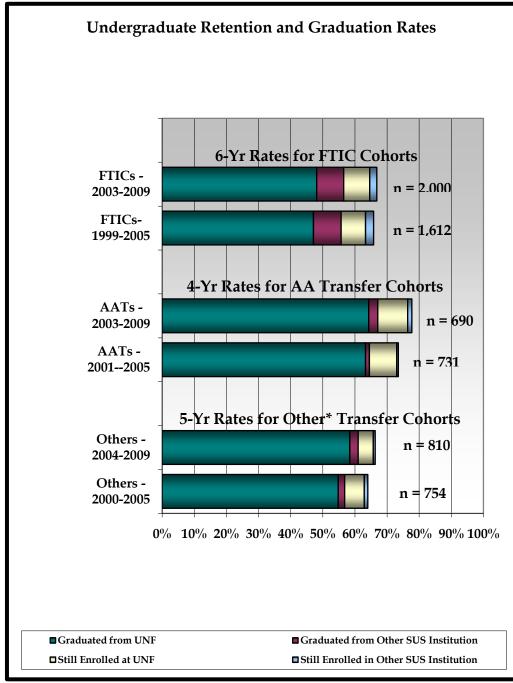
- Student awards/achievements
- UNF nutrition students recognized by Clinton Global Initiative
- Society for Human Resource Development recognizes Coggin College students with national award.
- UNF Student Kyle Groothuis awarded LL Waters Scholarship
- ► Faculty awards/achievements
- Professor Judy Rodriguez (Nutrition) elected President of American Dietetic Association
- Professor Ahmed Parvez (Finance) awarded Fulbright Award to Lecture in Bangladesh: link to release
- Professor J. Michael Franice (History) awarded Kislak Fellowship

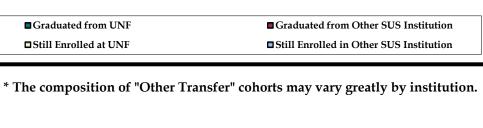
- Program awards/achievements
- College of Education and Human Services receives Professional Development School Achievement Award
- School of Nursing awarded Innovations in Professional Nursing Education from the American Association of Colleges of Nursing
- ► Research awards/achievements
- Patent issued for UNF faculty Sensors project
- Department of Defense award to research fuel cell technology
- NSF award to research robotics and brain computers.
- Institutional awards/achievements
- The U.S. State Department ranked UNF 7th for the number of short term study abroad experiences and 20th for the number of all student study aboard experiences.
- UNF receives International Award from APPA for excellence in facilities management 1st state school to receive this award.

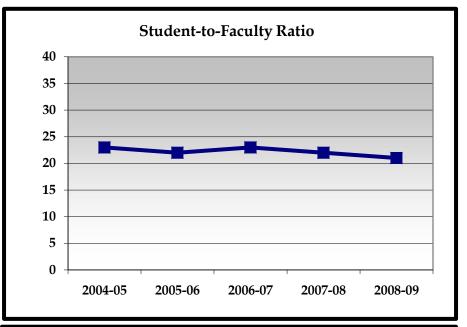
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

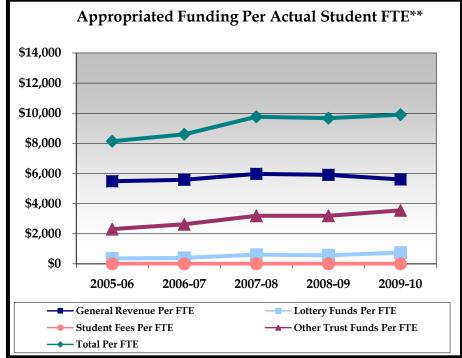
[AVAILABLE FOR DISPLAY OF INSTITUTIONAL PERFORMANCE ON MEASURES RELATED TO MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES]

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS









** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

NARRATIVE ON NEXT FIVE PAGES TO BE PROVIDED BY INSTITUTION

Introduction

► Mission

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

▶ Vision

▶ The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

▶ Other Contextual Introductory Comments

ADDITIONAL RESOURCES

[For example, university LINKS should be included for the following]

- ► Carnegie Classification http://www.collegeportraits.org/FL/UNF/carnegie
- ► Voluntary System of Accountability College Portrait of Undergraduate Education http://www.collegeportraits.org/FL/UNF/
- ► Common Data Set http://www.unf.edu/dept/inst-research/Common_Data_Set_2009.pdf
- ► College Navigator

http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+north+florida&s=FL &zc=32224&zd=0&of=3&id=136172

► University Institutional Research Unit ► http://www.unf.edu/dept/instresearch/index.htm

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 - F. Baccalaureate Degrees Awarded to Underrepresented Groups
 - G. Baccalaureate Completions Without Excess Credit Hours
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 - J. Undergraduate Instructional Faculty Compensation
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- 7 Research and Economic Development Data
 - A. Research and Development Expenditures
 - B. Other Research and Economic Development Outcomes
 - C. Centers of Excellence
 - D. Commercialization Assistance Grants
- 8 Voluntary Support of Higher Education
- 9 Progress on Other Primary Institutional Goals and Metrics As Outlined in the University Work Plan

1 - Budget								
	2005-06	2006-07	2007-08	2008-09	2009-10			
	Actual	Actual	Actual	Actual	Estimates			
Education and								
General E&G Revenues								
State Funds								
(Recurring GR &	\$76,528,537	\$88,955,430	\$88,112,494	\$83,694,166	\$73,959,861			
Lottery)								
State Funds (Non-	•	.		.				
Recurring GR &	\$0	\$0	\$2,758,322	\$787,695	\$494,020			
Lottery) Tuition								
(Resident/Non-	\$34,675,175	\$39,799,726	\$38,835,740	\$39,467,880	\$43,063,790			
Resident)	401,070,170	407/177/1 2 0	400,000,110	407/107/000	ψ 1 0,000,100			
Tuition Differential	\$0	\$0	\$0	\$0	¢1 202 064			
(UG)	ΦU	ΦU	ΦU	ΦU	\$1,203,064			
Other (Include								
Revenues from Misc.	\$1,494,250	\$957,933	\$830,425	\$866,560	\$466,845			
Fees & Fines)								
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0			
Federal Stimulus	фО	фО	фО	фО	ФЕ ОБА ОАС			
Funds	\$0	\$0	\$0	\$0	\$5,854,946			
TOTAL	\$112,697,962	\$129,713,089	\$130,536,981	\$124,816,301	\$125,042,526			
	2005-06	2006-07	2007-08	2008-09	2009-10			
	Actual	Actual	Actual	Actual	Estimates			
E&G Expenditures								
Instruction/Research	\$62,826,762	\$70,800,340	\$73,875,557	\$69,616,466	\$68,771,120			
Institutes and Research Centers	\$860,540	\$928,348	\$999,124	\$1,087,895	\$1,010,323			
PO&M	\$9,666,005	\$10,766,227	\$11,785,922	\$13,174,620	\$14,378,054			
Administration and Support Services	\$15,332,506	\$16,377,270	\$17,089,652	\$15,667,055	\$21,746,591			
Radio/TV	\$0	\$0	\$0	\$0	\$0			
Library/Audio Visual	\$3,708,892	\$3,862,201	\$4,109,444	\$3,905,140	\$2,603,483			
Museums and	\$0	\$0	\$0	\$0	\$0			
Agricult. Extension	\$0	\$0	\$0	\$0	\$0			
Allied Clinics	\$0	\$0	\$0	\$0	\$0			
Student Services	\$10,726,365	\$13,876,464	\$15,207,557	\$15,391,410	\$16,388,374			
Intercolleg. Athletics TOTAL	\$140,341 \$103,261,411	\$144,581 \$116,755,431	\$144,581 \$123,211,837	\$144,581 \$118,987,167	\$144,581 \$125,042,526			

	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	2009-10 Estimates
Contracts and Grants					
Revenues	\$17,067,911	\$17,046,899	\$13,028,240	\$10,814,036	\$9,591,844
Expenditures	\$15,724,763	\$14,037,158	\$10,882,966	\$10,523,185	\$10,051,411
Auxiliary Enterprises					
Revenues	\$27,532,342	\$31,474,131	\$32,707,018	\$34,235,652	\$36,674,278
Expenditures	\$21,480,118	\$25,735,577	\$26,151,260	\$26,519,552	\$32,311,171
Local Funds					
Revenues	\$34,496,256	\$37,101,672	\$42,377,196	\$43,565,910	\$48,798,246
Expenditures	\$30,902,119	\$33,110,186	\$38,203,601	\$43,674,277	\$46,792,947
TOTAL REVENUES	\$191,794,471	\$215,335,791	\$218,649,435	\$213,431,899	\$220,106,894
EXPENDITURES	\$171,368,411	\$189,638,352	\$198,449,664	\$199,704,181	\$214,198,055

	Proposed 2009-10
# Jobs Saved/Created	140
Proposed Operating Budget Detail	
Jobs Saved/Created	\$5,854,946
Scholarships	
Library Resources	
Building Repairs/Alterations	
Motor Vehicles	
Printing	
Furniture & Equipment	
Information Technology Equipment	
Financial Aid to Medical Students	
Other:	
TOTAL	\$5,854,946

3 - Other Core Resources									
Appropriated Funding per Actual Student FTE (US Definition)	2004-05	2005-06	2006-07	2007-08	2008-09				
General Revenue per FTE	\$5,484	\$5,578	\$5,966	\$5,907	\$5,598				
Lottery Funds per FTE	\$347	\$391	\$604	\$563	\$748				
Other Trust Funds per FTE	\$0	\$0	\$0	\$0	\$0				
Student Fees per FTE	\$2,302	\$2,624	\$3,184	\$3,188	\$3,549				
Total per FTE Student	\$8,133	\$8,593	\$9,754	\$9,658	\$9,896				

^{**} FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

	Fall	2004	Fall	2005	Fall	2006	Fall	2007	Fall	2008
Personnel Headcount	FT	PT								
Total Tenure/ Tenure- track Faculty	303	15	316	1	342	5	341	9	345	10
Total Non-Tenure Track Faculty	145	0	133	14	140	13	171	12	136	14
Total Graduate Assistants/ Associates		96		107		103		104		113
Total Executive/ Ad- ministrative/ Managerial	199	1	229	2	225	3	235	5	237	6
Total Other Professional	316	9	364	6	410	9	407	11	385	12
Total Non-Professional	400	10	409	8	428	8	457	8	468	9
5pace	Fall	2004	Fall	2005	Fall	2006	Fall	2007	Fall	2008
Space Utilization Percentage (Classrooms)	104	1.41	110).29	111	.89	11	5.4	11	7.3

	4 - Enrollment and Funding									
For entire institution: Annual FTE	Funded 2007-08	2007-08 Actual	Funded 2008-09	2008-09 Actual	Funded 2009-10	2009-10 Estimated				
FL Resident Lower	3,950	4,027	3,530	3,533	3,530	3,529				
FL Resident Upper	5,107	5 ,2 93	5,244	5,239	5,244	5,244				
FL Resident Grad I	857	844	851	844	851	851				
FL Resident Grad II	40	85	125	124	125	125				
Total FL Resident	9,954	10,248	9,750	9,740	9,750	9,749				
Non-Res. Lower		121		90		90				
Non-Res. Upper		131		104		104				
Non-Res. Grad I		43		52		52				
Non-Res. Grad II		5		5		5				
Total Non- Res.	287	299	250	251	250	251				
Total Lower		4,147		3,623		3,619				
Total Upper		5,424		5,343		5,348				
Total Grad I		887		896		903				
Total Grad II		89		129		130				
Total FTE	10,241	10,548	10,000	9,991	10,000	10,000				
Total FTE - US Definition*	13,655	14,064	13,333	13,321	13,333	13,333				

^{*} Use FL - SUS definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) for all items except the row named Total FTE- US Definition. For this row, use Undergraduate FTE = 30 and Graduate FTE = 24 credit hours.

4 - Enrollment and Funding (Continued)										
For each distinct location (main, branch, site, regional campus) with> 150 FTE. Add charts, if needed.										
SITE: Main Can	npus									
FTE	2007-08 Actual	2008÷09 Actual	2009-10 Estimated							
Lower	4,147	3,623	3,619							
Upper	5,424	5,343	5,348							
Grad I	887	896	903							
Grad II	89	129	130							
Total	10,548	9,991	10,000							
SITE:										
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated							
Lower										
Upper										
Grad I										
Grad II										
Total										
SITE:										
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated							
Lower										
Upper										
Grad I										
Grad II										
Total										

	5 - Undergraduate Education Data								
5A. Baccalaureate Degree Programs Implemented or Terminated Title and Program Level	New Program or Termina- tion?	Date Approved by UBOT	Date Approved by BOG, if Needed	Implementa- tion Date, if New	Program CIP Code				
Interdisciplinary Studies, BA	Term			Spring 2008	30.0101				
ţ	B. Successfu	il First-Year I	ersistence Ra	ıtes					
YEAR OF SUS MATRICULATION	2003	2004	2005	2006	2007				
Full-Time FTIC Cohort (Fall/Summer- Fall) Size	1,933	2,228	2,297	2,308	2,048				
Percentage Enrolled in Same IHE After One Year	80.4%	77.1%	79.7%	78.8%	78.6%				

5C. Success	ful Undergra	duate Progre	ssion and Gra	iduation Rate	·S
YEAR OF SUS MATRICULATION	1999	2000	2001	2002	2003
FTIC Cohort (Fall/Summer-Fall) Size	1,612	1,687	1,781	1,947	2,000
Percentage Graduated from Same IHE Within 4 Years	24.3%	19.9%	22.6%	20.5%	22.3%
Percentage Graduated from Other SUS IHE Within 4 Years	3.5%	4.0%	3.0%	3.4%	3.5%
Percentage Enrolled in Same IHE After 4 Years	33.7%	36.5%	32.8%	36.9%	38.3%
Percentage Enrolled in Other SUS IHE After 4 Years	7.2%	7.8%	7.0%	6.4%	6.1%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	68.7%	68.0%	65.4%	67.2%	70.1 %
Percentage Graduated from Same IHE Within 6 Years	47.1%	44.3%	45.2%	44.6%	48.1%
Percentage Graduated from Other SUS IHE Within 6 Years	8.6%	10.1%	8.2%	8.5%	8.4%
Percentage Enrolled in Same IHE After 6 Years	7.6%	7.0%	7.6%	7.9%	8.1%
Percentage Enrolled in Other SUS IHE After 6 Years		2.7%	2.1%	2.6%	2.2%
TOTAL 6-Year Success and Progress Rate (Graduated or Enrolled in SUS)	65.8%	64.1%	63.1%	63.6%	66.8%

YEAR OF SUS MATRICULATION	2001	2002	2003	2004	2005
AA Transfer Cohort (Fall/Summer-Fall) Size	731	722	716	766	690
Percentage Graduated from Same IHE Within 2 Years	33.2%	34.6%	34.9%	32.2%	30.40%
Percentage Graduated from Other SUS IHE Within 2 Years	0.5%	0.0%	0.0%	0.3%	0.40%
Percentage Enrolled in Same IHE After 2 Years	48.3%	49.4%	49.4%	50.4%	53.80%
Percentage Enrolled in Other SUS IHE After 2 Years	0.8%	1.4%	1.7%	1.7%	2.20%
TOTAL 2-Year Success and Progress Rate (Graduated or Enrolled in SUS)	82.9%	85.5%	86.0%	84.6%	86.8%
Percentage Graduated from Same IHE Within 4 Years	63.3%	65.7%	66.1%		
Percentage Graduated from Other SUS IHE Within 4 Years	1.2%	1.4%	1.1%	1.2%	2.8%
Percentage Enrolled in Same IHE After 4 Years	8.5%	8.9%	9.6%	9.0%	9.3%
Percentage Enrolled in Other SUS IHE After 4 Years		1.0%	1.0%	0.9%	1.3%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	73.5%	77.0%	77.8%	77.7%	77.7%

YEAR OF SUS MATRIC	2000	2001	2002	2003	2004
Other Transfer Cohort (Fall/Summer-Fall) Size	754	784	739	706	810
Percentage Graduated from Same IHE Within 5 Years	54.8%	57.7%	60.1%	60.9%	58.4%
Percentage Graduated from Other SUS IHE Within 5 Years	2.0%	3.6%	1.6%	2.0%	2.6%
Percentage Enrolled in Same IHE After 5 Years	6.1%	3.4%	5.3%	5.8%	4.7%
Percentage Enrolled in Other SUS IHE After 5 Years	1.1%	0.9%	1.4%	1.1%	0.6%
TOTAL 5-Year Success and Progress Rate (Graduated or Enrolled in SUS)	64.0%	65.6%	68.4%	69.8%	66.3%
5D. Baccalaureate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Baccalaureate Degrees	2,262	2,354	2,561	2,757	2,892
5E. Baccalaureate Degrees Awarded in Areas of Strategic	identified	for each univ	ersity. [UNL	degree progr UPLICATEL	COUNT]
Emphasis	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	51	71	71	91	83
Health Professions	155	163	173	212	200
Science, Technology, Engineering, and Math	272	291	311	324	380
Security & Emergency Services	110	117	135	126	107
Globalization	166	166	157	166	218
Regional Workforce Needs	265	215	229	224	244
TOTAL: Areas of Strategic Emphasis	1,019	1,023	1,076	1,143	1,232

5F. Baccalaureate Degrees Awarded to Underrepresented Groups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Baccalaureate Degrees Awarded to Black Non-Hispanic Students	244	199	232	247	272
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non- Resident Aliens and Unreported) Awarded to Black Non-Hispanic Students	11.1%	8.7%	9.3%	9.1%	9.6%
# of Baccalaureate Degrees Awarded to Hispanic Students	111	115	125	190	164
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non- Resident Aliens and Unreported) Awarded to Hispanic Students	5.0%	5.0%	5.0%	7.0%	5.8%
Number of Baccalaureate Degrees Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	694	702	757	801	840
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non- Resident Aliens) Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	31.1%	30.2%	30.0%	29.6%	29.4%

5G. Baccalaureate Completion Without Excess Credit Hours	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	56.7%	56.9%	42.1%	37.6%	39.8%
5H. Undergraduate Course Offerings	Fall 2004	Fa11 2005	Fall 2006	Fall 2007	Fall 2008
Number of Undergraduate Course Sections	1,287	1,363	1,209	1,455	1,332
% of Undergraduate Course Sections With <	54.7%	53.7%	52.5%	52.5%	50.1%
% of Undergraduate Course Sections With >=30 and <50 Students	33.8%	34.7%	36.1%	35.7%	38.4%
% of Undergraduate Course Sections With >=50 and <100 Students	6.6%	7.1%	6.5%	6.9%	7.1%
% of Undergraduate Course Sections With >=100 Students	4.9%	4.5%	4.9%	4.9%	4.4%
51. Faculty Teaching Undergraduates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Percentage of a FTE Student's Credit Hours Spent in Classes Taught by Faculty	75.6%	77.6%	75.2%	77.3%	78.2%
Percentage of a FTE Student's Credit Hours Spent in Classes Taught by Adjunct Faculty	22.3%	19.5%	23.1%	21.1%	20.2%
Percentage of a FTE Student's Credit Hours Spent in Classes Taught by Graduate Students	1.0%	1.7%	0.8%	0.5%	0.3%
Percentage of a FTE Student's Credit Hours Spent in Classes Taught by Other Instructors	1.1%	1.2%	1.0%	1.1%	1.2%

5J. Undergraduate Instructional Faculty Compensation	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$68,109	\$73,032	\$87,926	\$92,187	\$92,646
5K. Student/Faculty Ratio	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
IPEDS/Common Data Set Student-to-Faculty Ratio	23	22	23	22	21
5L. Licensure Pass Rates	2004	2005	2006	2007	2008
Nursing: Number of NCLEX First-Time Test Takers – Baccalaureate	94	107	122	121	126
Nursing: Pass Rate for NCLEX First-Time Test Takers – Baccalaureate	86.2%	81.3%	94.3%	90.9%	96.0%

Indicators for pass rates on other licensure exams will be added as data become available. [See ENDNOTES.]

5M. Tuition Differential	2008-2009	Sum-Fall 2009
Revenues Total Revenues Generated By the Tuition Differential	0	567,528 (Partial)
Waivers		
Number of Students Eligible for FSAG	1,317	1,244
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	119
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	0	\$ 2,136.42

Report on the success of the tuition differential in achieving the articulated purpose. Include an update on any performance measures that were specified in the BOG-approved tuition differential proposal. [NOTE: In 2009, universities will only be able to report progress for the fall term and reiterate how the university will monitor the long-term success of the tuition differential.]

UNF reported earlier that tuition differential monies would be distributed according to state mandate (30% financial need-70% undergraduate education).

70% of the tuition differential money (\$842,145) was used to hire 15 visiting faculty members in Fall 2009. These faculty are expected to teach an average of 4 courses per term, resulting in an estimated 120 undergraduate courses added to the schedule that we otherwise would not have been able to provide. We expect to see a corresponding drop in our student faculty ratio.

30% of the tuition differential was dedicated to financial aid. This money was distributed among several UNF initiatives:

- 1. SWOOP scholarships \$200,000 a need-based program focused on students from specific low income schools.
- 2. Jacksonville Commitment scholarships \$150,000 need based program focused on Duval County students
- 3. General university-funded need-based aid \$10,919

Detailed expenditures of the revenues generated by the tuition differential will be captured in the Operating Budget submission each August.

6 - Graduate Education Data						
6A. GraduateDegree Programs Implemented or Terminated Title and Program Level	New Program or Termina- tion?	Date Approved by UBOT	Date Approved by BOG, if Needed	Implemen- tation Date, if New	Program CIP Code	
Mental Health Counseling, MS	New	4/16/2009	1-1-1-1-1-1-1-1-1-1-1	Summer 2009	51.1508	
6B. Graduate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Master's and Specialist	622	500	598	575	586	
Research Doctoral (Total)	12	11	13	10	13	
Professional Doctoral (Total)					20	
Medicine						
Law						
Pharmacy						
6C. Graduate Degrees Awarded in Areas of	Areas of Strategic Emphasis: Specific degree prograbe be identified for each university. [UNDUPLICA] COUNT]					
Strategic Emphasis	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Education	58	49	40	40	42	
Health Professions	25	28	39	11	55	
Science, Technology, Engineering, and Math	19	16	24	33	22	
Security & Emergency Services	8	9	13	6	8	
Globalization						
Regional Workforce Needs	227	44	79	80	65	
TOTAL: Areas of Strategic Emphasis	337	146	195	170	192	
6D. Licensure Pass Rates	2004	2005	2006	2007	2008	
Indicators for pass rate		ensure exan [See ENDN)		ded as data l	oecome	

7 - Research and Economic Development Data						
7A. Research and Development Expenditures	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
Federally Financed Academic Research and Development Expenditures (As Reported in NSF Surveys)	\$1,493	\$2,984	\$3,517	\$5 <i>,</i> 758	\$5,759	
Total Academic Research and Development Expenditures (As Reported in NSF Surveys)	\$4,890	\$5,640	\$6,413	\$8,412	\$9,847	
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure- Earning Faculty Member	\$16,633	\$18,614	\$20,294	\$24,596	\$28,877	
7B. Other Research and Economic Development Outcomes [for Entire University]*	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
Invention Disclosures Received	0	0	3	3	3	
Total U.S. Patents Issued	0	0	1	0	1	
Patents Issued Per 1,000 Full- Time, Tenure and Tenure- Earning Faculty	0	0	3	0	3	
Total Number of Licenses/Options Executed	0	0	0	0	0	
Total Licensing Income Received	\$4,249	\$1,305	\$1,273	\$404	\$1,796	
Jobs Created By Start-Ups in Florida	Data collection methodology still under discussion. (See endnote.)					
* Data will be provided by Board staff for institutions that have reported said data to AUTM.						

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7C. Centers of Excellence (Please complete for each Center	of Exceller	ıce)
Name of Center of Excellence:	From First Year Up To Most Recent Year	Most Recent Year
Research Effectiveness		
Competitive Grants Applied For and Received		
Total Research Expenditures		
Publications in Refereed Journals From Center Research		
Professional Presentations Made on Center Research		
Invention Disclosures Filed and Issued		
Technologies Licensed and Revenues Received		
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions		
Collaborations with K-12 Education Systems/Schools		
Collaborations with Private Industry		
Students Supported with Center Funds		
Students Graduated		
Job Placements of Graduates Upon Leaving the Center		
Economic Development Effectiveness		
Business Start-Ups in Florida		
Jobs Created and Jobs Saved in Florida		
Specialized Industry Training and Education		
Dollars Acquired from Venture Capitalists and Other Investments		

7D. Commercialization Assistance Grants

Narrative Comments [Most Recent Year]

Technology Transfer Infrastructure Enhancement and the Commercialization of a Research Product at the University of North Florida

Grant funding was provided to support patent costs, pre-marketing activities and the development of marketing materials for existing technologies developed by the UNF Sensor Research Group.

Phase I Grant: \$26,755

Activities and Accomplishments from December 01, 2008 to December 01, 2009

1. Patent Activity:

- Invention disclosure processed and patent application for a sensor technology filed with the USPTO: "Quartz Crystal Microbalance with Nanocrystalline Oxide Semiconductor Thin Films and Method of Detecting Vapors and Odors Including Alcoholic Beverages, Explosive Materials and Volatilized Chemical Compounds," April 01, 2009.
- 2. Pre-Marketing Activities:
- The Slade Entrepreneur in Residence at UNF, Mr. David Hayes, and two Coggin College of Business students were contracted to prepare a feasibility study for the marketing of UNF sensor technologies. The completed study established a framework for marketing the technologies. The study identified potential markets in agriculture, medical diagnostics, health care, environmental services, defense, homeland security and energy.
- •In consultation with Mr. Hayes we are developing marketing brochures for each one of the sensor technologies. A concerted effort is underway to develop partnerships with medical device manufacturers and local healthcare researchers to explore health related applications of the sensors. This includes a symposium on sensor applications, targeting these partners, government agencies and venture groups early in 2010.
- We employed two engineering students to develop marketing modules for a project on Detection and Reporting of Light Sources, with potential applications in energy savings.
- We collaborated with 2 Florida companies to develop and submit SBIR proposals based on UNF sensor technologies, in response to DARPA and Navy RFPs. The projects proposed in these submissions are likely to become Phase II candidates.

Insert additional pages, as needed for additional grants.

9. Progress on Other Primary Institutional Goals and Metrics As Outlined in the University Work Plan

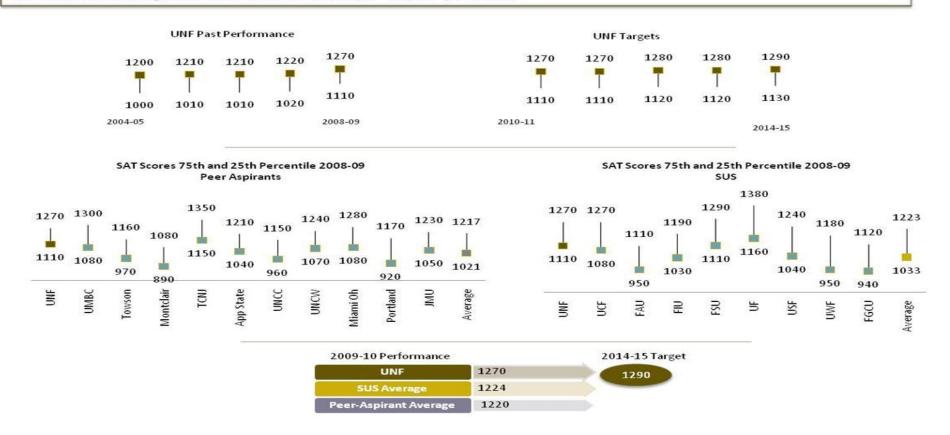
Provide a report on progress to date on three - five other primary university goals and metrics that were identified in the institution's last annual work plan/proposal.

[NOTE: In 2009, universities may only be able to identify goals and metrics or report on progress on institutional strategic planning goals already in place.]

Goal: Recruit and support a diverse community of students, faculty, and staff

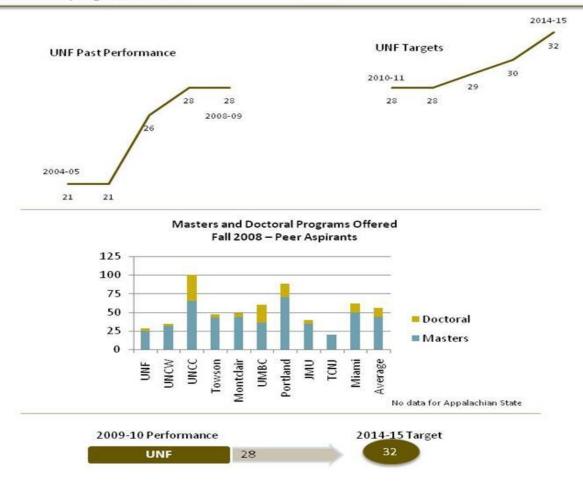
Performance Indicator: Student SAT Scores

SAT scores of incoming full-time, first-time freshmen (25th and 75th percentile)



Goal: Cultivate a learning environment that supports intellectual curiosity, academic achievement, and personal growth

Performance Indicator: Graduate Programs Number of masters and doctoral programs offered



Goal: Secure fiscal, physical, and technological resources aligned with the University's mission and values

Performance Indicator: Total Endowment Value 2008 value of University's endowment (in thousands)



