2018 Accountability Plan

FLORIDA POLYTECHNIC UNIVERSITY

APPROVED BY UBOT ON 5/23/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

BOT Approved
5/23/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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MISSION STATEMENT (What is your purpose?)

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University will be a world-renowned "University of Innovation" for producing a dynamic pool of info-tech talent with real-world solutions and the capacity to lead global high-tech industries through customized undergraduate and graduate STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research and interactive business industry partnerships.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida Poly strives to be the premier, core STEM public institution in the southeast region of the United States. Our strategy of increasing selectivity supports the University's model of delivering small classes with strong student-faculty interaction engaged in project-based, curricular experiences. Coupled with a carefully engineered curricular and co-curricular focus on professional and leadership skills, the University offers industry-aligned majors in fast-growing, high-paying sectors. Florida Poly's priority on strong relationships with local and regional industry serves to fulfill its directive to enhance economic development in the state. A key component of this is the University's focus on connecting students with small and medium-sized business through internships, projects, and eventual employment. These efforts form key goals in Florida Poly's new strategic plan that calls for stronger efforts to grow the University's program portfolio and student experience initiatives to meet its goals of delivering programs in high-paying industries and maximizing value for students by preparing them for a lifetime of success.

The University's plan also calls for capitalizing on our strategic location on the I-4 corridor by creating a high-tech economy around Florida Poly. This effort includes a strong faculty recruiting initiative that deepens our growing basic and applied research footprint catalyzed by the Applied Research Center. By connecting with local stakeholders, our relationship with SunTrax, and the newly created Advanced Mobility Institute, the plan calls for building out the campus and surrounding area with space for high-tech business and industry, a convention center, and full service living community.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Florida Polytechnic University's greatest strengths are:

- Its dedicated focus on the core STEM subjects of Technology and Engineering offering a high-touch model with smaller classes.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms with our commitment to build jobs for Florida.
- Its agility; limited traditional bureaucracies which allows for a culture of innovation and responsiveness.
- Strong academic experience in both industry and higher education with a start-up culture nimble enough to test and evaluate new strategies.
- Positioned as the sole STEM Public campus with a population less than 5000 students in the southeast offering a true project-based curricular experience. Strong relationships with Small and Medium Businesses (SMBs) in Florida.

Opportunities for Improvement include:

- Deepening relationships with industry to continue supporting students as they connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving ABET program accreditation on the heels of being granted initial accreditation by SACSCOC.
- Focus on targeted improvements in academic programs while maintaining efficient use of resources.
- Enhance academic quality to graduate exceptional students to increase impact.
- Increase fundraising and endowments.
- Effectively use current space while increasing much needed research space and the ability to house program faculty and staff.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. ABET Accreditation:

Florida Poly is continuously focused on providing the best academic experience for students within a core STEM curriculum. Since achieving accreditation, significant enhancements have been made to our degrees. These enhancements easily align curricula and other program features with ABET criteria and engage industry in the quality and continuous improvement standards of the computing and engineering professions. Our pursuit of program specific ABET accreditation is progressing as expected.

2. STEM Degrees and Research:

Now that Florida Poly has achieved institutional regional accreditation, new degree programs are being developed that tie closely with our mission while expanding industry ties and economic development. This includes investing in faculty to support these new and existing programs while expanding our research footprint to include industry sponsored projects. Florida Poly's curricula emphasizes cross-disciplinary, hands-on research projects, which foster and cement our ties to Florida business and industry. The close proximity of all our faculty reduces institutional barriers and induce cross collaboration. In addition, the soon to be adjacent facilities at SunTrax will create new research opportunities and new building.

3. Program Enhancements:

Over the next three years, we will continue to enhance our graduate and undergraduate program offerings to further align them with the demand of industry and students. Initially, three new undergraduate degree programs will be built. Before building addition graduate programs, the current programs will grow with enhanced specificity to our STEM mission. Improvements to the Academic Success Center (ASC) will support those efforts as we increase the rigor of our programs and the demands being placed on students. The ASC will also provide support in developing leadership, cultural competency and academic performance. We are expanding our research capacity, in part by, establishing an Advanced Mobility Institute. We are identifying our areas of research focus and we are ramping up our efforts in collaborating with economic development agencies to bring high-tech jobs to our local area and to Florida.

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Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. A student team participated in the Governor's Cup hosted by the Roundtable of Entrepreneurship Educations and placed 3rd out of all Florida universities. The competition seeks to find the best startups to stimulate the economy.
2. The Florida Venture Forum is a statewide competition hosted by the Florida Venture Forum to seek the best collegiate startups for an audience of angel and venture capitalist. Our student team placed 2nd out of 13 universities.
3. Florida Poly students placed 1st, 2nd, and 3rd in the Slingshot Polk designed to solve business problems and stimulate economic development.

FACULTY ACHIEVEMENTS

1. Dr. Karim Elish achieved a funded project with Purdue University for: Building Cybersecurity Capacity in Pervasive Computing.
2. The Health Informatics Institute recognized and funded Dr. Ala' J. Alnaser for his analysis using Neural Networks and Support Vector Machine algorithms on structured and unstructured data.
3. Dr. A. Sargolzaei received the excellence research award as a recognition for his numerous publications and conference proceedings.
4. Dr. J. Dhau though research with NSF, OSI, and FESC published journal articles which have been cited frequently.
5. Dr. N. Hickman significantly contributed to sustainability as it relates to solar energy use and the use of graphene in energy systems.

PROGRAM ACHIEVEMENTS

1. Placed 101 students in external internships.
2. Announced the SunTrax partnership with the Florida Turnpike Enterprise.
3. Graduated 39 students as our first Florida Poly graduates in 2016-17.

RESEARCH ACHIEVEMENTS

1. As a result of a Biology project, student Payton Barnwell received a $12,000 grant through the Florida Space Research program to study space radiation.
2. Florida Institute of Phosphate Research (FIPR) conducted research with Oak Ridge National Laboratory on the recovery of rare earth elements and uranium from phosphoric acid.
3. Florida Institute of Phosphate Research is a member of the U.S. Department of Energy Critical Materials Institute – and Energy Innovation Hub.

INSTITUTIONAL ACHIEVEMENTS

1. Earned initial institutional accreditation from SACSCOC in June 2017
2. Completed and opened our second residential facility.
3. Submitted the initial paperwork to begin the ABET accreditation process.

PERFORMANCE BASED FUNDING METRICS

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	72.8	72.8	72.8	.
PROPOSED GOALS	.	.	.	.	.	*72.8*	*72.8*	*72.8*	*72.8*

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
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	40,700	40,700	40,700	.
PROPOSED GOALS	.	.	.	.	.	*40,700*	*40,700*	*40,700*	*40,700*

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
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	12,000	12,000	12,000	.
PROPOSED GOALS	.	.	.	.	.	*12,000*	*12,000*	*11,500*	*11,500*

4. FTIC Four-Year Graduation Rate [Full-time students only]

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	37	37	40	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*34*	*38*

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
ACTUAL	.	.	73.0	76.8	64.4	.	.	.	.
APPROVED GOALS	.	.	.	74	75	75	76	77	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*77*	*79*

Note: Dots ('.') are used when data is not available for a given metric for a specific year. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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
ACTUAL	.	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	*100*

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 2020
ACTUAL	.	.	n/a	n/a	n/a	30%	.	.	.
APPROVED GOALS	.	.	.	.	.	15	18	21	.
PROPOSED GOALS	.	.	.	.	.	15	28	29	*29*

Note: Florida Polytech students were eligible to start receiving Pell grants from the US Dept. of Ed. in Fall 2017.

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
ACTUAL	.	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	*100*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	*	.	.	.	.
APPROVED GOALS	.	.	.	.	.	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	68	70	70	*80*

Note*: There were too few (less than twenty) graduates in the 2016-17 graduating class to report.

Note: Dots ('.') are used when data is not available for a given metric for a specific year. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	.	.	.	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	*0*

Freshmen in Top 10 of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	.	21	17	14	18	.	.	.	.
APPROVED GOALS	.	.	.	35	17	17	18	21	.
PROPOSED GOALS	.	.	.	.	.	18	18	21	*22*

Time to Degree for FTICs in 120hr programs [in Calendar Years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	*	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	5.5	5.5	.
PROPOSED GOALS	.	.	.	.	.	.	*5.5*	*5.25*	*5.0*

Note*: There were too few (less than ten) FTIC graduates in the 2016-17 graduating class to report.

Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	62	.
PROPOSED GOALS	.	.	.	.	.	.	.	*62*	*64*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	18	.	.	.	.
APPROVED GOALS	.	.	.	.	13	160	324	416	.
PROPOSED GOALS	.	.	.	.	.	*160*	*310*	*370*	*370*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	21	.	.	.	.
APPROVED GOALS	.	.	.	.	16	7	5	9	.
PROPOSED GOALS	.	.	.	.	.	*7*	*5*	*9*	*12*

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	24	.	.	.	.
APPROVED GOALS	.	.	.	.	23	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*25*	*25*	*25*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	.	8	8	7	8	.	.	.	.
APPROVED GOALS	.	.	8	9	5	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*7*

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
ACTUAL	.	.	0	0	0	0	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*2*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures [$ in Thousands]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	212	204	438	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*600*	*524*	*374*	*427*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	96	86	67	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*81*	*80*	*80*	*81*

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Percent of Students Beginning a Startup Company or Working in a Small Company

2013-14	2014-15	2015-16	2016-17	2017-18 Actual	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
.	.	.	.	27%	*18%*	*20%*	*20%*	*21%*

2. Number of Industry Relationships Providing Employment & Research Opportunities for Students and/or Faculty

FALL 2013	FALL 2014	FALL 2015	FALL 2016 Actual	FALL 2017 Actual	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
.	.	.	23	50	*50*	*55*	*55*	*60*

3. Percent of Under-Graduates Who Completed an External Internship Program

2013-14	2014-15	2015-16	2016-17 Actual	2017-18 Actual	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
.	.	.	100 (Int. & Ext)	100 (Int. & Ext)	*95*	*95*	*95*	*95*

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	.	396	699	1,044	1,155	*1,176*	*1,164*	*1,181*	*1,211*
FTIC (Profile Admit)	.	0	0	0	0	*0*	*0*	*0*	*0*
FCS AA Transfers	.	35	61	69	86	*78*	*78*	*80*	*80*
Other AA Transfers	.	3	4	11	15	*9*	*9*	*9*	*10*
Post-Baccalaureates	.	13	21	27	33	*34*	*33*	*33*	*35*
Other Undergraduates	.	75	102	131	150	*144*	*141*	*144*	*148*
Subtotal	**.**	**522**	**887**	**1,282**	**1,439**	***1,441***	***1,426***	***1,447***	***1,484***
GRADUATE									
Master's	.	24	37	31	17	*23*	*23*	*23*	*24*
Research Doctoral	.	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	.	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	**.**	**24**	**37**	**31**	**17**	***23***	***23***	***23***	***24***
UNCLASSIFIED									
H.S. Dual Enrolled	.	1	0	1	2	*1*	*1*	*1*	*1*
Other[1]	.	0	0	1	0	*1*	*1*	*1*	*1*
Subtotal	**.**	**1**	**0**	**2**	**2**	***2***	***2***	***2***	***2***
TOTAL	**.**	**547**	**924**	**1,315**	**1,458**	***1,466***	***1,451***	***1,472***	***1,510***

Notes: 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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	.	.	461	655	746	752	708	703	689	696
UPPER	.	.	26	179	454	516	567	562	552	558
GRAD I	.	.	16	20	9	26	26	28	41	53
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	**.**	**.**	**503**	**850**	**1,209**	**1,294**	**1,301**	**1,293**	**1,282**	**1,307**
NON-RESIDENT										
LOWER	.	.	13	24	31	77	52	52	51	51
UPPER	.	.	1	5	11	16	43	42	41	42
GRAD I	.	.	4	4	4	5	2	2	3	4
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	**.**	**.**	**18**	**33**	**46**	**98**	**97**	**96**	**95**	**97**
TOTAL										
LOWER	.	.	473	679	777	829	760	755	740	747
UPPER	.	.	27	185	465	532	610	605	593	599
GRAD I	.	.	20	24	13	31	28	30	44	57
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	**.**	**.**	**520**	**888**	**1,255**	**1,392**	**1,398**	**1,389**	**1,377**	**1,404**

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100)	.	.	0	0	0	*0*	*0*	*14*	*15*	*17*
Hybrid (50-79)	.	.	0	0	0	*0*	*0*	*6*	*15*	*15*
Classroom (0-50)	.	.	500	864	1,242	*1,361*	*1,370*	*1,340*	*1,303*	*1,314*
Subtotal	**.**	**.**	**500**	**864**	**1,242**	***1,361***	***1,370***	***1,360***	***1,333***	***1,346***
GRADUATE										
Distance (80-100)	.	.	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79)	.	.	0	0	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50)	.	.	20	24	13	*31*	*28*	*30*	*44*	*57*
Subtotal	**.**	**.**	**20**	**24**	**13**	***31***	***28***	***30***	***44***	***57***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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.). Classroom/Traditional, is a course in which 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) – see SUDS data element #2052.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Engineering Mathematics	27.0301	Yes		No	60	05/2018
Engineering Physics	14.1201	Yes		No	60	05/2018
Environmental Engineering	15.0507	Yes	UF, UCF, FIU, FAU, FGCU	No	60	05/2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Florida Polytechnic University will develop a new set of Bachelor programs to sufficiently sustain the institution within our STEM-focused mission. Sample degrees that may be considered are; Civil Engineering, Biomedical Engineering, Chemical Engineering, and Statistics. These degrees, or other similar degrees, will be fully considered in terms of market need and the resources required in delivering the degrees.						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Florida Polytechnic University will possibly develop additional Master's degrees within the SUS Strategic Plan that appropriately meet the needs of our students and the State of Florida.						
DOCTORAL PROGRAMS						

FLORIDA POLYTECHNIC UNIVERSITY

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

The University engages in several efforts intended to support the four-year graduation rate:

Academic & Policy/Procedure

1. Close tracking of FTIC cohort, priority advising and registration.
2. Academic Success Center focused on advising every student on their best pathway to graduation.
3. Automatic registration of incoming FTIC and transfers to ensure that they start on the correct degree path.
4. Demand-based registration: provides seats for on-track classes based on need, not teaching capacity
5. Trailer sections: provides off-cycle delivery of "gateway" courses to allow students to recover from class withdrawals and failures
6. Summer Session: summer delivery of courses arranged to provide a pathway to "catch-up" for students that get off-track.
7. Developing 3-year course rotation to assist in planning that includes repair pathways and summer fast-lanes.
8. The Enrollment Management committee identifies and recommends major and minor initiatives and actions for implementation, monitors their progress and reports results/findings, identifies gaps and integrates processes into the university's ongoing continuous efforts to increase retention and graduation rates.

Curricular

1. Common Freshman Year (CFY): for nearly all majors the freshman year of required courses is the same, creating peer cohorts and providing students time to acclimate to our rigorous STEM curriculum without having the burden of potential lost credit if they change majors. Within this CFY is a sequence of courses, called the Foundations Sequence, an 8-hour block of credit spread evenly over fall and spring designed to accomplish the following:
    a. Introduce core knowledge, skills, and abilities that are technical, practical, and professional in nature, including teamwork, project management, collaboration, communication, and critical thinking;
    b. Establish appropriate Florida Poly dispositions—code of work ethic and habits of mind appropriate to STEM exploration;
    c. Foster campus enculturation through co-curricular engagement and career positioning and exploration.
2. Developing and implementing policies and practices to ensure timely feedback to students and early-alert systems.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

Financial aid program to enable full time students with financial need to take at least 15 credit hours in the fall and spring semesters

1. Aid packages to incentivize students to limit work during the school year to 20 hours or less.
2. Proactive Financial Aid Literacy Counseling to support students' self-assessment and options for resolving unmet need.
3. Florida Student Assistance Grant (FSAG):
    a. Active counseling of student to use FSAG to supplement their aid.
    b. Utilize FSAG to support 4-Year Graduation Incentive Program: designed to encourage qualifying students to take a full fifteen credits in fall and spring semesters with summer support included. Eligibility based on satisfactory academic progress, qualifying GPA, and other factors. Awardees must have completed a FAFSA and will need to sign a Memorandum of Understanding, including a 4 year course completion plan. Priority given to upperclassmen who are on-track to graduate in four years but have unmet financial need.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/31/2018
(Chair, University of Board of Trustees)

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
4. Four Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with 2.0 GPA or Above*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
6. University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. 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. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. 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. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.