2015-16

Annual Accountability Report

FLORIDA POLYTECHNIC UNIVERSITY

APPROVED BY BOT

3/15/2017

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

Approved by BOT:
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TABLE OF CONTENTS

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3/15/2017

Performance Based Funding Metrics

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN THE PBF MODEL

		2013-14	2014-15	CHANGE
1	Percent Employed ($25,000+) or Enrolled One Year After Graduation	n/a	n/a	n/a
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	n/a	n/a	n/a
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	n/a	n/a	n/a
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	n/a	n/a	n/a
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	73.0%	76.8%	3.8%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	n/a	n/a	n/a
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	n/a	n/a	n/a
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	n/a	n/a	n/a
		2014-15	2015-16	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	n/a	n/a	n/a
		2014-15	2015-16	CHANGE
10	*Board of Trustees Choice Metric:* Institution Specific Metric	n/a	n/a	n/a

Key Achievements (2015 –2016)

STUDENT AWARDS/ACHIEVEMENTS

1. Florida Polytechnic University student Chris Westphalen was awarded the 2015 Berna Lou Cartwright Scholarship from the American Society of Mechanical Engineers (ASME). The Berna Lou Cartwright Scholarship is valued at $3,000. Criteria for selection included academic performance, character, financial need and membership within the ASME organization.
2. Florida Poly student Logan Chambers analyzed flooding data for Port Tampa Bay. Logan then developed a solution for the flooding issue which was reviewed and accepted. The construction crew is now working to complete his proposed solution.
3. Four Florida Poly students, Eric Vickers, Joseph Prine, Ezequiel Juarez G. and Paul Luckey substantially reduced the cost and size of a device used to monitor vibration, dust, noise and differential air pressure during hospital construction. Their design decreased the size from 2.5 feet by 1 foot to six inches by 4 inches. Cost was reduced from $6,000 to $300 per unit.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. James F. Dewey is developing the Center for Applied Economic Research. The goal of the center is to conduct and disseminate independent applied economic research on issues of importance to Florida's taxpayers, businesses, and decision makers.
2. Dr. Brian Birky co-authored "Energy Neutral Phosphate Fertilizer Production Using High Temperature Reactors – A Philippine Case Study" which won the 2015 Department of Science and Technology International Publication Award.
3. Florida Poly professor, Dr. Wei Ding, presented at the 4th International Conference on Connected Vehicles and Expo (ICCVE) in October 2015. ICCVE is the world's premier connected vehicle conference. During the conference, stakeholders from around the world showcased the latest trends, discussed policy and shared insights.

PROGRAM AWARDS/ACHIEVEMENTS

1. Florida Polytechnic University won the prestigious Innovation Award of Commendation by the Campus Safety, Health, and Environmental Management Association for developing a campus program that improves sustainability and recycling in its chemistry labs. The University's Environmental Health & Safety staff developed a process which allows waste from one lab experiment to become the raw material for another laboratory experiment.
2. The Florida Industrial and Phosphate Research (FIPR) Institute of Florida Polytechnic University hosted the "2016 Workshop on Rare Earth Elements (REEs) and Uranium from Phosphate Ore" for the Critical Materials Institute (CMI) on January 19 -20, 2016 in Bartow, Florida. This meeting was attended by 48 top researchers from many of CMI's member organizations, including Oak Ridge National Laboratory, Idaho National Laboratory, The Ames Laboratory, Rutgers University, Mosaic Company, Colorado School of Mines, University of Tennessee, and the FIPR Institute.
3. The US Department of Energy (DOE) previously awarded $120 million to a team headed by the Ames Laboratory and including the FIPR Institute to establish the Critical Materials Institute (CMI) as a new Energy Innovation Hub. CMI focuses on developing and commercializing advanced technologies to secure the national supply for critical materials, particularly rare earth elements (REE).

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Nicoleta Sorloaica-Hickman was awarded a $185,000 research grant for Investigation of Photovoltaic Surface Soiling and Its Mitigation in Qatar by the Qatar National Research Fund.
2. Dr. Sesha Srinivasan was awarded a $63,000 grant from the Florida Energy Systems Consortium for Renewable Energies and Sustainability Education.
3. Florida Poly professor, Dr. Wei Ding, presented at the 4th International Conference on Connected Vehicles and Expo (ICCVE) in October. ICCVE is the world's premier connected vehicle conference. His presentation was entitled *Cyber Physical Systems Modeling to Facilitate Autonomous Vehicles Design*.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Our Board of Trustees installed Dr. Randy K. Avent as the university's first president.
2. The university achieved Candidacy Status from SACSCOC on June 20, 2016.
3. Florida Polytechnic University signed education agreements with organizations in Brazil and Morocco which will help recruit international students to the university. The development of student and faculty exchange programs, student internships, and joint research projects are covered in the memorandums of understanding.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- We launched a STEMTALKS live streamed panel discussion series. These panel discussions allow university faculty and students to engage in live discussions with industry experts.
- Admissions launched a new decision rubric that looks at student involvement, GRIT, test scores, GPA, math readiness and AP scores to measure right fit.
- We finalized fall recruitment and study abroad initiatives to India, Europe, Morocco and Brazil.
- Three Success Coaches have been hired. Each Success Coach will support student questions and will have a specialization: 1) Mathematics, 2) Writing Across the Curriculum and 3) Diversity in Learning.
- A Math Boot Camp was implemented in connection with summer 2016 orientation. Over 230 incoming students registered for Math Boot Camp.
- We have designed and developed a comprehensive first year experience program.
- Sixty-eight students were placed in 53 unique companies for summer 2016 internships.
- We completed statements of work for 2015-16 digital advertising, email marketing and search engine optimization – all key tactics for targeting high-quality, STEM-focused students.
- The results of our aggressive search engine optimization (SEO) campaign are impressive. Florida Poly ranked in the top three positions on Google for “Cyber Gaming Degree” and was in the top position for “Big Data Analytics Degree.” It ranked in the top 10 terms for “Top Engineering Schools in Florida”.
- On Saturday, February 27th, we hosted over 110 teachers and district staff from Lake and Sumter Counties for a first-ever STEM Teacher Day. Part of a Florida Department of Education’s Math and Science Partnership grant, teachers spent the day in labs learning about cell culturing and diatoms, nanotechnology, lasers and GPU computing, science writing and applied chemistry.
- Information Technology Services (ITS) contributed to a session with the Board of Governors Online Education Committee that is working as an advisory and implementation group for online education. Next steps include a report to the BOG and further planning for implementing the coming strategy for online education.
- We held the Inaugural Chapter Event and Induction of Members of the newly created Florida Polytechnic Chapter of the National Academy of Inventors (NAI). Eight faculty holding over 25 patents combined were inducted.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- We received nearly 1,700 applications for faculty positions. We received an average of 152 applications per month, with the greatest number in October at 319 and the fewest in May at 11, reflecting seasonality.
- We designed two tracks for the 2016-2017 faculty recruitment campaign: an academic-focused track that ran August through January and an industry-focused track that ran year-round beginning in August.
- Florida Poly students were placed in internships summer 2016 at the following companies: Allstate, Engineering Matrix, General Electric, Lakeland Electric, Northrop Grumman, Orlando Utilities Commission, Port of Tampa, ProPack, Publix, Primary Partners, SteriPack, Wyndham, VisitDays and Y Lakeland.
- Student feedback was obtained through the following surveys: Noel Levitz National Student Satisfaction Survey (response rate: 32%, goal 30% with results pending), Bus Satisfaction Survey, Accreditation Resources Survey, and Women in STEM survey.

- The spring 2016 student assessment of instruction was administered with the highest response rate up to that date (62% total with 6 courses at 100% and none with 0%).
- Technology Services met with faculty to discuss staffing and resource needs in innovation labs for upcoming semesters. They also worked with several faculty to increase the amount of self-created course content.
- STEMStudy.com, the site we launched in late December to engage STEM-focused high school students in 9th-12th grade, received more than 17,000 page views that year from nearly 10,000 unique users.
- Following the early April 2016 launch of the Florida Poly Pulse, our new custom intranet designed to improve internal communication, the site received more than 3,400 visits from University faculty and staff, and more than 100 updates were posted.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

- Florida Poly's curriculum and degree programs are 100% STEM based. We are conducting research and talking with industry leaders about future degree offerings based on what will be needed by those companies.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- Dr. Sesha Srinivasan submitted a collaborative proposal to the Department of Energy entitled "Advanced Thermal Hydrogen Compressor" through the University of South Florida for nearly $200,000.
- Dr. Feng-Jen Yang's paper "Crafting a Lightweight Bayesian Inference Engine" was accepted at the World Congress on Engineering 2016 (WCE 2016). Funding for this project was provided by the Presidential Summer Studies grants at Florida Polytechnic in 2015.
- Dr. Wei Ding's paper, "Declarative Modeling Cases of Cyber Physical Systems," has been accepted for presenting at the 6th IEEE International Conference on Logistics, Informatics, and Service Science (LISS'2016) to be held on July 24-27 in Sydney, Australia, with satellite sessions in Beijing, China.
- Dr. Sesha Srinivasan participated in an industry hosted (ONICON & Air Monitor) Technology Conference on May 13, 2016, at Largo, Florida.
- Dr. Jaspreet Dhau published "Covalent Linkage of Alkalothermophilic Catalase onto Functionalized Cellulose," in the Royal Society of Chemistry (RSC) Advances.
- Dr. Feng-Jen Yang published "Engaging a Real-Life Student with a Virtual Tutor" in the International Journal of Computer Science and Innovation.
- Fox 13, Bay News 9 and the Tampa Bay Business Journal covered our new partnership with UNIFEBE in Brazil. The news was distributed to Brazilian media outlets as well, helping to extend our brand reach internationally. In fact, of the countries in which we have Facebook followers, Brazil now ranks second behind the US.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

- Ten project proposals were submitted in the 2015-2016 year totaling $1,188,691 with five awards that totaled $305,297.
- Dr. Sesha Srinivasan participated in an industry hosted (ONICON & Air Monitor) Technology Conference on May 13, 2016, at Largo, Florida.

- Dr. Wei Ding's paper, "Declarative Modeling Cases of Cyber Physical Systems," has been accepted for presenting at the 6th IEEE International Conference on Logistics, Informatics, and Service Science (LISS'2016) to be held on July 24-27 in Sydney, Australia, with satellite sessions in Beijing, China.
- We contracted Stephen Fleming, former Vice President for commercialization at Georgia Tech, to develop a framework for the establishment of Florida Poly's Institute for Technology Entrepreneurship.
- We held the Inaugural Chapter Event and Induction of Members of the newly created Florida Polytechnic Chapter of the National Academy of Inventors (NAI). Eight faculty holding over 25 patents combined were inducted.
- Drs. Youssif Al-Nashif and Sherif Rashad submitted an STTR proposal to the USAF with Avirtek Inc. as the lead for $59,857.
- A recent FIPR characterization study shows that the amine flotation tails contain roughly 10% of the total Rare Earth Elements in Florida phosphate matrix. REE minerals in this byproduct are relatively easy to concentrate by gravity separation or flotation. However, conventional technology for recovering REE from this type of material involves high temperature leaching, solvent extraction, and numerous complicated separation steps. This research aims at developing alternative, energy saving and environmentally friendly methods using bio-leaching based technology for rare earth dissolution and a ion flotation based method for recovering REE from solution.
- In collaboration with Jacobs Engineering, IMC, Mosaic and China Bluestar Lehigh Engineering Corporation (Bluestar), FIPR developed a feasible technology for processing the high-dolomite phosphate pebbles in Florida. The FIPR Institute held a successful Tech Transfer Workshop in China (hosted by Blue Star Engineering) that was attended by some Mosaic process engineers who evaluated this project's process. Mosaic was impressed and wants to test composite pebble. Costs of the process have been reduced.
- Ongoing research into native plant establishment and weed management is a cooperative effort of the FIPR Institute, the Florida Department of Environmental Protection (FDEP), and the Florida Fish and Wildlife Conservation Commission (FWC) in addition to the grant funds from the Florida Wildflower Foundation. The project focuses on the establishment of native wildflowers and grasses on disturbed lands (including mined and non-mined lands) and the control of invasive, competitive weeds.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- The Academic Success Center is working with students on internship placement and support. As of June 14, 2016 we had 63 students placed in 48 companies for 2016 summer internships.
- We continue to work toward an agreement with the Museum of Science and Industry (MOSI) in Tampa that will include featuring Florida Poly in an ongoing exhibit about interconnectivity and STE(A)M innovation, hosting up to 10 student interns annually and providing showcase opportunities for faculty and student research.
- We are working on a Master Agreement with Doolittle Institute/SOFWERX for internships and research funding through SOCOM.
- U.S. Senator Bill Nelson's Chief of Staff visited us from Washington, DC. They continue to show interest in how the Senator can support Florida Polytechnic University.
- Incoming Florida Senate President Joe Negron, along with Senators Anitere Flores, Lizbeth Benaquisto, Wilton Simpson, Oscar Braynon, and Kelli Stargel toured Florida Polytechnic University. They spent an hour listening to students, faculty and staff speak on how the Senate can assist Florida Poly during the 2017 session.
- We participated in the Florida Chamber of Commerce Innovation and Economic Development Caucus quarterly meetings held at the Institute for Human and Machine Cognition.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- We attended Governor Rick Scott's "Degrees to Jobs Summit" held in Orlando, from May 24-26, 2016. Some of the breakout session topics were internships, college affordability, Florida 1st for graduates, and collaboration with local education.
- Our Outreach team members participated as judges at the International Science & Engineering Fair.
- We held quarterly meetings of the External Affairs Advisory groups on March 29 and 31, 2016. These advisory groups consist of business leaders from throughout Polk County.
- We met with various Economic Development Councils regarding the university's role and ways that Florida Poly could support economic development.
- We implemented a Faculty Expert Directory on FLPoly.org, which is a searchable database of faculty who have expressed willingness to be interviewed by media as subject-matter experts in their fields. For example, Dr. Dean Bushey was recently identified and interviewed as an expert in unmanned aircraft for an ABC Action News story on drones near inner city buildings.
- Our Information Technology Group participated in the SUS CyberSecurity Center planning session at USF Patel Center. This included contributing to the ideas and thought leadership for research projects, collaboration and labs across the SUS member Universities.
- We participated in the SSERCA (Sunshine State Education and Research Computing Alliance) meeting to discuss ideas that can develop into applied hands-on projects for our students and faculty in the future.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Florida Poly staff participated in numerous ways with community and business groups. A few are listed here.

- Lakeland Economic Development Council
  - Member of the High-Skill/High-wage leadership group/leadership retreat
  - Collaborative entrepreneurship initiatives
  - President's Round Table (a council with other area Higher Ed President's)
  - Monthly Investor Meetings
  - Host LEDC meetings on our campus for University update and Tour
- Central Florida Development Council
  - Monthly meetings with President/CEO
  - Bi-monthly investor meetings
  - Advocacy Team
- Central Florida Partnership
  - President Avent is a member of the Integrated Entity Founding Board of Directors (Merging of: Orlando EDC and the Central Florida Partnership)
  - Regularly attend multiple meetings and events
  - Host Leadership Orlando on campus (2-3x per year) for an update and tour
- Lakeland Area Chamber of Commerce
  - Board of Directors
  - Government Affairs Committee
  - Attend large membership events with many different staff/faculty from the University
- Winter Haven EDC

  - Board of Directors
- Winter Haven Chamber of Commerce
  - Membership events
  - Government Affairs Committee
- Host other community leadership groups on campus for tour and update
- Large speaking engagements to service organizations (examples: Rotary, Kiwanis, etc.)

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- Florida Poly established a Women In STEM program.
- Through the digital PR component of our 2015-16 SEO campaign, we have now had more than 95 articles highlighting our degree programs and STEM trends published on industry and niche media sites such as Big Data Week, GenEng News, Science Alert, and Space Foundation. They also link back to FLPoly.org helping to increase our ranking in search results.
- We coordinated and hosted the Inaugural Women in STEM event for a sold out audience of 230 guests. There were 17 title sponsors, of which 7 represent new donors. We received press coverage in the SUS Chancellor's communique and on PRWEB.com.
- We launched the "Fuel the Phoenix" University campaign that includes participation from staff, faculty, parents, and students. Two sets of parents will co-chair the parent campaign, and letters were mailed to over 900 parents asking them to join the University campaign.
- On Saturday, February 27th, we hosted over 110 teachers and district staff from Lake and Sumter Counties for a first-ever STEM Teacher Day. Part of a Florida Department of Education's Math and Science Partnership grant, teachers spent the day in labs learning about cell culturing and diatoms, nanotechnology, lasers and GPU computing, science writing and applied chemistry.
- The ASC attended the Florida High Tech Corridor Career Fair at the Orange County Convention Center. This event connected high-tech employers with universities.
- The FIPR Institute has hosted two workshops (one in January 2015 and another in January 2016) that reviewed progress of all member teams researching the recovery of REE and uranium from phosphate rock.

Data Tables

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

MAIN OPERATIONS	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
Recurring State Funds	$22,461,504	$28,737,653	$30,728,532	$30,833,130	$31,051,175
Non-Recurring State Funds	$0	$4,301	$0	$1,500,000	$4,000,000
Tuition	$0	$0	$1,976,056	$904,817	$2,882,039
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$101,842	$198,267	$220,251	$285,036
Phosphate/Other TF	$5,022,319	$5,060,505	$5,071,736	$1,801,487	$3,062,084
TOTAL	**$27,483,823**	**$33,904,301**	**$37,974,591**	**$35,259,685**	**$41,280,334**

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* Non-Recurring State Funds: include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* Note on Performance Funding: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* Phosphate/Other Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	.	$2,309,762	$3,589,670	$10,242,772	$10,983,154
Administration and Support	.	$2,249,629	$7,077,716	$10,486,420	$12,644,459
PO&M	.	$0	$696,430	$1,975,617	$2,090,755
Student Services	.	$0	$1,163,413	$1,988,750	$2,364,233
Library/Audio Visual	.	$0	$116,768	$415,726	$471,154
Other	.	$0	$778,462	$1,279,833	$1,733,609
TOTAL	.	**$4,559,391**	**$13,422,459**	**$26,389,118**	**$30,287,364**

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. *This data is not adjusted for inflation.*

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Administration & Support Services: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). PO&M: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. Student Services: Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Other: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation *(GR & Lottery)*	.	.	.	$59,097	$36,503
Tuition & Fees *(State-funded Aid)*	.	.	.	$1,004	$1,005
Tuition & Fees *(from Student)*	.	.	.	$3,177	$265
Other Trust Funds	.	.	.	$9,760	$5,729
TOTAL	.	.	.	**$73,039**	**$43,502**

Notes: State Appropriations includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). Tuition and Fee revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). Other Trust funds (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. Full-time Equivalent enrollment is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	**FL POLY DOES NOT HAVE DATA FOR THIS METRIC YET**				

	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	**FL POLY DOES NOT HAVE DATA FOR THIS METRIC YET**				

Notes: Cost to the Institution reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. Source: State University Database System (SUDS), Expenditure Analysis: Report IV. Net Tuition & Fees per 120 Credit Hours represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	.	$788,814	$7,787,333	$995,341	$2,245,782
Expenditures	.	$337,317	$124,426	$1,004,061	$2,745,990
Contracts & Grants					
Revenues	.	$0	$0	$789,766	$591,477
Expenditures	.	$0	$0	$723,305	$1,519,722
Local Funds					
Revenues	.	$0	$0	$3,943,352	$2,495,808
Expenditures	.	$0	$0	$3,093,883	-$580,772*

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.* Note*: As a result of timing-related exclusion of 2015-16 fiscal year-end closing financial adjustments, Florida Polytechnic University reported a negative expenditure balance for the Local Funds budget entity.

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value ($1000s)	.	.	$65	$126	$675
Gifts Received ($1000s)	.	.	$6,964	$2,904	$4,275
Percentage of Alumni Donors	**FL POLY DOES NOT HAVE DATA FOR THIS METRIC YET**				

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*

Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	.	0	0	0	0
Tenure-track Faculty	.	0	0	0	0
Non-Tenure Track Faculty	.	0	5	22	37
Instructors Without Faculty Status	.	0	0	0	0
Graduate Assistants/Associates	.	0	0	0	0
Non-Instructional Employees	.	0	51	115	134
FULL-TIME SUBTOTAL		**0**	**56**	**137**	**171**
Part-time Employees					
Tenured Faculty	.	0	0	0	0
Tenure-track Faculty	.	0	0	0	0
Non-Tenure Track Faculty	.	0	0	0	0
Instructors Without Faculty Status	.	0	0	26	20
Graduate Assistants/Associates	.	0	0	10	15
Non-Instructional Employees	.	0	0	5	6
PART-TIME SUBTOTAL		**0**	**0**	**41**	**41**
TOTAL		**0**	**56**	**178**	**212**

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	.	.	.	**547**	**924**
UNDERGRADUATE					
FTIC (Regular Admit)	.	.	.	396	699
FTIC (Profile Admit)	.	.	.	0	0
FCS AA Transfers	.	.	.	35	61
Other AA Transfers	.	.	.	3	4
Post-Baccalaureates	.	.	.	13	21
Other Undergraduates	.	.	.	75	102
Subtotal	.	.	.	**522**	**887**
GRADUATE					
Master's	.	.	.	24	37
Research Doctoral	.	.	.	0	0
Professional Doctoral	.	.	.	0	0
Dentistry	.	.	.	*0*	*0*
Law	.	.	.	*0*	*0*
Medicine	.	.	.	*0*	*0*
Nursing Practice	.	.	.	*0*	*0*
Pharmacy	.	.	.	*0*	*0*
Physical Therapist	.	.	.	*0*	*0*
Veterinary Medicine	.	.	.	*0*	*0*
Other	.	.	.	*0*	*0*
Subtotal	.	.	.	**24**	**37**
UNCLASSIFIED					
HS Dual Enrolled	.	.	.	1	0
Other	.	.	.	0	0
Subtotal	.	.	.	1	0

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	.	.	.	461	654
UPPER	.	.	.	26	179
MASTERS (GRAD I)	.	.	.	15	19
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**502**	**852**
NON-RESIDENT FUNDABLE					
LOWER	.	.	.	13	24
UPPER	.	.	.	1	5
MASTERS (GRAD I)	.	.	.	4	4
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**18**	**33**
TOTAL FUNDABLE					
LOWER	.	.	.	473	678
UPPER	.	.	.	27	185
MASTERS (GRAD I)	.	.	.	20	23
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**520**	**886**
TOTAL NON-FUNDABLE					
LOWER	.	.	.	0	1
UPPER	.	.	.	0	0
MASTERS (GRAD I)	.	.	.	1	1
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**1**	**2**
TOTAL					
LOWER	.	.	.	473	679
UPPER	.	.	.	27	185
MASTERS (GRAD I)	.	.	.	20	24
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**520**	**888**

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Instructional Method

	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	.	.	.	473	679
UPPER	.	.	.	27	185
MASTERS (GRAD I)	.	.	.	20	24
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**520**	**888**
DISTANCE LEARNING					
LOWER	.	.	.	0	0
UPPER	.	.	.	0	0
MASTERS (GRAD I)	.	.	.	0	0
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**0**	**0**
HYBRID					
LOWER	.	.	.	0	0
UPPER	.	.	.	0	0
MASTERS (GRAD I)	.	.	.	0	0
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**0**	**0**
TOTAL					
LOWER	.	.	.	473	679
UPPER	.	.	.	27	185
MASTERS (GRAD I)	.	.	.	20	24
DOCTORAL (GRAD II)	.	.	.	0	0
TOTAL	.	.	.	**520**	**888**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.
Traditional refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	.	.	.	0	0
Undergraduate	.	.	.	2	4
Master's (GRAD 1)	.	.	.	0	1
Doctoral (GRAD 2)	.	.	.	0	0
Subtotal	.	.	.	**2**	**5**
DEPENDENTS					
Unclassified	.	.	.	0	0
Undergraduate	.	.	.	0	0
Master's (GRAD 1)	.	.	.	0	0
Doctoral (GRAD 2)	.	.	.	0	0
Subtotal	.	.	.	**0**	**0**
NON-MILITARY					
Unclassified	.	.	.	1	0
Undergraduate	.	.	.	520	883
Master's (GRAD 1)	.	.	.	24	36
Doctoral (GRAD 2)	.	.	.	0	0
Subtotal	.	.	.	**545**	**919**
TOTAL	.	.	.	**547**	**924**

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	**FLORIDA POLY DOES NOT YET HAVE DATA FOR THIS METRIC**				
Percent with Pell Grant					

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Programs Suspended for New Enrollments					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort Size				396	392
% Retained *with Any GPA*				**77%**	83%
% Retained *with GPA 2.0 or higher*				**73.0%**	76.8%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Retained with Any GPA is based on student enrollment in the Fall term following their first year. Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	**FLORIDA POLY DOES NOT YET HAVE DATA FOR THIS METRIC**				
Second Majors					
TOTAL					

Note: This table reports the number of degrees awarded by academic year. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline.

Section 4 – Undergraduate Education *(continued)*

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	.	.	.	119	166
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	.	.	.	77%	69%
30 to 49 Students	.	.	.	23%	31%
50 to 99 Students	.	.	.	0%	0%
100 or More Students	.	.	.	0%	0%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	.	.	.	63%	72%
Adjunct Faculty	.	.	.	32%	28%
Graduate Students	.	.	.	0%	0%
Other Instructors	.	.	.	6%	0%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	.	.	.	18	18

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall 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). 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. Undergraduate or graduate student teaching assistants are not counted as faculty.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
None						
Programs Suspended for New Enrollments						
None						
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.
New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors					
Second majors	FL POLY DOES NOT YET HAVE DATA FOR THIS METRIC				
TOTAL					

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for some of the Professional Doctoral degrees.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) ($ 1,000s)					
Federally Funded ($ 1,000s)					
Percent Funded From External Sources					
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member					

FL POLY DOES NOT YET HAVE DATA FOR THESE METRICS

Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures					
Licenses & Options Executed					
Licensing Income Received ($)					
Number of Start-Up Companies					

FL POLY DOES NOT YET HAVE DATA FOR THESE METRICS

	2011	2012	2013	2014	2015
Utility Patents Issued					

FL POLY DOES NOT YET HAVE DATA FOR THESE METRICS

Notes: R&D Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). Invention Disclosures reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. Licenses & Options Executed that were executed in the year indicated for all technologies – as reported by AUTM. Licensing Income Received refers to 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 – as reported on the AUTM survey. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. Utility Patents Issued awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other patent types.