

ANNUAL REPORT
JOHN A. DELANEY

**July 2016 –
June 2017**

**John A. Delaney
Annual Report
2016 - 2017**

In this year's annual report I have the good fortune to be able to share facts and figures that confirm UNF is on the right course and that we have hit many markers of success we set for ourselves: improved performance on the Board of Governors Performance Based Metrics, increased enrollment, improving on the complex of buildings where many of our STEM classes are taught, an increase private donations, money set aside for faculty and staff raises, increased media coverage, and so forth. It is also a report that bodes well for the upcoming years.

When reading through last year's report you indicated that you wanted to see more facts and numbers that pointed to the improvement we made as a university. To that end, we published an addendum that provided those kinds of markers.

In sitting down to write this report it was important to me that you would be able to find our quantitative and qualitative achievements throughout this document on each of areas I have listed in the first paragraph, and more. I also wanted to spend some time on discussing some of the strategies that are making the difference in our graduates' ever improving performance while at UNF and upon graduation.

It was also critical to document sound fiscal management of our resources, as we continued to enhance the UNF campus. Equally important was to provide the different ways we have been telling the UNF story and the results that these methods have had on the recruitment of our students and developing even stronger relationships with our community and with private donors. You will find these facts and numbers within the text, but many are also shown in tables and charts, as well as framed text boxes with summaries of some of the highlights in the report.

I hope this is an easier, albeit not necessarily shorter, format where you can find the numbers you need in conducting your evaluation of what I, along with a team of 2,000 faculty and staff, and 16,000 students, accomplished this past year, with your prudent guidance.

By the Numbers

I will be switching perspectives as we walk through the data; providing an overview of the Performance Based Metrics (PBM) as they were calculated for 2015-16 and published in March 2017. However, with the delay in universities and other supporting organizations reporting certain numbers, Performance Based Funding is linked to numbers that occurred two years earlier than the funds are actually allocated to the institution's budget. In most instances, we have UNF's numbers from the prior year (in this case 2016-17), which will be forwarded to the Board of Governors (BOG) in October 2017.

As a result of this delay in timing, this report will briefly provide data reflecting how we did in comparison to sister institutions in 2015-2016, which affects our 2018 FY budget. At the same time, I will offer the data that reflects the work the institution did this past year, which will affect our allocations in the 2019 FY budget, July 1, 2018 to June 30, 2019.

In addition to PBM, I will share information on other metrics that document our successes and our challenges. Within these metrics I will refer to the measures on which Governor Scott asked each university to report. Some of the other measures will include the financial health of the institution.

Performance-Based Metrics Reported to Date

The numbers that determine a school's performance on the BOG metrics are not the results of the successes in the actual year the points are awarded, but rather one or two years earlier.

On Table 1, shown below, you will see a listing of the 10 PBMs for which UNF is held accountable, along with most of the other State University System institutions. These are the numbers that led to our overall rankings announced in March 2017, albeit they reflect performance in 2015-2016 as opposed to 2016-2017 performance.

When you look at Table 1, you'll note that NCF (New College of Florida), UF (University of Florida) and FSU (Florida State University) have different metrics for PBM 9. NCF has a different metric for PBM 8. All schools have unique metrics for PBM 10. Each university picked one where they would hit the maximum points. This coming year, each institution will be given seven points on their self-selected metric and must show growth every year thereafter.

When you scan the whole table, you will note that at no point is UNF the lowest scoring institution. UNF has consistently scored well on post-graduation employment, which is an area of strength when we look at some measures the Governor asked us to examine. Our position in comparison to our sister institutions has remained relatively stable. UNF's greatest growth since the BOG has been tracking the data in the anticipation and execution of the metrics has been in graduation rates and baccalaureate graduates in strategic areas of emphasis.

If you look at PBM 1, you will see that UNF had 68.7 percent of its baccalaureate graduates with a \$25,000 or greater income or furthering their education. This represents a 2.2 percent increase, placing UNF as the fourth highest performing institution with a 0.7 percent spread between UNF and the highest performing SUS institution.

The one metric where we perform second from the bottom is the average student cost for an undergraduate degree (PBM3). While tuition rates across the system are fairly consistent with larger schools having somewhat higher tuition rates than middle size and smaller schools, what makes the big difference here is how much financial support a student brings to or is given by the institution. When students have Florida Bright Future Scholarships, or they receive PELL grants, their out-of-pocket expenses will of course be lower. This figure is also affected by institutional or private scholarships. Because so many NCF and UF students bring Bright Futures dollars or have other forms of merit-based aid, these students spend the lowest amount on their own education. As a result of high minority enrollments at FAMU, its students, likewise, have lower out-of-pocket expenses paid to the university, although they certainly have other financial constraints.

Our positioning on Metric 3 is likely to remain toward the bottom of the list. This is similar to the fact that, because of the nature of their curricular offerings, FSU and NCF are likely to remain among the lower-performing institutions on PBM 6 and 8 (percent of students graduating with degrees in strategic

	TABLE 1: Most Recently Published Performance-Based Metrics										
	Higher Scores			Performance-Based Metrics					Lower Scores		
1. Percent of Graduates Employed and/or Cont. Educ.	UF 69.4%	FIU 69.0%	USF 69.0%	UNF 68.7%	UWF 67.6%	FAU 67.5%	UCF 66.2%	FGCU 65.8%	FAMU 64.6%	FSU 63.7%	NCF 41.8%
2. Median Average Full-time Wages of Undergraduates	UF \$40,700	FIU \$38,800	FAU \$38,700	UCF \$38,600	USF \$38,000	UNF \$37,000	UWF \$36,700	FGCU \$36,300	FSU \$35,700	FAMU \$32,700	NCF \$26,500
3. Average Student Cost per Undergraduate Degree	NCF \$5,920	UF \$10,660	FAMU \$12,640	USF \$13,170	FSU \$14,930	UCF \$15,280	UWF \$16,340	FAU \$16,540	FIU \$17,190	UNF \$17,260	FGCU \$18,790
4. Entering Freshmen's Six-Year Graduation Rate	UF 87.2%	FSU 80.0%	UCF 68.3%	USF 66.3%	NCF 63.4%	FIU 54.8%	UNF 53.0%	FAU 49.2%	UWF 48.3%	FGCU 45.5%	FAMU 40.7%
5. 2 nd -Year Retention with GPA above 2.0	UF 95.5%	FSU 90.4%	UCF 86.3%	USF 86.1%	NCF 84.3%	FIU 80.8%	UNF 75.4%	FAU 74.7%	FAMU 74.6%	FGCU 72.9%	UWF 70.1%
6. Bachelor's Degrees in Areas of Strategic Emphasis	USF 59.0%	UF 56.9%	FAU 52.7%	UCF 52.0%	UWF 49.5%	UNF 48.7%	FAMU 48.0%	FGCU 47.8%	FIU 47.7%	NCF 45.9%	FSU 42.8%
7. Percent of Undergraduates with a Pell Grant	FAMU 65.4%	FIU 51.4%	FAU 41.8%	UWF 41.3%	USF 41.3%	UCF 39.8%	UNF 32.1%	FGCU 31.9%	UF 29.7%	NCF 28.3%	FSU 27.7%
8. Graduate Degrees in Areas of Strategic Emphasis	USF 74.6%	UF 70.3%	FGCU 65.3%	UCF 63.4%	FAU 59.4%	FIU 58.7%	FAMU 58.2%	UNF 48.9%	FSU 46.0%	UWF 44.0%	*NCF N/A
9. Baccalaureate Degrees Awarded without Excess Hrs.	UWF 80.5%	USF 75.6%	FGCU 75.6%	FAU 73.2%	UNF 71.1%	FIU 69.1%	UCF 66.3%	FAMU 28.3%	* NCF, FSU, UF use a different metric		
10. Each institution sets its own goal.	UNF 10pts	UF 10pts	FIU 10pts	USF 10pts	UCF 10pts	UWF 10pts	FGCU 10pts	FAMU 10pts	FAU 10pts	NCF 10pts	FSU 10pts

areas of need), and because their high entrance requirements, NCF, FSU and UF will most likely perform among the bottom three on PBM 7 (percent of PELL grants).

Along with each of our sister institutions, we receive a full 10 points for our performance on Metric 10. Since every institution was able to pick its own metric, this is not surprising. Our choice was the percent of full-time equivalent undergraduates enrolled in distance learning courses.

Starting this year, all SUS institutions will be given seven points for their 2016-2017 performance on their particular version of metric 10, and will need to show improvement to score more points in the following years.

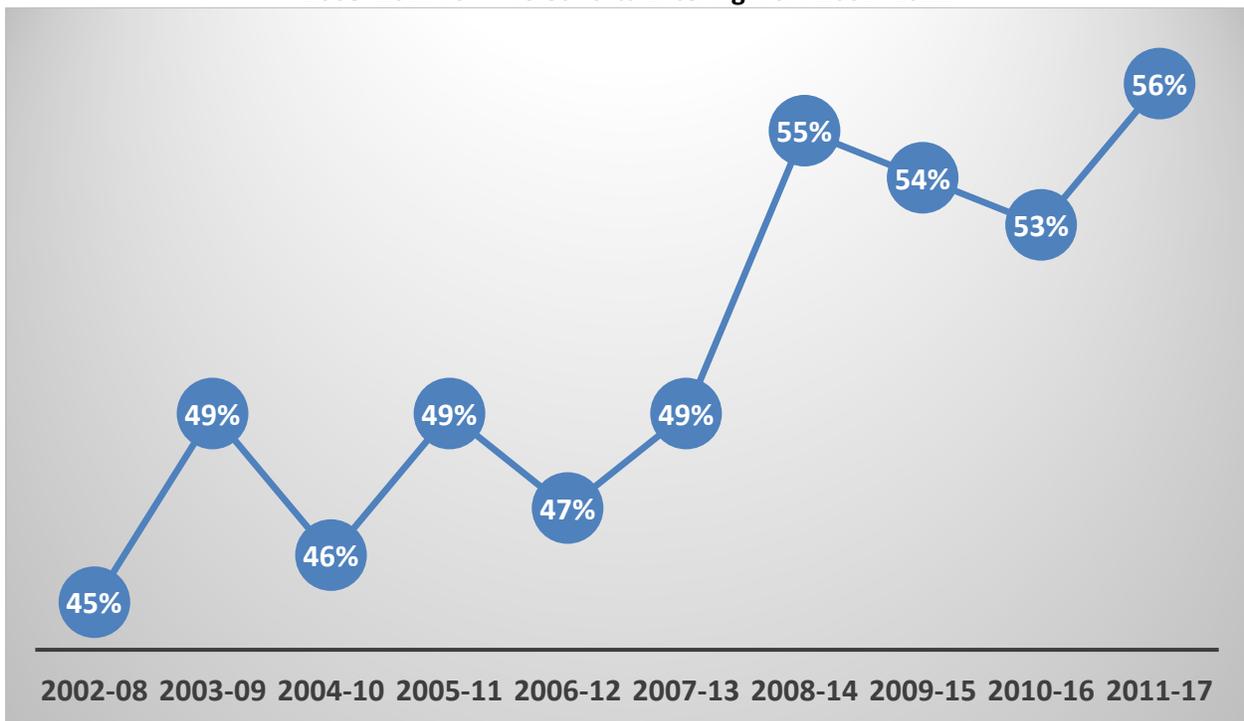
Performance Based Metrics in 2016 - 2017

As mentioned above, due to the unavoidable delay in timing of the accountability reports, many of the metric scores which will be used to determine the overall scores that the BOG will report in March 2018 became finalized with the close of summer 2017 classes or with fall 2017 registration. (As a parenthetical statement, I must confess I look forward to the fact that I will be the sitting president when that happens.)

These are, in fact, the numbers to use in assessing UNF's progress over the past year. While the data will not be submitted to the BOG until October, we now know the data for six of the 10 PBM at this point in time and have a reasonable estimate on a seventh metric.

The six-year graduation rate for 2016 - 2017 was 56 percent. This is the highest graduation rate UNF has ever attained and will provide us with three improvement points on our total Performance Based Funding Scores.

CHART 1: UNF Six-Year Graduation Rates from 2008–2017 for FTIC Cohorts Entering from 2002–2011



While we won't know for sure until March when we see the comparative reports from other institutions, this could move us into the direct center position for the SUS institutions. It could also raise our standing among our national peers. But before we claim such victories, we need to see what other institutions report to the federal Integrated Postsecondary Education Data System (IPEDS), much later in the year.

In analyzing Chart 1, you find that UNF has moved up from graduation rates in the mid to high 40s to the mid-50s range. This speaks well of the changes we have been making in our admission standards, moving toward a more residential campus, providing more student support and student life activities. But it also means that we have work to do on (a) our transfer-out rates, (b) intense and assertive advising, and (c) finding support for the 26 percent of UNF students who are working more than 23 hours per week at off-campus sites.

With the off-campus work schedule that many of our students have, it's easy to see why we are proud of the fact that we are beginning to approach a 58 or 60 percent six-year graduation rate, which would move us to the top of our national peers.

TABLE 2: UNF Achievement on 10 BOG Performance Metrics

Board of Governors Metrics	2015-16	2016-17	Change
1. Percent of Graduates Employed at \$25,000 or more and/or Cont. Educ.	68.7%	Unknown	
2. Median Average Full-time Wages of Undergraduates	\$37,000	Unknown	
3. Average Student Cost per Undergraduate Degree	\$17,260	Unknown	
4. Entering Freshmen's Six-Year Graduation Rate	53.0%	56.5%	+3.5%
5. 2nd Year Retention with GPA Above 2.0	75.4%	78.1%	+2.7%
6. Bachelor's Degrees in Areas of Strategic Emphasis	48.7%	51.8%	+3.1%
7. Percent of Undergraduates with a Pell Grant	32.1%	30.7%	-1.4%
8. Graduate Degrees in Areas of Strategic Emphasis	48.9%	53.7%	+4.8%
9. Baccalaureate Degrees Awarded without Excess Hrs.	71.1%	Expected increase	
10. Percent of Undergraduate FTE Earned in Distance Learning Courses	16.2%	18.7%	+2.5%

PBM 5: The second-year retention rate is a significant predictor of student graduation rates. This past year, we used various mechanisms to improve these numbers. As a result, UNF's second-year retention rate went from 75.4 percent in fall 2016 to 78.1 percent in fall 2017. This is a second year of improvement on this number and would indicate improved graduation rates in 2022 and 2023.

Two other metrics that improved as a result of 2016-2017 graduation numbers are: percent of undergraduate (PBM 6) and graduate students (PBM 8) completing degrees in Strategic Areas of

Emphasis. There was a 3 percent increase in the number of undergraduates who earned degrees in Strategic Areas of Emphasis – a climb from 49 percent to 52 percent at the undergraduate level. At the graduate level, we went from 49 percent to 54 percent, a 5 percent increase.

As you may remember, this increase in graduates in strategic areas reinforces the results we found when we compared the percentage of UNF students who are graduating in areas of top job opportunities that the Governor identified in his letter to SUS institutions.

The percent of students we will report who graduated without taking excess hours (PBM 9) is also expected to increase. But we need some guidance from the BOG staff before we declare these results.

The data estimates for 6 out of the 10 metrics that will be reported in March appear in Table 2. In all but one of these cases we have documented improvement.

Governor Scott’s List of High Demand Fields

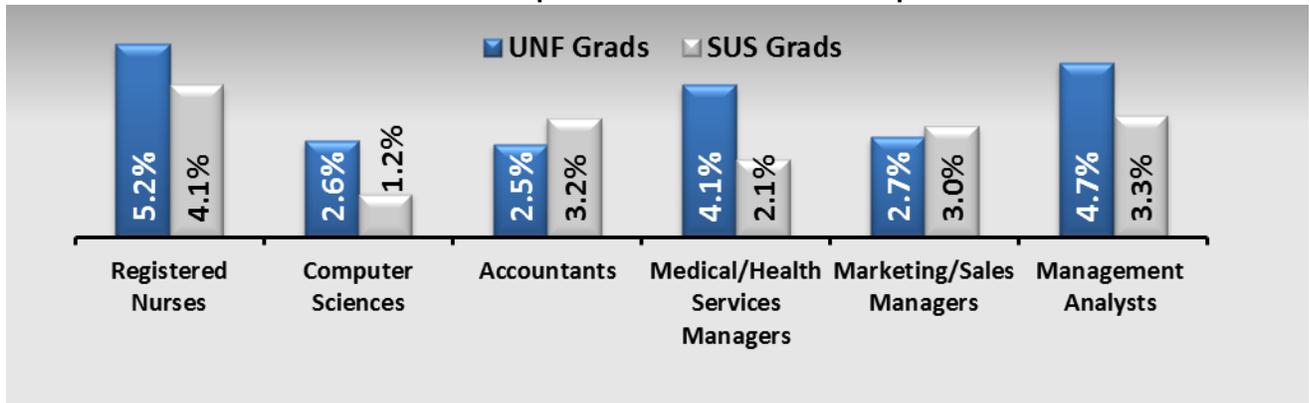
While the Board of Governors measures institutions on the percentage of graduates who complete degrees in a set of Strategic Areas of Emphasis, this past year the Governor of Florida asked universities to assess how many of their students completed degrees that allowed them to take jobs in the 10 areas of highest demands. Interestingly, the BOG list doesn’t include three areas where UNF performs well: marketing managers, management analysts and sales managers. See Table 3.

Table 3: High Demand Positions as Identified by The Florida Governor’s Office

High Demand Positions	Openings	High Demand Positions	Openings
Registered Nurses	13,301	Medical/Health Services Managers	2,538
Software Developers	2,925	Marketing Managers	2,117
Accountants	2,829	Management Analysts	1,986
Network & Computer Sys. Administrators	2,740	Information Technology Project Managers	1,712
Computer System Analysts	2,646	Sales Managers	1,505

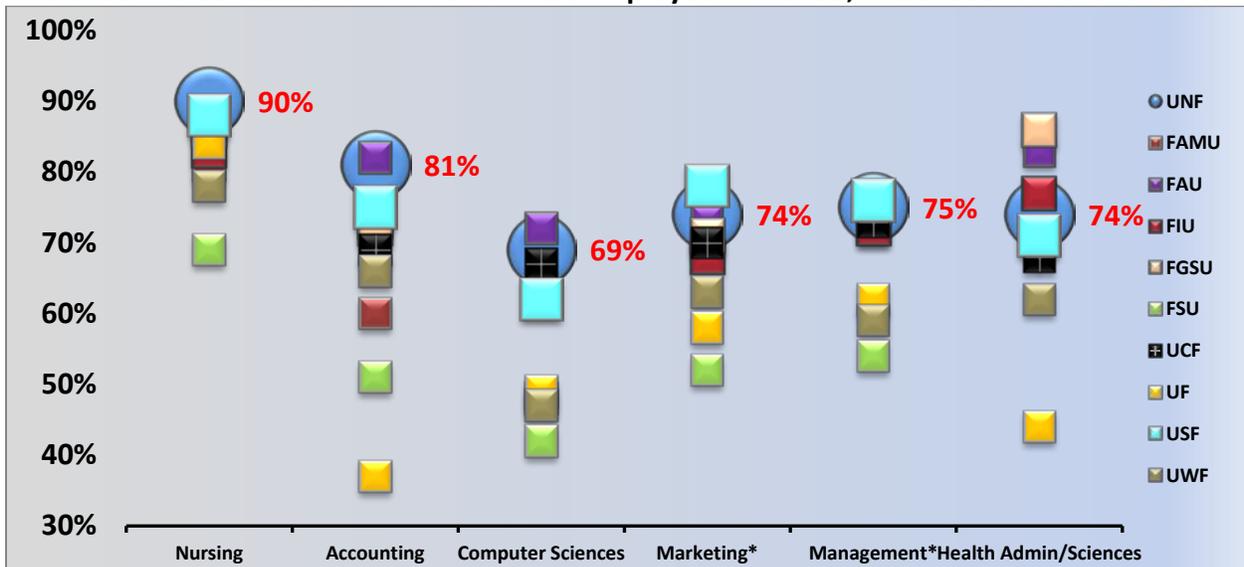
These 10 high demand areas corresponded to six majors at UNF. In Chart 2 you can see the percentage of UNF students who completed degrees in these disciplines compared to the overall SUS.

Chart 2: Percent of UNF Graduates in Disciplines on Governor’s List Compared to SUS Schools Overall



Not only does UNF exceed the percentage of students graduating in four out of six majors that address the Governor’s highest areas of employment needs, Chart 3, shown below, documents the consistently high percentage of UNF graduates (large blue circles) working in Florida’s areas of greatest need. There is no doubt that Florida tax payers are getting direct and immediate returns on their investments.

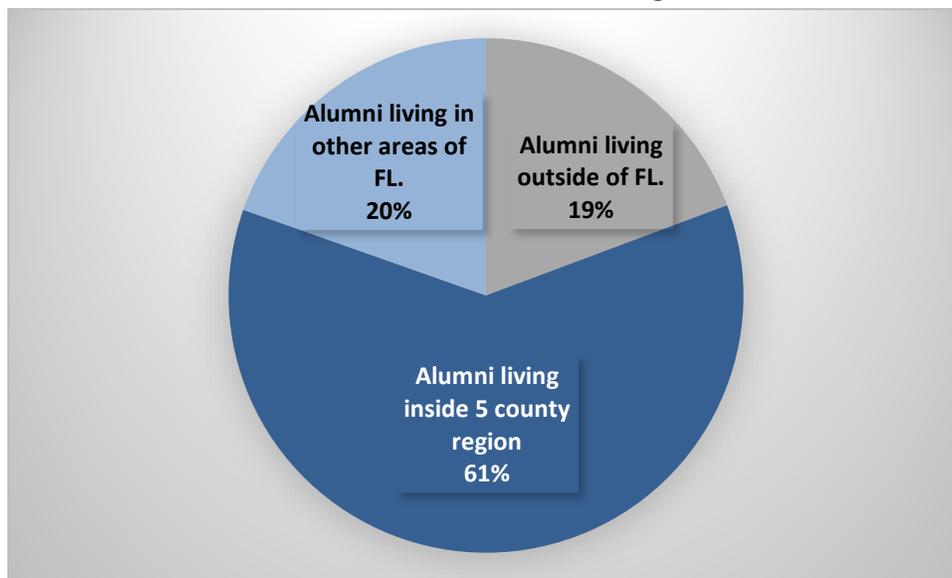
Chart 3: Percent of 2014-2015 Graduates Employed in Florida, most recent data available



*Not included in BOG list of Strategic Areas

Not only at the point of initial graduation, but throughout their adult lives, UNF alumni continue to make significant contributions to the economy and culture of Northeast Florida and beyond.

Chart 4: Where do UNF Alumni make their Most Significant Contributions



Changing Graduation and Other College Persistence Rates

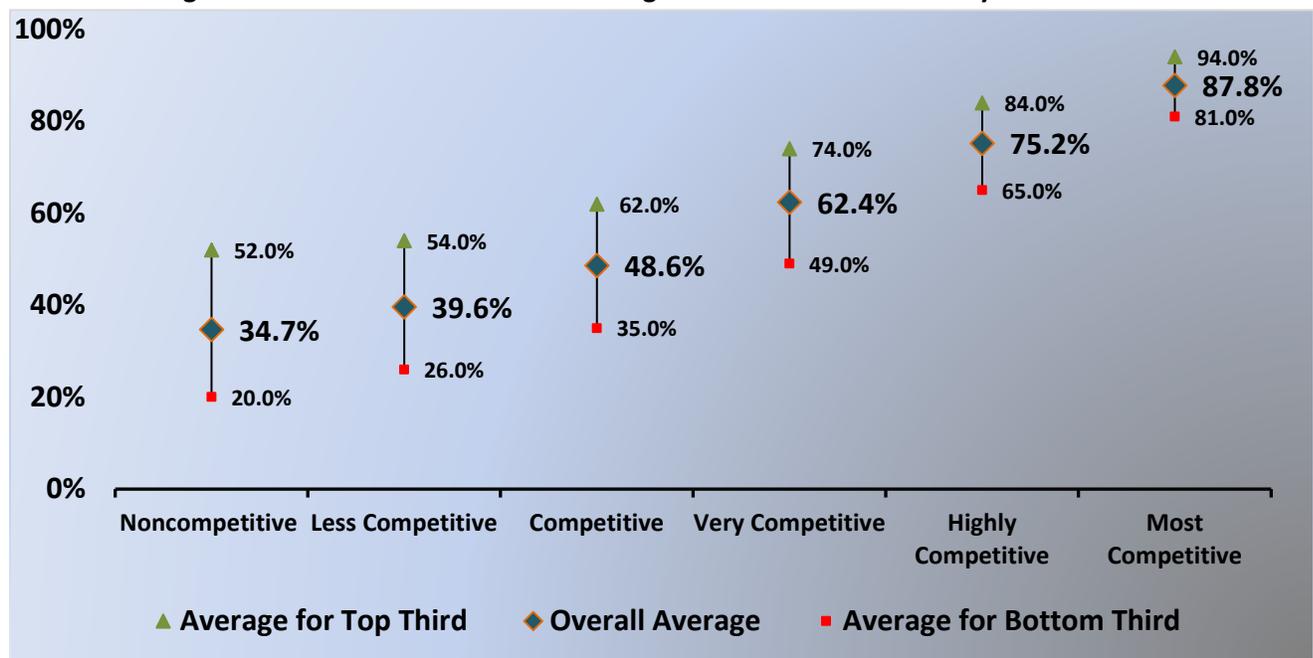
An important question to ask is: *How is UNF changing the graduation rates we describe above?* There is no single silver bullet. Nor have the numbers changed overnight. Over the years, we have taken several steps toward creating what we call *A Culture of Completion*, but we have further to go.

Who is Removed from the Graduation Cohort When you review the ranges of college graduation rates across the country, you can find several predictors of schools with high success rates and schools with less success rates. George Kuh (and members of his research team, 2005) have summarized two significant elements of a successful equation:

The best predictors of whether a student will graduate ... are academic preparation and motivation. The surest way to increase the number of successful students ... is to admit only well-prepared, academically talented students. [Student Success in College: Creating Conditions That Matter (2005) by Kuh, Kinzie, Schuh, Whitt.]

Kuh's words have been supported in several national studies including one by Hess, Schnieder, Carely & Kelly (2009): The more selective a university is in admitting students, the more likely those students are to graduate. See Chart 5.

Chart 5: Average Six-Year Graduation Rates for Colleges with Different Selectivity Criteria



Taken from *Diplomas and Dropouts: Which Colleges Actually Graduate Their Students and Which Don't*. American Enterprise Institute; 2009.

While the best ways to increase graduation rates are to increase selectivity and build up student motivation, Kuh reminds us [that the reality is] *more people from a wider, deeper and more diverse pool of undergraduates are going to college* (2005). If we're going to build our economy we need to find appropriate ways to educate these men and women.

The challenge that UNF faced when I arrived was that we were chasing higher enrollment numbers and paying less attention to selectivity. We also spent little money on increasing student motivation and didn't focus on the unique needs of the wider pool of applicants.

In my second year as president I started addressing these issues in several different ways and this past year was no exception. We have worked hard to attract more highly prepared students into our fall freshmen cohort. One way we gauge this is by looking at the fall admissions profile (see below).

Table 4: Long- and Short-Term Trends in Fall First-Time-in-College Students' Entering Profiles

Profile Measurement	Fall 2003	...	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
GPA	3.64		3.94	3.89	4.02	4.17	4.2
SAT	1145.23	...	1214.57	1214.40	1218.40	1208.01	1280

As we began to raise our fall term entrance standards for first-time-in-college students, we placed our emphasis on SAT scores. We were looking at the academic potential of our newest students, the reputation of the institution among national rating agencies, and changing the local perceptions of UNF as being the local high school students' *safety net*. As we began to succeed on all three fronts, we examined the data which provided the better predictor of individual students' college graduation rates and not surprisingly we found that after a student attained a certain SAT score, his/her grades were a better, though far from perfect, gauge of college completion: no lower than B-. In response, we moved from a SAT/ACT centric decision model to a high school grade point average predictive model (Bowen, Chinos & McPherson, 2009, *Crossing the Finish Line: Completing College at America's Public Universities*).

To encourage these bright students to apply and attend UNF, we offered generous merit-based scholarships, albeit not in the same numbers as our larger sister institutions. For the brightest students, who are in particular fields, we added in a research stipend which connects them to a faculty member in the student's field of interest, encouraging them to stay with us.

TABLE 5: Foundation and Institution Grants and Scholarships

Financial Aid Disbursed By UNF	2015-16	2016-17
Institutional Merit-Based Awards	\$1,957,200	\$2,872,650
Institutional Need-Based Awards	\$8,316,795	\$8,483,381
Foundations Awards	\$2,733,348	\$3,169,296
Total Awards	\$13,007,343	\$14,525,327

As Table 5 several shows, the university's commitment to merit-based and need-based aid has strengthened over the past several years, allowing us to establish competitive financial packets which attract the recipients to UNF. Of course, we lack the resources to keep up with our larger sister institutions.

Recognizing our mission to serve the region, in summer we admit students who don't meet the fall standards. This has, of course, raised some issues which need to be addressed. What should the ratio between fall and summer admits be? Are we maintaining adequate standards for summer admissions? Should we remove students who perform below standards during the summer, which would effectively eliminate them from being counted in the six-year graduation rates, as some institutions do?

Other sister institutions handle these questions in differing ways. Some won't admit any but the brightest of students until spring term when they will not be counted in the six-year graduation rates, other schools will require/guide lower performing students to complete one or more terms at a state college before entering their university, and still others reclassify these students as "non-degree seeking students" in the fall term. Each of these methods effectively eliminates the lower performer from the six-year graduation pool, but not the student body.

While each of these techniques could be up for discussion, we have followed a different course of action – improving services for the more challenged student, with the belief that at the same time, we improve the education for all students.

Successful Use of Supplemental Instruction The easiest program for us to see a direct link to the program and student performance, and possibly the strongest program we are now offering, is known as Supplemental Instruction (SI). It's a program of peer interaction that occurs outside the classroom led by a student who has successfully completed the D,F,W or gatekeeper course. (D,W,F courses are those courses in which is a high proportion of students receive a D or F in the class, or withdraw before a grade is assigned. These courses are, at times, referred to the gatekeeper courses because failure in the course will keep a student from continuing on in his/her selected major.)

- ❖ **Fall 2016, 40 percent of the 2,844 students enrolled in specific accounting, biology, chemistry, engineering or physics courses utilized SI, compared to 25 percent participation rates nationally.**
- ❖ **These students made 6,000+ visits to SI sessions; that is 700 more than previous fall term. Students who attended SI five or more times averaged a 0.76 increase in their course GPA.**
- ❖ **This translated into a 66 percent reduction in DFW rates. Twenty-five of the 28 course sections had D,F,W rates cut in half.**

Increased Tutoring and Advising

The literature and our own experience point to increased achievement among specific groups of students when there is high contact with advisors and tutors. In response to this, the university is structuring increasing opportunities for mandated and self-initiated advising and tutoring

Other student success initiatives include mandatory math and writing assessment for all first-year students to aid academic advising and a **Fifteen to Finish in Four** campaign, helping students to complete their programs of study in a more traditional pattern. In the long run, this program helps them get employed in their field of study and out into the professional workforce with a higher life-time earning potential.

UNF offered its students 4000+ sessions or 368 hours per week of tutorial support on 43 subjects in 10 disciplines. These sessions were available in three locations, including the Library and the Fountains Residence Hall.

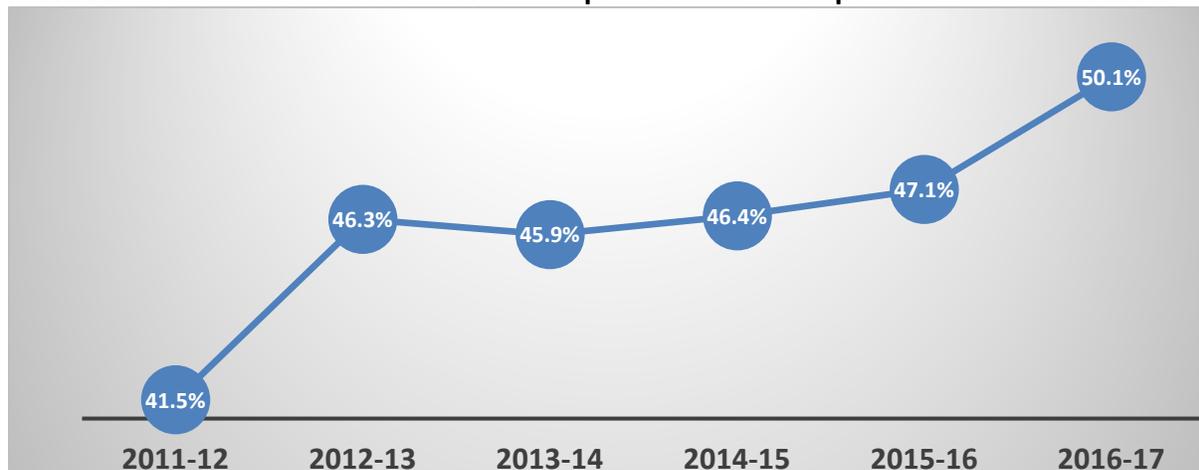
Individualized advising was provided to 2,118 students during New Student Orientation. In addition, all first-year students were required to participate in mandatory academic advising throughout their first year, resulting in 19,241 visits in fall 2016. In addition to mandatory advising, at other times advising occurs as a result of the result of faculty referrals using the Early Academic Alert System or are students self-initiated

Career Advising. One of the actions we have recently undertaken is to decentralize and strengthen our career advising. For example, during registration, students who did not meet the requirements for limited access or selective admissions programs were provided career advising. This enabled them to explore other majors that fit their performance profile. We recognize that academic and career advisors need to work hand-in-hand, especially through the first two years of a student's academic program, looking for warning signs that the student's self-selected major fits with her/his academic performance. And when it doesn't, we need to guide them to a different path.

We have also been diligently working on increasing internships for our students. Chart 6, seen below, presents the successes of these efforts. With the decentralized programs, we hope to continue this growth in internships, which reflects our commitment to community-based learning. Ideally, we would like to have every student engaged in an internship or practicum during their program of study. Realistically we believe we can grow this number to 75 percent or greater.

All of these efforts contribute to UNF's high numbers of graduate employed in their first year after graduation and to their increasing salaries which flow back into the Florida economy.

CHART 6: Percent of Graduates Who Completed an Internship before Their Graduation

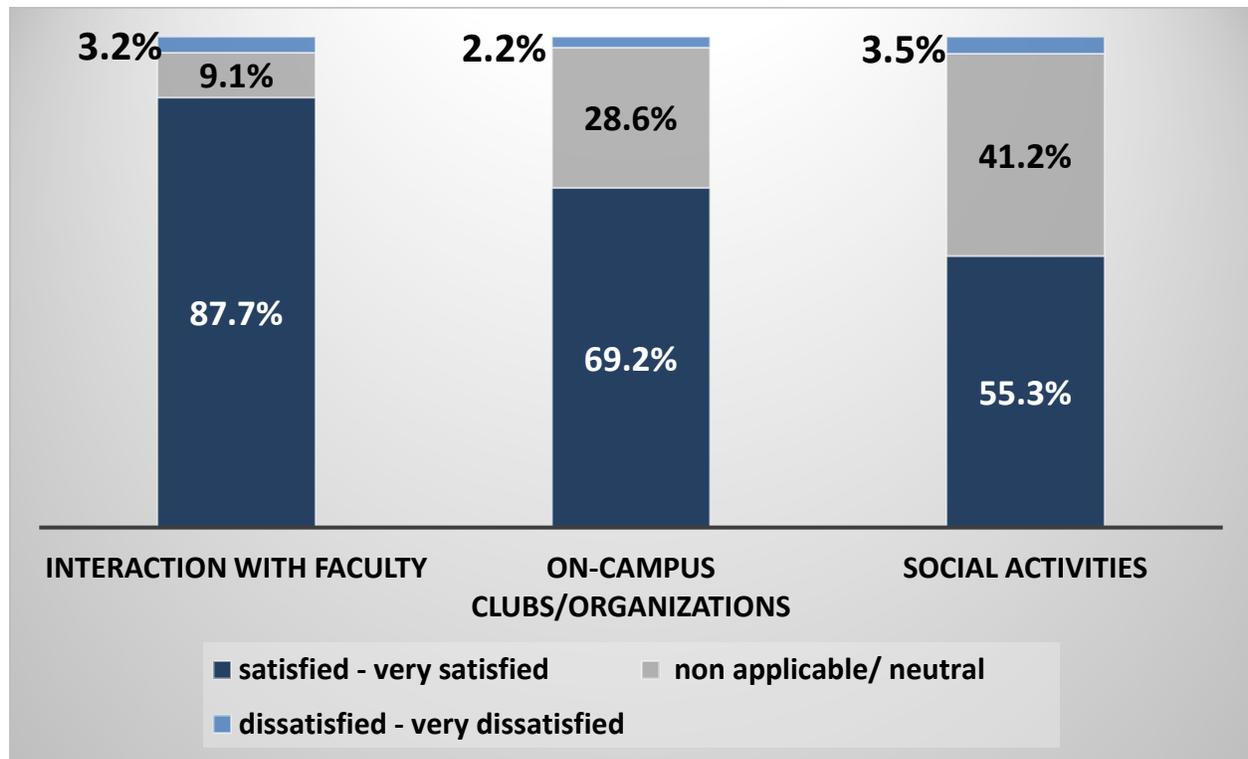


Campus-Community As Kuh and his colleagues (2005) pointed out, a sense of community can lead to academic persistence and graduation. Certainly, there are commuters who spend little to no time involved in the campus community outside of the classrooms who graduate successfully. As pointed out by Hess et al (2009), institutions with full-time students who are engaged in campus life have higher graduation rates. This involvement or attachment to the campus can come in many forms – inter- and intramural sports, taking part in student professional clubs, Greek life, student government, and so forth. Attachment or identity with the campus may also come from a mentorship relationship with a faculty member.

In an open ended question about the students’ best experience on campus, they listed things such as study abroad, small classes, hanging out at different eating venues, campus facilities, etc. But the single most often mentioned “best experience” was a relationship with single or group of faculty members, which was facilitated by small class sizes and other variables.

In a newly designed graduating senior survey, the spring 2017 class had several opportunities to rank or describe their involvement in these types of relationships. On the survey students rated their satisfaction with different aspects of campus operations (technology, library services, course registration system, academic support systems.....). When we look at three of these elements shown in Chart 7, relationships with faculty get the highest ratings of any other category. The 87.7% student satisfaction rating, we believe is due, in part, to having opportunities to personally know and engage their professors in small classes. The strength of these relationships has been a recurring theme over the years.

Chart 7: Graduating Seniors Satisfaction with Faculty and Elements of Campus Life



Clubs and formalized organizations also get relatively high ratings on student satisfaction, as do recreational and social activities. At the same time they get moderately high numbers of students who rate them as neutral or not applicable. This could mean commuting and/or residential students aren't participating in these activities for various reasons. For example, are they working and unable to participate, or are they leaving campus because of a lack of interest. What about students who are leaving or dropping out of UNF, are we failing to connect with their needs or interests?

With a focus on these and other related questions, Student Affairs underwent an external review of campus life with a consultant. Student Affairs has reviewed the consultant's findings and recommendations, and incorporated many into the division's decision making for restructuring plans and future initiatives, including new procedures for Student Life and Services Fee (SLS) allocations, enhanced assessment-based practice, and the planned creation of a central marketing office for the division.

Another action we've taken this past year in response to this report was to begin work on implementing a student activity tracking system. This will provide detailed data on who is and who is not attending events or participating in student groups/organizations. Analyses of these results will be one source for strengthening our student life programming. It will also provide data on the relationship between student participation and student academic progress and success.

Knowing what less successful students engage in is every bit as important as knowing about successful students. We understand that to fully unpack the survey results and consultant recommendations, we need to delve deeper: how differently do students who dropout rate these elements and what are the particular characteristics or types of interactions which are rated highest by our best performers. To help answer these questions and analyze these data, in June the board approved a new position in Student Affairs to allow ongoing data collection and analysis.

Fiscal and Physical Resources

With a full understanding that three out of six or seven of the Florida's public universities will not receive performance-based funding (PBF) in any given year, UNF has been building its budget with PBF being treated as nonrecurring dollars. While this limits some budgeting options, it is a reality in the state's model. We certainly hope to receive PBF in 2018-2019, but that doesn't mean it will be there in 2019-2020 or possibly the year after. That is unless the Legislature and/or Governor work through some different proposals with the Board of Governors.

Campus Construction While the PBF model puts us at a disadvantage in committing funds to permanent programming changes, construction funding from the Legislature has enabled us to move forward on our planned expansion/renovation of Skinner-Jones Hall (Buildings 3 and 4) and other upcoming projects. In August 2016, we began construction on Skinner-Jones Hall. During the course of the past year, we completed the first phase of the construction, with some departments and units relocating into

With the bottom three a system reality, we were prepared for the cuts we saw in FY 2017 budget and the lack of new PBF funding in the FY 2018 budget. During 2016-2017, we worked with university peers and the Senate leadership to secure ongoing funding increases for Professional and Graduate Program Excellence awards and a World Class Faculty Scholars Program for institutions across the state. These efforts netted UNF over \$3 million in new funding.

the completed space in June 2017. Currently, the 18 month project is under budget, allowing for additional enhancements to the walkway connecting Skinner-Jones to Daniels Hall.

During the past legislative session, we were also able to secure the funding required to start the design and construction of expansion of the Physics and Chemistry Departments in the Science and Engineering building. With the work in Skinner-Jones Hall, the funding for expansion of the Physics and Chemistry Departments, and our state-of-the art biology building, UNF is building a set of collocated, state-of-the-art facilities for many of our STEM majors.

In our planning and construction, we take great care to be responsive to the way our buildings and roadways fit into the natural surroundings that help to define us. One of our latest steps in achieving this balance is an agreement we have worked out with the City of Jacksonville. As part of our negotiations on the new Campus Development Agreement with the city, UNF and Jacksonville agreed to use the unspent \$4.1 million, given as our deposited fair share contribution from our prior agreement, for three new transportation projects. These include (1) the construction of a new multiuse path along Central Parkway from St. Johns Bluff Road to (2) the northern extension of Eco Road to Central Parkway and (3) the northern extension of Osprey Ridge Road to Varsity Lane, completing all roadway extensions shown on the Master Plan. These will facilitate better access to and movement on the campus, without taking away from our commitment to the campus ecosystem.

Reduction in Costs As you will remember from prior reports, we make significant efforts to reduce costs wherever we can. This past year was no exception.

With the implementation of KGS Clockworks Energy Analytics Software (a/k/a Fault Detection and Diagnostics), we have been able to reduce energy consumption and improve occupant comfort by automatically identifying HVAC components that are not operating within specifications and continue the progression from reactive maintenance to preventative maintenance to predictive maintenance. From 2015-2016 to 2016-2017 we reduced energy expenditures by \$160,000, increasing our available deferred maintenance dollars.

In a similar move, we were able to implement the Classtime™ interface with the Andover Energy Management System. This integrates the university scheduling system with the HVAC controls to reduce cooling/heating when classrooms are unoccupied.

As another cost reducing effort we established a state-certified fire extinguisher shop; thereby eliminating the need to contract this service, generating \$50 thousand in annual savings.

Vendor and Auxiliary Contracts During the past year, we renegotiated or extended several contracts with service providers. The first of these was extending our contract with Chartwells Food Services for 10 years. As part of this negotiation, we were able to increase our overall cash compensation 58 percent above the previous contract and our in-kind contributions by 67 percent.

In response to student demand, we also increased hours of operation at many food service venues.

While working with Chartwells, we also conducted an invitation to negotiate with Follett Bookstore, negotiating a new contract. As part of this contract we increased our commission on sales, with a \$250,000 upfront payment. To help bring down the cost of books to students, Follett agreed to expand book rental titles to include books that are not on the national rental list. Follett will also increase textbook scholarships for our students, as another cost-cutting measure for the UNF student.

Due to the new agreement negotiated with Ricoh, we expanded our network printer program and replaced 53 obsolete network printers with Ricoh devices. We were able to reduce by 10% the cost to departments for lease copiers. In addition, our new agreement with Office Depot saved \$241,710 from July 2016-April 2017.

During the same period, UNF save \$3.7 million as a result of strategic sourcing of contracts and the competitive solicitation process.

Through new contracts and existing practices, we were able to save and/or generate well over \$4.5 million and provide better service to students and other on-campus users.

- Our newly agreed upon extension with Ricoh cut printing costs by 10 percent.
- Our newly signed contract with Chartwells increased cash payments by 58 percent and in-kind payments by 67 percent.
- Our newly negotiated contract with Follett increased our share of commissions by 83 percent, new student book scholarships, an increase in availability of book rentals and a \$250,000 up front cash payment.
- UNF saved over \$250,000 with Office Depot and \$3.7 million by following strategic sourcing contract practices.

Bond Renegotiations UNF refinanced the Housing System bonds along with the Mortgage for the Flats. The net interest cost is 3.1 percent. The net present value savings was \$11.4 million and 12 percent. We also refinanced the Student Union bonds in August 2016. The net interest cost is 3.09 percent. The net present value savings was \$2.9 million and 15.8 percent.

In the budgeting process at the end of the year, we were able to follow through on the focused discussion the board had in December and set aside sufficient funding for a raise for faculty and staff.

Sponsored Research In 2016-2017, UNF once again increased its contract and grant awards. As a result, faculty members have been working on a number of notable contracts and grants. These various awards include funding for applied research studies, programs to improve teacher education, and equipping UNF laboratories with state of the art instrumentation. There are a number of examples.

- One example of applied research is Ken Laali's collaboration with Mayo Clinic faculty to test synthetic curcuminoid compounds that show promise for fighting several forms of cancer. The bioassays conducted to date are much more active against tumor cells than the currently available anti-cancer drug, but show no negative impact on healthy cells. The program is continuing with UNF's Department of Chemistry, Mayo Clinic and the National Cancer Institute's Developmental Therapeutics Program.
- UNF has also received a National Oceanic and Atmospheric Agency grant for shark research. This grant was awarded to Jim Gelslechter, UNF's nationally known shark expert, funding the development of a non-lethal method to identify shark pregnancy. Critical for effective management of shark fisheries, the current methods for determining how many sharks are pregnant requires that they be killed, and that's not good for fishery sustainability. The grant will allow the identification of reliable biochemical signatures of shark pregnancy.

- One example of our contracts to improve teacher education is the U.S. Department of Education’s award for a program to train professionals in teaching English to Speakers of Other Languages (ESOL). Otilia Salmon and her collaborators at UNF and in the Duval County Public Schools (DCPS) were awarded a \$2.2 million five-year contract to certify the ESOL teachers to work with to the large influx of English language learners in the school system. A large part of the success in winning this grant was the positive outcomes seen so far from existing collaborations between DCPS, Jacksonville Public Education Fund and UNF.
- UNF also received a \$1.4 million National Science Foundation grant to establish a Robert Noyce Fellowship program to support the training of STEM teachers via the Jacksonville Teacher Residency program. This complements the AmeriCorps grant that UNF was awarded in the previous year to support the stipends for students in this teacher preparation program. Faculty from the College of Education and Human Services, as well as those in the Departments of Biology and Mathematics & Statistics, collaborated on this winning proposal.
- Faculty from UNF’s Department of Physics and Chemistry successfully won a highly competitive National Science Foundation major research instrumentation grant to purchase and install an AC Susceptibility Measurement System. This instrumentation is critical in the field of molecular magnetism, and enables advances in research from molecule-sized magnets and high-temperature superconductors, to the creation of novel materials for environmental remediation.

As can be seen in Table 6, shown below, once again we grew the awards received and expenditures made by UNF’s faculty. If we are going to increase these and close the gap between awards and expenditures, we will need to find methods to allocate more faculty time to research.

Table 6: Grant and Contract Awards and Expenditures

	2013-14	2014-15	2015-16	2016-17
Awards	\$9,153,230	\$10,777,658	\$11,514,609	\$12,845,204
Expenditures	\$6,552,490	\$8,127,107	\$6,981,173	\$7,627,020

In developing our new strategic plan, one of the questions we worked on was how to increase this capacity for research without negatively impacting our focus on undergraduate education? How do we maintain small class sizes and increase faculty members’ time for engaging in more research? One of the mechanisms we identified was differentiating workload assignments for faculty who showed different strengths and interests. While all faculty members would need to show a level of research productivity as they seek tenure, post-tenure assignments could recognize faculty who have major research agendas by assigning different teaching loads to them than to faculty who show greater interest in the teaching or service components of their workload. While differentiated teaching loads can help resolve the need for more time, implementation is going to be more complicated than it seems at first glance: faculty buy-in, reward structure for low or non-research faculty, etc.

University Development and Alumni Engagement The UNF Foundation, a part of University Development and Engagement, had a strong year in 2016-2017. During 2016-2017, the Foundation raised \$30,892,337 in reportable revenue to the University of North Florida, which represents a 36% increase over the previous fiscal year. See Table 7 on the following page.

The UNF Foundation, Inc. endowment portfolio maintained steady growth. As of June 30, 2017, the endowment had reached \$105,543,218 in value. In 2016-2017, 20 new endowment funds were added in FY 17. In 2016-2017, the UNF Foundation, Inc. endowment awarded \$3,714,921 in funds

to the university. Over \$3.1 million of this money went to student support, with 1,136 students receiving some level of support. This was an increase of \$435,948 over last year. Faculty grants accounted for another \$75,000. It was a good year for the Foundation on its revenues and expenditures.

Table 7: Reportable Fundraising Activity

Reportable Fundraising Activity	2015-2016	2016-2017
Cash – Endowment	\$6,260,375	\$5,246,868
Cash/Gifts-in-Kind – Non-	\$7,141,432	\$20,578,573
Pledges	\$4,465,618	\$3,320,072
Planned/Deferred Gifts	\$3,878,998	\$1,292,367
Grants	\$667,378	\$243,053
Non-Gift Revenue	\$227,502	\$211,405
Total:	\$22,641,303	\$30,892,337

Telling the UNF Story

We have increasingly realized the importance of telling the UNF story. If we're to recruit the best students, faculty and staff; gain the attention and support of major donors; and help the community and the state better understand our many contributions to the economy and culture of the region and beyond, it's important that we are out in the public and the media shaping the UNF profile with the facts about our accomplishments.

To this end, we are working to increase our media and social media coverage, while conducting a more progressive marketing and publications plan.

News Media We were able to increase the total university media hits this fiscal year by 10 percent, to 11,000 media hits. That means UNF is in the news more than 30 times a day, every day.

As part of this effort, our public relations unit secured national media coverage for the Adaptive Toy Project on CNN's "New Day," "Inside Politics" and on the Associated Press's international, national, state/local and financial wires, as well as CBS Radio, One America News Network, Canadian Press, BOSS Magazine, Hindu Times, and Nigerian Newspapers Today, to name a few. This coverage converts to 1.3 million viewers on TV and 324,200 listeners on the radio.

We also gained coverage for UNF professors Bruce Fortado and Paul Fadil's investigative research on the Wells Fargo bank scandal reports in *Yahoo Finance* and *The Wall Street Journal*.

Social Media If UNF is to stay relative with its student market we also need to keep an active presence on social media. To this end, the university's LinkedIn page continues to grow and is currently at more than 58,000 followers — a 19 percent increase over last fiscal year. Facebook is our second fastest growing platform. Last fiscal year, we had more than 30,000 Facebook fans. We currently have over 35,000 fans — a 16 percent increase. In addition, in the prior year we had over 5,600 followers on Twitter. Presently, we have more than 7,200 — a 27 percent increase. Instagram is our newest social media platform. Last year, the university had over 4,400 Instagram followers. Currently, we have more than 6,400 — a 45 percent increase from last fiscal year.

Special Events Specifically designed campus events can also bring the community to the campus, building their understanding in providing a venue for the community at UNF. This past year, the largest special event was not a university event at all. The campaign visit by the President of the United States was technically a rental, but the staff in Public Relations worked closely with the White House and the Campaign, to ensure the event went smoothly. This was the first time a sitting president (or any president for that matter) ever visited UNF. Between the UNF Arena and the spillover crowd in the Field House, more than 7,500 people, including many students, were able to take part in the event.

In quite a different type of event, Public Relations partnered with the School of Computing to capitalize on the Pokemon-Go craze, orchestrating a competition that showed off our campus to 3,600 participants.

UNF also partnered with the World Affairs Council to bring in seven speakers. Not only were these events filled to capacity, the lectures are now live streamed to various locations in Jacksonville increasing the audience beyond the 750 available seats in the ballroom of the Herbert University Center.

Marketing and Publications This year we implemented a \$115K marketing campaign aimed at increasing public awareness of UNF's reputation, national rankings and employability of its students. The campaign focused on employers and professionals who hire our graduates, potential donors or partners and the general population of Northeast Florida and Southeast Georgia. From December to March, 1.7 million airport passengers passed by the ad. From December to April, our ad played in movie theaters almost two million times.

Our outreach on social media as well as print and broadcast media is bringing growing awareness to our name and what we have to offer. Our speakers' series and other campus sponsored activities through organizations like ONE JAX, the Small Business Development Center and the Florida Institute on Education are also providing clear examples of community connections and partnerships

A few media highlights

- 11,000 media hits in the year including on CNN, CBS radio and stations in Canada, India and Nigeria (averages 30 per day)
- 58,000 Face Book followers (19 percent increase) and 35,000 fans (16 percent increase)
- 7,200 Twitter followers (27 percent increase)
- 6,400 Instagram posters (45 percent increase)
- 7 internationally recognized speakers in partnership with World Affairs Council
- 1st U.S. President to visit the UNF campus
- 2.5 million impressions on our web and mobile ads
- We played ads in movie theaters

Enrollment Services In addition to the work of Public Relations, Enrollment Services (ES) has its own coordinated and guided plan to tell the UNF story to potential students.

ES has turned to a more strategic enrollment management model. Using data analytics and predictive models, UNF has been able to grow our classes and shape them academically for better retention. To that end, we have worked very differently to attract and recruit our students and their parents. We employed very different tactics to communicate with them than ever before.

This past year, UNF sent almost four million emails to prospective students and parents, telling them about our academic programs, inviting them to events on campus or just “introducing” them to our unique students, faculty and staff. We also created new homes for them on social media. Over the past three years, ES has also expanded its presence on all social media platforms. In growing number, even parents have gotten in on the act with their own special group on Facebook, where they can ask questions of embedded staff, connect with one another and ease the transition from high school to college.

Once the students are interested in UNF, they want to visit the campus. The Welcome Center offered almost 900 tours with more than 18,000 guests participating. Through our analytics we know that 77 percent students who visit with us or take a tour apply and of those, 39 percent matriculate. Once they walk on campus they love it. Our New Student Orientation program proves it. This summer, New Student Orientation had close to 2,300 students in more than one month of back-to-back sessions. The show-rate is the highest in history, hovering at about 97 percent—up 2.17 percent from 2016.

One area we knew we could make a huge difference for our students was in financial aid. By packaging earlier and leveraging the aid for each individual student and his or her circumstances, the Office of Student Financial Aid was able to make an investment in our students at the right time in their decision-making process.

As a result of these and other new strategies, we have growing enrollments and an increase in applications as can be seen in Tables 8 and 9.

TABLE 8: Undergraduate Applications: FTICs and Transfers8

FTIC Applications	2015/16	2016/17	2017/18
Summer	4,037	4,862	6,133
Fall	7,231	6,903	8,081
Spring	704	912	in progress
TOTAL	11,972	12,677	in progress

Transfer Applications	2015/16	2016/17	2017/18
Summer	1,138	1,276	1,633
Fall	3,927	4,678	4,525
Spring	1,639	2,399	in progress
TOTAL	6,704	8,353	in progress

Table 9: Student Body Head Count for the Past Three Years

	Fall 2015	Fall 2016	Fall 2017
FTICs*	776	809	908
All Undergraduates	14,077	14,091	14,508
Total Graduates	1,805	1,884	1,993
Total Enrollment	15,882	15,975	16,501

- FTICs (First Time in College is a subset of undergraduates)

UNF's National Recognitions

One way to assess the strength of a university is the number of honors the various rankings agencies bestow of the institution. As you know well from the emails that are sent to you on a regular basis, the University of North Florida is routinely ranked high among its regional and national peers. Some of these rankings are given in areas where we have a longstanding reputation such as the Coggin College of Business's 10-year track record for being one of the top schools in the country. In other instances we are receiving national honors for new programs such as our online graduate programs in nutrition.

While none of these rankings tells the full story of UNF, the growth in the number of the rankings we receive and the consistency of what factors have led to them do begin to weave an interesting tapestry. We are known as a best value school – an affordable school that offers a strong education. We are also known for our students and graduates feelings about the quality of the education they received. We are also known as a national leader in certain fields of study – nursing, transportation and logistics, jazz, and coastal biology to name but a few. We are also a campus that respects diversity as well as its ecologically diverse and beautiful grounds. I am always proud to tell people that three of my four children attended UNF as degree seeking and post-baccalaureate students.

2016 - 2017 national recognitions:

- UNF receives 2017 Higher Education in Diversity Award
- Affordable Colleges Online recognizes UNF for Distance Learning Excellence
- UNF's Student Union ranked among '25 Best Student Union Centers' in the nation
- U.S. News & World Report names UNF 'Best Online Bachelor's' Program in the nation
- Kiplinger's Personal Finance names UNF 2017 Best College Value
- UNF ranks in the top 20 nationally for Online Master's in Nutrition Program
- UNF listed in national rankings for study abroad participation
- UNF recognized as a 'Top School' by Military Advanced Education and Transition
- UNF named Military Friendly School for eighth consecutive year
- UNF Ranks Top 10 among Top Online Colleges for 2017
- Princeton Review names Coggin College 'Best Business' School for a Decade
- UNF Ranks Top 10 among 50 Most Affordable In-State Public Universities
- University of North Florida among '26 Healthiest Colleges of 2016'
- U.S. News & World Report names UNF 'Best Regional' University
- College Factual ranks UNF among 2017 'Best Colleges'
- UNF School of Nursing among Top 50 Nursing Schools in the Southeast
- UNF receives National 2016 Higher Education Excellence in Diversity Award
- For eight years in a row, Princeton Review names UNF 'Best in the Southeast' College
- UNF named 'Best Bang for the Buck' among Southeast Colleges
- PayScale Ranking published in Washington Monthly reveals UNF Technology Students get bang for their buck compared to schools across the country.

A Final Note

While the purpose of this report is to provide you the numbers on which to judge my performance, nostalgia and reflection has compelled me to share a bit more.

Since walking onto the UNF campus nearly 15 years ago, I have continued to feel both honored and challenged serving as the chief executive officer and major spokesperson for the University of North Florida. These feelings arise not only from what we have accomplished, but also from the institution's foundation and its even greater promise for the future – the promise of educating increasing numbers of young women and men, the promise of being one of Northeast Florida's most important resources in enhancing the region's economic, cultural and overall future, and the promise of UNF as a central hub for discovery and a catalyst for change over the remainder of this century and beyond.

I know that UNF has changed over the past 15 years. My hope is that history will record that during this time the University of North Florida has taken bold and lasting steps forward without sacrificing its unique mission and characteristics, recognizing that there have been times when we have had to put some needed changes on hold due to resources and other external and internal forces.

I am fully committed to the vision I hold for this university, but I don't have the hubris to believe that it must follow that path to fulfill its ultimate destiny. But going forward, I do hope it stays true to its four guiding principles of Excellence, Focus, Relevance and Accountability articulated by its first board and which I laid out in my inaugural address. I also pray that we stay true to the university's commitment to provide each student with the education needed to enrich the total person – an education that will equip and inspire our students to support their communities here in Florida and beyond. These aren't aspirations or challenges unique to this institution, but having the willingness to put these ideas ahead of others takes sustained leadership from the institution's board, its faculty and staff and its chief executive officer. I would like to think we have shown and will continue to show the resolve to follow these principles. Perhaps these thoughts may help serve as bellwethers for what you will consider when the University of North Florida selects its sixth president.

The individual who is selected for that position will walk into a role with tremendous potential to build an even better future. And I pray that person will find her or his boards of trustees as supportive of their new president as you and your predecessors have been to me.