



Meet Ozzie

Five Data-Informed Things about First Year (FY) Academic Engagement

Profile

1

We currently enroll just over 17,000 students and bring in a **FTIC cohort of just over 2,600 students annually**. Over the last 5 years, the size of our freshman cohort has **grown 73%**. During that same time, traditional underrepresented freshman **increased 164%** and Black/African-American freshman **increased 248%**.

First-Gens

2

An estimated 36% of FYs identify as **first-generation students**, meaning their parents did not graduate from college. First-gen students are proportionally more likely to be women and Students of Color. In all, 46% of first-gens are Pell-eligible, compared to 19% of non-first-gens who are Pell-eligible. First-gens may struggle learning the “hidden curriculum” of college, but they bring **significant assets** like determination and resiliency.

Work

3

59% of FYs work off campus in the first year. Ospreys spend more time working, commuting, and volunteering than peers at comparable institutions. **Working more than 20 hours/week off campus is linked to lower GPA but higher retention.**

Interactions

4

FYs **expect to interact more with faculty** than they end up doing: 86% expect to work with faculty on activities outside of class, but only 23% end up doing so. 95% expect to talk with faculty about their academic performance, but only 34% end up doing so.

Connections

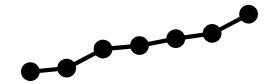
5

Engaging in high impact practices like **Living Learning Communities, Community-Based Learning, and Undergraduate Research** is linked with positive outcomes for students: higher GPAs, perceived gains in learning, confidence, “buoyancy”, and graduate school aspirations. When students engage in multiple experiences, they experience cumulative effects.

UNF Performance-Based Funding (PBF) History and BOT-Approved Goals

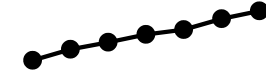
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | . | 66.1 | 66.5 | 68.7 | 69.1 | 69.9 | 70.5 | 72.7 | 73 | 74 |



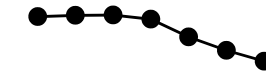
2. Median Wages of Bachelor's Graduates Employed Full-time

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | . | 34,700 | 36,100 | 37,000 | 38,000 | 38,600 | 40,000 | 41,000 | 41,280 | 41,920 |



3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | . | 17,060 | 17,290 | 17,360 | 16,540 | 12,970 | 10,270 | 8,100 | 7,500 | 7,300 |



4. FTIC Four-Year Graduation Rate

| | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 | 2018-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | 26.5 | 26.2 | 30.2 | 32.9 | 34.7 | 38.5 | 44.6 | 48.3 | 49 | 50 |



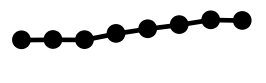
5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | 76.1 | 77.8 | 74.6 | 75.4 | 78.2 | 78.6 | 80.7 | 81.3 | 82 | 83 |



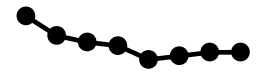
6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | 44.6 | 44.8 | 44.7 | 48.7 | 51.7 | 54.3 | 57.4 | 57 | 60 | 61 |



7. University Access Rate [Percent of Undergraduates with a Pell grant]

| | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2019 | FALL 2020 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUALS / GOALS | 36.2 | 33.5 | 32.6 | 32.1 | 30.2 | 30.7 | 31.2 | 31.2 | 33 | 34 |



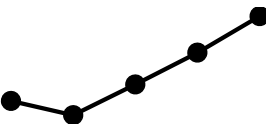
8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | 51.2 | 50.2 | 50 | 48.8 | 53.6 | 52.7 | 54.4 | 51.9 | 58 | 60 |



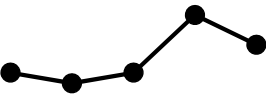
9a. BOG Choice: FCS AA Transfer 2-Year Graduation Rate

| | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 | 2019-21 | 2020-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | . | . | . | 39.1 | 37.9 | 40.5 | 43.2 | 46.3 | 47 | 48 |



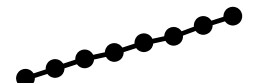
9b. BOG Choice: FTIC Pell Recipient 6-Year Graduation Rate

| | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 | 2016-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | . | . | . | 53.6 | 52.5 | 53.6 | 59.6 | 56.5 | 57 | 58 |



10. BOT Choice: Percent of Undergraduate FTE in Online Courses

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUALS / GOALS | 8 | 11 | 14 | 16 | 19 | 21 | 24.4 | 27.3 | 68 | 30 |



| PBF Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------|------|------|------|------|------|------|------|------|------|------|
| PBF Points | 58* | 72* | 56 | 58 | 68 | 78 | 83 | 77 | - | - |

10 Ways Faculty Can Help UNF Students Succeed

I learn by doing, so the courses that I took that had students do role-play and lead the class has had the most positive impact on my confidence, sense of self-worth and competency to attack uncomfortable situations.

- Senior Osprey

1 Learn students' first names

Knowing every student's name can be challenging, but [research shows](#) this small gesture can go a long way in making students feel like valuable participants in your course. Learning names [increases "teacher immediacy"](#) and improves learning. Check out [a strategy or two](#) for learning names.

2 Provide feedback through frequent, short, easy-to-grade assessments

Students want to know if they are on the right track in your course. [Research suggests](#) providing this type of feedback increases performance and attendance. Providing early and frequent feedback helps students "course correct" and helps you identify who may need additional resources. You can use early assignments to confirm academic engagement for [financial aid reporting purposes](#).

3 Encourage students and ask how they are doing

Students appreciate knowing you want them to succeed. As Teddy Roosevelt noted, "People don't care how much you know until they know how much you care." A short, encouraging email can [make a great difference](#). You can [send personalized messages to students through Canvas](#) based on their performance on assignments, allowing you to congratulate them or let them know help is available.

4 Use midterm grades

All students should receive [midterm grades](#). They are most meaningful when you explain to students what "satisfactory" or "unsatisfactory" means in the context of your course.

5 Use Early Academic Alerts

When you see a student struggling, [Early Academic Alerts](#) can be used to initiate contact from the student's advisor and to connect the student with support services.

6 Be clear, specific and transparent

[Research shows](#) that transparency increases students' learning, especially for students who have been historically underserved by higher education. Be as specific as possible regarding your expectations, assignments, dates, and grading mechanisms to help students understand how they can succeed.

One huge source of stress was having a major test being the first graded assignment in a course, which resulted in an unnatural amount of stress to pass the assignment while also keeping up with other tests and essays in the same week. I wish classes would have several graded assignments before the first test to lessen the stress and anxiety.

- First-Year Osprey

7 Use Canvas

Students benefit from having the information about their courses on a single platform. At UNF, that is [Canvas](#). The [Center for Instruction and Research Technology](#) (CIRT) is eager to help you learn about Canvas.

8 Reach out if a student is not doing well or stops attending

Students want faculty to care about their learning. If a student is not attending or is not doing well in class, help by identifying and referring struggling students to campus resources like [Supplemental Instruction](#), [Student Academic Success Center](#) (SASS), the [Writing Center](#), and the [Library](#).

9 Keep an eye on your textbook costs

Pricey textbooks can be barriers to students' learning and success. Indicate to the bookstore textbooks that are truly required, not simply recommended. Use e-copies where available. Identify and use online sources of material where possible and appropriate. Work with the Library to place copies of the required text(s) for your course on reserve.

10 Help students get connected on campus

[Research shows](#) that students' academic performance and involvement on campus go hand in hand. Guide students in identifying opportunities outside the classroom where they can get involved in internships, research opportunities, study abroad, study groups, and guest speakers. Encourage students to get involved in [clubs and organizations](#), and attend [campus events](#).

Explicit instructions on exams and quizzes would encourage more studying and academic success. It would be great to have more study materials for students to use to reference from outside of class (worksheets, graded take home homework, practice exams, etc.).

- First-Year Osprey

One thing that should not be changed is the tutoring, SASS, and supplemental instruction that UNF provides for students. It is a great tool for learning outside of class in order to fully understand a topic from another perspective.

- First-Year Osprey

I love the class sizes because it allows me to make a more personal connection to my professor and enables me to have a better understanding of the courses.

- First-Year Osprey