FLORIDA POLYTECHNIC UNIVERSITY

Board of Trustees
Strategic Planning Committee Meeting

Wednesday, March 13, 2019
12:15 pm – 12:45 pm

Florida Polytechnic University
Student Development Center
4700 Research Way, Lakeland, FL 33805-8531

Dial In Number: 240-454-0887 | Access Code: 640 192 975#

Mark Bostick, Chair	**Cliff Otto, Vice-Chair**	**Dr. Adrienne Perry**
Dr. Louis Saco	**Dr. Richard Hallion**	**Travis Hills**

AGENDA

I.	Call to Order	Mark Bostick, Chair
II.	Roll Call	Michele Rush
III.	Public Comment	Mark Bostick, Chair
IV.	Approval of the September 5, 2018 Minutes *Action Required*	Mark Bostick, Chair
V.	Strategic Planning Committee Work Plan Review	Mark Bostick, Chair
VI.	2019 Accountability Report *Action Required*	Rick Maxey
VII.	Closing Remarks and Adjournment	Mark Bostick, Chair

Florida Polytechnic University
Board of Trustees

Strategic Planning Committee Meeting

DRAFT MEETING MINUTES

Wednesday, September 5, 2018
11:30 AM-12:30 PM

Florida Polytechnic University
Student Development Center
4700 Research Way, Lakeland, FL 33805

I. Call to Order

Committee Vice Chair Cliff Otto called the Strategic Planning Committee meeting to order at 11:00 a.m.

II. Roll Call

Michele Rush called the roll: Vice-Chair Cliff Otto, Trustee Adrienne Perry, Trustee Louis Saco, Trustee Dick Hallion and Trustee Travis Hills were present (Quorum).

Staff present: President Randy Avent, Ms. Gina DeIulio, Mr. Rick Maxey, Ms. Kathy Mizereck, Mrs. Maggie Mariucci, Ms. Laura Neff-Henderson, Mrs. Kim Abels, Ms. Sherri Pavlik, and Ms. Michele Rush were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of the May 22, 2018 Minutes

Trustee Dick Hallion made a motion to approve the Strategic Planning Committee meeting minutes of May 22, 2018. Trustee Louis Saco seconded the motion; a vote was taken, and the motion passed unanimously.

V. Strategic Planning Committee Charter Review

The Committee Charter was reviewed and no changes were recommended.

Trustee Dick Hallion made a motion to approve the Strategic Planning Committee Charter. Trustee Louis Saco seconded the motion; a vote was taken, and the motion passed unanimously.

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VI. 2018—2020 Strategic Planning Committee Work Plan Review

The Committee Work Plan for 2018 – 2020 was reviewed and no changes were recommended.

Trustee Dick Hallion made a motion to approve the 2018-2020 Strategic Planning Committee Work Plan. Trustee Louis Saco seconded the motion; a vote was taken, and the motion passed unanimously.

VII. Strategic Plan

President Avent reviewed the University's strategic plan which included narrative to support the goals previously adopted by the Board at its May 2018 meeting. University staff will add graphics and photographs to the plan and submit to the Board of Governors as required by BOG regulation. Three comments were given:

1. Numbers for graduate students are different between goal #1 and goal #5. President Avent stated the numbers are consistent: goal #1 is the total number of graduate students, goal #5 is the number of incoming graduate students per year.

2. Trustee Philip Dur requested inclusion of a statement that a priority of the University is to add new programs that don't exist at other universities. Chair Wilson suggested adding a sentence and composed the following: "New programs will be chosen to complement and strengthen existing programs, to support identified needs in underserved industries, and to create new industries."

   Trustee Dick Hallion stated Trustee Dur's intent was very good as an important point was made. The additional crafted statement was good way to phrase it to achieve that end without necessarily causing problems down the road.

3. The racial diversity percentage was unclear; trustees would like the percentage to state "up to 10% diversity". Trustee Adrienne Perry proposed getting students involved in their own communities as peer-to-peer ambassadors.

Trustee Dick Hallion made a motion to recommend approval of the 2018-2022 Florida Polytechnic University Strategic Plan with the recommended changes to the Board. Trustee Adrienne Perry seconded the motion; a vote was taken, and the motion passed unanimously.

VIII. 2016 – 2017 Equity Report

Rick Maxey gave an update on the University's equity report. The report is required by BOG regulation and will be submitted on behalf of the Board of Trustees to the BOG. The report outlined the status of diversity among the student body, faculty and staff. It compared diversity at the University to that among its peers and other public universities in the State University System. The report also contained plans for addressing diversity over the coming year.

Trustee Dick Hallion made a motion to recommend approval of the 2016-2017 Equity Report to the Board. Trustee Louis Saco seconded the motion; a vote was taken, and the motion passed unanimously.

IX. University Relations Update

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The Committee received a report from Maggie Mariucci and Laura Neff-Henderson on the University's efforts in marketing and communications. They outlined initiatives designed to increase the visibility of the University, strengthen its brand identity, and strengthen relationship with various media outlets. Various media outlets, including social media, internal university communications, and billboards were discussed. Crisis communications and offsite communications center Black Swan were explained. Trustee Hallion stated billboards with the image of the IST building were more striking than the billboard with the image of the student. He also requested the University logo be more prominent in the design.

Trustee Hallion asked if high school principals and academic counselors received Florida Polytechnic University information, particularly in northwest Florida. Mrs. Mariucci stated this kind of outreach is handled by the Admissions Department; University Relations works closely with Admissions in this regard. The new Florida Polytechnic University mobile app was also presented.

X. Closing Remarks and Adjournment

With no further business to discuss, the Strategic Planning Committee Meeting adjourned at 12:30 p.m.

DRAFT

Florida Polytechnic University
Strategic Planning Committee
Work Plan 2018-2020

February 28, 2018	May 22-23, 2018	September 5, 2018	December 5, 2018
	• 2018 University Accountability Report	• Florida Equity Report • FIPR Institute Annual Report	• Annual Accountability Report
February 27, 2019	**May 21-22, 2019**	**September 11, 2019**	**December 11, 2019**
	• 2019 University Accountability Report	• Florida Equity Report • FIPR Institute Annual Report	• Annual Accountability Report
February 2020	**May 2020**	**September 2020**	**December 2020**
	• 2020 University Accountability Report	• Florida Equity Report • FIPR Institute Annual Report	• Annual Accountability Report

AGENDA ITEM: VI.

Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
March 13, 2019

Subject: 2019 Florida Polytechnic Accountability Plan (BOG Report)

Proposed Committee Action

Recommend approval of the 2019 Accountability Plan to the Board of Trustees.

Background Information

Pursuant to the Board of Governors Regulation 1.001, the Board of Trustees (BOT) shall prepare a multi-year Accountability Plan for the Board of Governors (BOG) that outlines the university's priorities, strategic directions, and performance measures and outcomes on institutional and system-wide goals. The Accountability Plan reflects the university's distinctive mission and focus on core institutional strengths within the context of the State University System goals and regional and statewide needs.

The 2019 Accountability Plan requires BOT approval prior to its submission to the BOG, on May 6. Because of the length of time between the March BOT approval and the May submission date, we request approval of the Plan with the ability to update any preliminary data with final data prior to submission. Preliminary data includes; research awards and expenditures, expected student population, and performance measures that were unavailable when the report was prepared. The BOT will receive a final plan when submitted to the BOG.

Supporting Documentation: Powerpoint Presentation and 2019 Accountability Plan

Prepared by: Kevin Calkins, Director of Institutional Research

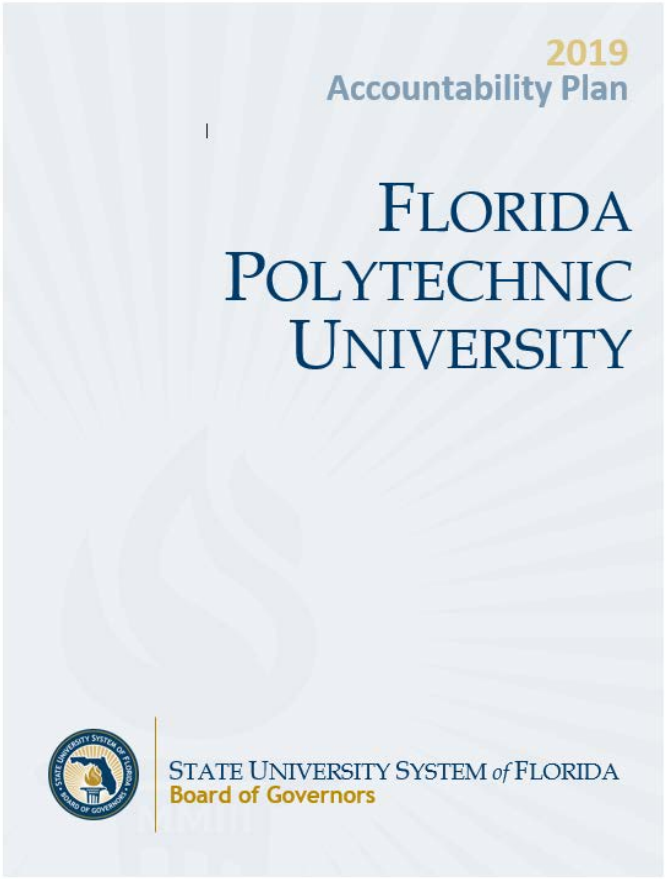
FLORIDA POLYTECHNIC UNIVERSITY

Accountability Plan

Kevin Calkins

February 27, 2019

Annual Accountability Plan



- **Strategy**
  - Key Initiatives and Investments
- **Performance Based Metrics**
  - Estimated Ranking
- **Key Performance Indicators**
  - Degrees
- **New Programs for Consideration**
  - 2020

Mission: Serve Students and industry through excellence in education, discovery and application of engineering and applied sciences

Strategy: Key Initiatives & Investments

- **Growing and improving the undergraduate program portfolio**
  - Program effectiveness of ABET and non-ABET programs
  - Proposals to add three new majors
  - R & D of additional core STEM programs and concentrations
- **Graduate program enhancements**
  - Enhancing processes to grow program size and quality
  - Grow the research foundation and faculty
- **Transfer and articulation**
  - Develop agreements with Florida State Colleges
  - Strengthen the support services to address the unique needs of this population

Performance Based Funding (PBF) Assumptions

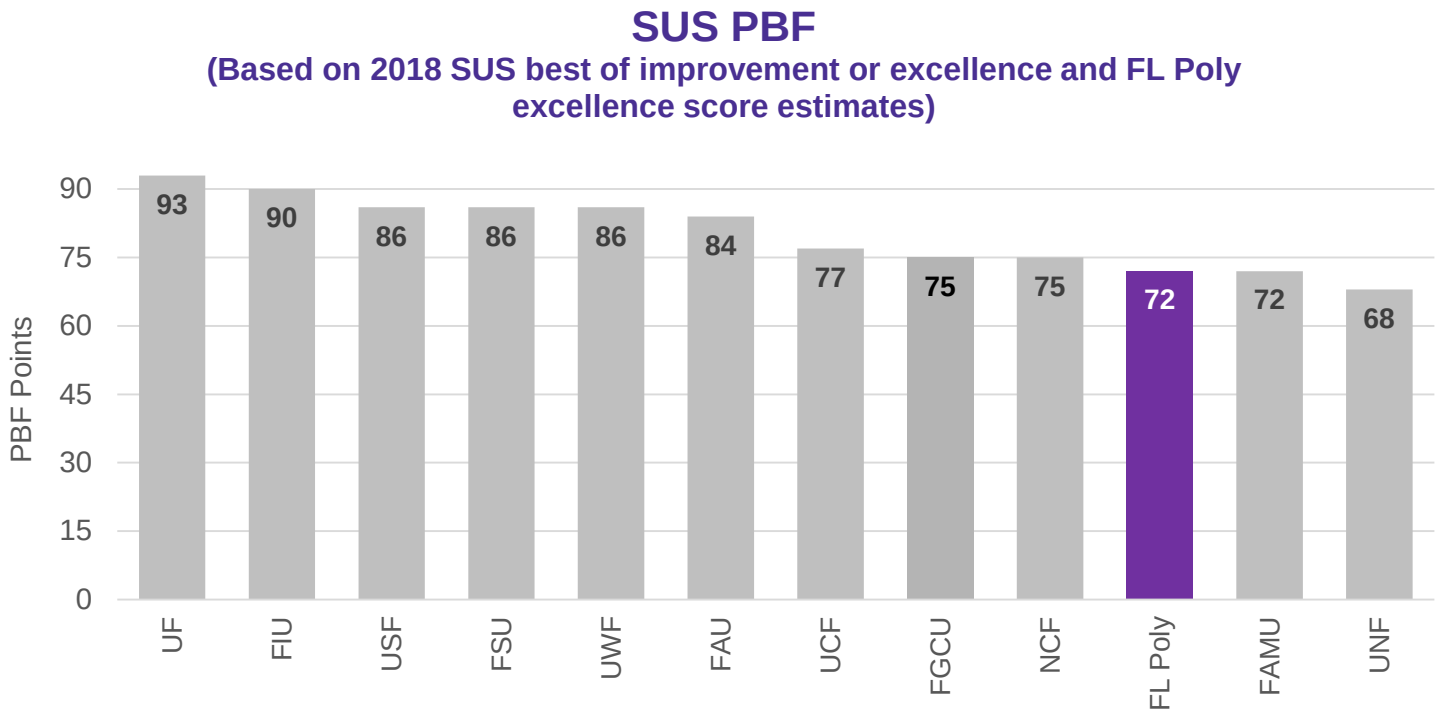
- **Model includes 10 metrics evaluated on either excellence or improvement (weighted equally up to 100 points)**
  - Nine common metrics that align with SUS Strategic Plan
  - Board of Trustees recommends 3 mission related metrics whereby one is chosen by BOG
- **Benchmarks are established and scored 1-10**
  - Data is based on immediate past year
  - Florida Poly needs at least two years of data (2021-22)
- **Universities must score at least 50 points to receive any State Investment (70 points in 2021)**
  - The Florida Legislature and the Governor determine the amount of new state funding
- **Proposal to evaluate based on peer data**

Florida Poly's Performance Funding (preliminary: 72points*)

	Points Scale (10)	Points Scale (5)	Points Scale (1)	Goal or Act. Year	Points
• Percent BS graduates employed	72.8%	61.4%	52.3%	72.8%-G 2018	10
• Median wages for BS graduates	$ 40,700	$ 28,200	$ 18,200	$50,000-G 2018	10
• Average Cost to the Student	$ 9,000	$ 14,000	$ 18,000	$12,000-G 2018	6
• FTIC Four-Year graduation rate	50%	43.8%	38.8%	37%-A 2018	1
• Academic progress rate (retention)	90%	83.8%	78.8%	72%-A 2018	0
• BS awarded in strategic areas	50%	37.5%	27.5%	100%-A 2018	10
• University access rate (UG w/ Pell)	42%	22%	6%	30%-A 2018	8
• Graduate degrees in strategic areas	60%	47.5%	37.5%	100%-A 2018	10
• BOG choice: % of degrees w/out excess hours	60%	47.5%	37.5%	96%-A 2018	10
• BOT choice metric: TBD	x.x%	x.x%	x.x%	TBD	7

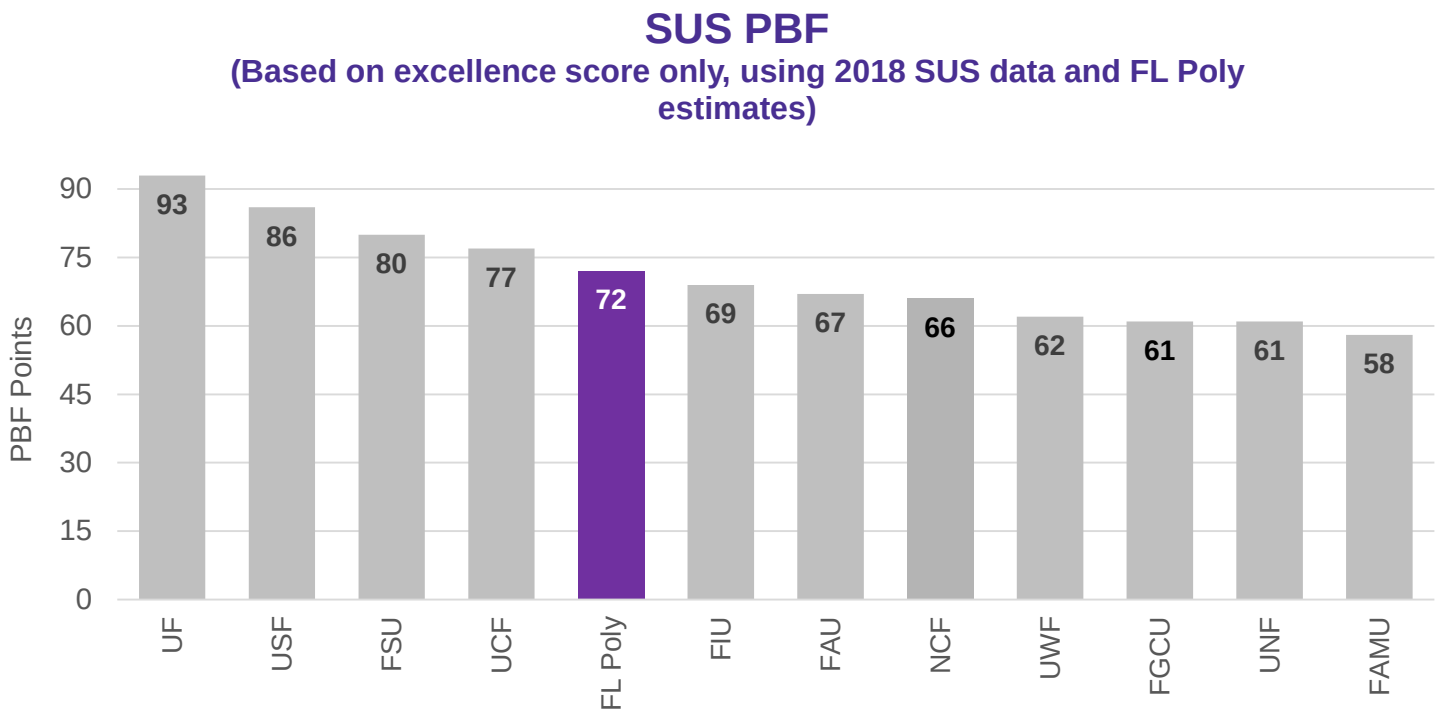
* Excellence Estimates

Performance Based Funding (PBF)



- **Model evaluates on best of either excellence or improvement (weighted equally)**
- **Average SUS (excellence - improvement) score is 81**

Florida Poly Estimated Ranking & SUS Excellence Scores



- **FL Poly possible score of 72 out of 100**
- **Average SUS excellence score is 61**
  - Highest 93 and lowest 58

Florida Poly Key Performance Indicators - Degrees

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	3.6	.	.	.	.
APPROVED GOALS	.	.	.	.	.	5.5	5.25	5.0	.
PROPOSED GOALS	.	.	.	.	.	*5.0*	*4.75*	*4.65*	*4.5*

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

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	18	197	.	.	.	.
APPROVED GOALS	.	.	.	13	160	310	370	370	.
PROPOSED GOALS	.	.	.	.	.	*290*	*290*	*290*	*290*

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	21	8	.	.	.	.
APPROVED GOALS	.	.	.	16	7	5	9	12	.
PROPOSED GOALS	.	.	.	.	.	*14*	*18*	*22*	*25*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	24	21	.	.	.	.
APPROVED GOALS	.	.	.	23	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*

New Programs for Consideration

- **B.S. Cyber Physical Security**
  - Engineering aspects of system design including cyber-attack detection and cyber defense
  - Focus on cyber physical security with an emphasis on industrial applications in smart-grids, autonomous vehicles and controls within industrial systems

- **M.S. Business Analytics**
  - A degree aimed at professionals focusing on qualitative methods, data mining, modeling and decision support
  - Focus on data science methods and processes with business applications.

FLORIDAPOLY

Summary

- **Strategic initiatives to grow and enhance the undergraduate and graduate programs**
- **Performance based funding preliminary metrics of excellence appear strong but active focused effort needed moving forward**
- **Considering adding new Bachelor and Master's program**

This plan requires BOT approval

2019 Accountability Plan

FLORIDA POLYTECHNIC UNIVERSITY

BOT REVIEW

3/13/2019

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

DRAFT
2/19/2019

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document 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, helping to 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 for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

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MISSION STATEMENT

"Serve students and industry through excellence in education, discovery and application of engineering and applied sciences."

STATEMENT OF STRATEGY

Given your mission, 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-enhanced, 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 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 a full service living community.

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

What are your major 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 project-enhanced curriculum. 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. Growing and improving the undergraduate program portfolio

   This initiative is focused on two interrelated aspects of program quality and program growth with the intended outcome of raising the University's profile as a top destination for STEM and Engineering education. It begins with completing the ABET accreditation cycle for four existing programs and simultaneously enhancing the continuous improvement processes for non-ABET programs in parallel. This ensures a greater overall effectiveness in ongoing quality improvement for all of our programs. We are also growing our program portfolio with proposals to add Engineering Mathematics, Engineering Physics, and Environmental Engineering with the intent of implementing these for Fall 2019. ABET accreditation for these programs, where applicable, will also be sought. Finally, we are engaged in the research and development phases of adding core STEM programs and concentrations that will complement and enhance our existing programs, address industry and student demand, and grow the University's diversity.

2. Graduate Program Enhancements

   Building on our recently formed Graduate Division, we are taking a stronger look at the content of our existing degrees and working to grow the size and quality of our program offerings. Key to this initiative is positioning our current programs to leverage existing faculty strengths in interdisciplinary research areas. By developing curriculum in our engineering and computer science programs that focus on leading challenges, we grow our research foundation to help the University attract highly qualified faculty. Our realignment also includes the goals of improving processes around admissions, recruiting, and funding students to support their learning experience and ongoing career and educational goals.

3. Transfer and Articulation

   Over the first few years of the University's operations, we worked diligently to assess, review, improve, and stabilize our program offerings. Now that Florida Poly has developed a strong, largely common curricular foundation for all of its programs, we can work more confidently on developing critically needed transfer-articulation agreements with Florida State Colleges. Preliminary work and agreements are already in place and over the next three years we will strive to extend agreements throughout the state, develop a transfer student resource center and website, and evaluate our student support services to address the unique needs of this population.

Graduation Rate Improvement Plan

This narrative subcomponent 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. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Academic

1. Priority advising and registration of all new students began in fall 2018 to ensure they start on the correct path for degree completion. The Academic Success Center closely advises each student on his or her best pathway to graduation.
2. Faculty mentors connect students to career goals. Common exams and syllabus to ensure all sections of critical courses prepare students at a consistent and rigorous standard.
3. "Gateway" courses are provided off-cycle to allow students a chance to recover from class withdrawals and failures. The delivery of summer courses are arranged to provide a pathway to "catch-up" for students getting off track. This includes the development of 3-year course rotations.
4. Implemented Schedule Wizard in spring 2019 to make it possible for students to have access to every possible iteration of a class schedule in seconds – making it easier for students to register. This also optimizes the available course offerings.
5. Academic Affairs Support Services group 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

6. 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.
7. Continue to develop and implement policies and practices to ensure timely feedback to students and early-alert systems.

Financial Aid

8. Continue to develop aid packages to incentivize students to limit work during the school year to 20 hours or less.
9. Proactive Financial Aid Literacy Counseling in place to support students' self-assessment and options for resolving unmet need.
10. Active counseling of students to use the Florida Student Assistance Grant (FSAG).

Key Achievements for Last Year (2017 –2018)

STUDENT ACHIEVEMENTS

1. Florida Poly student receives one of 41 global Brook Owens Fellowships for internship at nation's leading aviation company.
2. Three students place 3rd in the 2018 Governor's Cup competition. Florida Poly is the only state university to place in top three for two consecutive years.
3. Statewide competition for entrepreneurship awarded two Florida Poly students for their work on a smart catheter device to diagnose infections and digital listing tool for jewelry.
4. The 2018 Slingshot Polk awarded 1st and 2nd place to five students for their work on sinkhole detection with drones and using music to improve mental health.
5. Student develops components of an astronaut suit that helps to combat depression.

FACULTY ACHIEVEMENTS

1. NSF grant awarded to Drs. Luis Jaimes and Ilhan Akbas for Cyber-Physical systems in crowd sensing.
2. Dr. Dr. Suleiman Alsweiss (Electrical Engineering) assisted in forecasting Hurricane Harvey's devastating path through South Texas as a scientist at the Center for Satellite Applications and Research.
3. Dr. Karim Elish, (Computer Science) awarded a $70,500 grant from the Florida Center for Cybersecurity to develop an evolving course on mobile security and privacy.

PROGRAM ACHIEVEMENTS

1. On the strength of four engineering program readiness reviews (fall 2017), we submitted ABET requests for evaluation (RFEs) in January 2018 and were granted permission to enter the evaluation process. This followed with self-study submissions in July 2018 and site visits occurring in October 2018. Currently, we are in due process with a final decision to be made in August 2019. SACSCOC accreditation, achieved in June 2017, is a prerequisite for ABET to consider our institution. To move from SACSCOC and enter the ABET process in the span three months represents a significant achievement in terms of curriculum and process changes on the part of program leadership and faculty..
2. Graduation of 84% of inaugural freshman class.
3. Fulbright relationships developed with Canada and Belgium

INSTITUTIONAL ACHIEVEMENTS

1. Completed and opened the Student Development Center.
2. Continued collaboration with Florida Department of Transportation in the development of SunTrax.
3. Hosted the I-4 Commercial Corridor Conference with a focus on the multimillion dollar market flowing through Central Florida. Keynote by Senator Nelson who linked ongoing student and faculty research at the University with an urgent need for a highly trained U.S. workforce.

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+) Pending BOG

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	XX	.	.	.	.
APPROVED GOALS	.	.	.	.	72.8	72.8	72.8	72.8	.
PROPOSED GOALS	.	.	.	.	.	*72.8*	*72.8*	*75*	*78*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	XX	.	.	.	.
APPROVED GOALS	.	.	.	.	40,700	40,700	40,700	40,700	.
PROPOSED GOALS	.	.	.	.	.	*40,700*	*40,700*	*50,000*	*51,500*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	.	XX	.	.	.	.
APPROVED GOALS	.	.	.	.	12,000	12,000	11,500	11,500	.
PROPOSED GOALS	.	.	.	.	.	*##*	*##*	*##*	*##*

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	.	.	.	.	36.6	.	.	.	.
APPROVED GOALS	.	.	.	.	37	37	34	38	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*38*	*38*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	73.0	76.8	64.4	71.7	.	.	.	.
APPROVED GOALS	.	.	74	75	75	76	77	79	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*74*	*76*

Note: Metrics are defined in appendix. 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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
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 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	.	n/a	n/a	n/a	30%	.	.	.	.
APPROVED GOALS	.	.	.	.	15	28	29	29	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	96	.	.	.	.
APPROVED GOALS	.	.	.	.	68	70	70	80	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*80*	*80*

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

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. 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]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	.	.	.	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	17	14	22	25	.	.	.	.
APPROVED GOALS	.	.	35	17	18	18	21	22	.
PROPOSED GOALS	.	.	.	.	.	*22*	*22*	*23*	*23*

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	3.6	.	.	.	.
APPROVED GOALS	.	.	.	.	.	5.5	5.25	5.0	.
PROPOSED GOALS	.	.	.	.	.	*5.0*	*4.75*	*4.65*	*4.5*

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

Six-Year FTIC Graduation Rates [full-time students only]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	62	64	.
PROPOSED GOALS	.	.	.	.	.	.	*62*	*64*	*64*

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	18	197	.	.	.	.
APPROVED GOALS	.	.	.	13	160	310	370	370	.
PROPOSED GOALS	.	.	.	.	.	*290*	*290*	*290*	*290*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	21	8	.	.	.	.
APPROVED GOALS	.	.	.	16	7	5	9	12	.
PROPOSED GOALS	.	.	.	.	.	*14*	*18*	*22*	*25*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	24	21	.	.	.	.
APPROVED GOALS	.	.	.	23	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*

Percent of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	8	8	7	8	7	.	.	.	.
APPROVED GOALS	.	8	9	5	6	6	6	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*7*	*7*

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	0	0	0	0	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*1*

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures [$ in Thousands]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	212	204	438	1,202	.	.	.	.
APPROVED GOALS	.	.	.	.	600	524	374	427	.
PROPOSED GOALS	.	.	.	.	.	##	##	##	##

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	96	86	67	21*	.	.	.	.
APPROVED GOALS	.	.	.	.	81	80	80	81	.
PROPOSED GOALS	.	.	.	.	.	##	##	##	##

Note*: FY 2017-18 was the first year to include the R&D expenditures from internal funding sources (faculty start-ups ($350K, FDOT grant ~$1.5M of state funding).

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

2014-15	2015-16	2016-17	2017-18 Actual	2018-19 Actual	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
.	.	.	27%	32%	20%	20%	21%	21%

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

FALL 2014	FALL 2015	FALL 2016 Actual	FALL 2017 Actual	FALL 2018 Actual	FALL 2019 GOAL	FALL 2020 GOAL	FALL 2021 GOAL	FALL 2022 GOAL
.	.	23	50	221	200	220	240	*250*

3. Percent of Undergraduates Who Completed an External Internship Program

2014-15	2015-16	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
.	.	100%	85%	83%	*95%*	*95%*	*95%*	*95%*

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
ACTUAL	522	887	1,282	1,439	1,389	.	.	.	.
APPROVED GOALS	.	.	.	.	1,441	1,426	1,447	1,484	.
PROPOSED GOALS	.	.	.	.	.	*1,407*	*1,422*	*1,453*	*1,519*
GRADUATE									
ACTUAL	24	37	31	17	33	.	.	.	.
APPROVED GOALS	.	.	.	.	23	23	23	24	.
PROPOSED GOALS	.	.	.	.	.	*42*	*48*	*55*	*60*

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 *PLAN*	2020 *PLAN*	2021 *PLAN*	2022 *PLAN*
UNDERGRADUATE									
FTIC	396	699	1,044	1,155	1,137	*1,119*	*1,132*	*1,157*	*1,211*
FCS AA Transfers	35	61	69	86	96	*91*	*91*	*92*	*97*
Other AA Transfers	3	4	11	15	14	*11*	*11*	*11*	*11*
Post-Baccalaureates	13	21	27	33	21	*31*	*31*	*31*	*32*
Other Undergraduates	75	102	131	150	121	*155*	*157*	*162*	*168*
Subtotal	**522**	**887**	**1,282**	**1,439**	1,389	*1,407*	*1,422*	*1,453*	*1,519*
GRADUATE									
Master's	24	37	31	17	33	*42*	*48*	*55*	*60*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	**24**	**37**	**31**	**17**	33	*42*	*48*	*55*	*60*
TOTAL	**546**	**924**	**1,313**	**1,456**	1,422	*1,449*	*1,470*	*1,508*	*1,579*

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. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking, Resident Undergraduates Who Earned 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	30	33	35	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*28*	*28*

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	.	461	655	746	693	622	656	643	649	677
UPPER	.	26	179	454	628	595	526	515	521	543
GRAD I	.	16	20	9	7	10	28	41	53	59
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	**502**	**854**	**1,209**	**1,328**	1,226	1,210	1,199	1,223	1,279
NON-RESIDENT										
LOWER	.	13	24	31	26	33	49	48	49	51
UPPER	.	1	5	11	14	16	40	39	39	41
GRAD I	.	4	4	4	4	9	2	3	4	4
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	**18**	**33**	**46**	**44**	58	91	90	92	96
TOTAL										
LOWER	.	473	679	777	719	655	705	691	698	728
UPPER	.	27	185	465	642	611	566	554	560	584
GRAD I	.	20	24	14	11	19	30	44	57	63
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	**520**	**888**	**1,255**	**1,372**	1,285	1,301	1,289	1,315	1,375

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 degree-seeking 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.

Percent of Credit Hours by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	.	0	0	0	0	0	0		1	1
Hybrid (50-79%)	.	0	0	0	0	0	0	1	1	1
Classroom (0-50%)	.	100	100	100	100	100	100	99	98	98
GRADUATE										
Distance (80-100%)	.	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	.	0	0	0	0	0	0	0	0	0
Classroom (0-50%)	.	100	100	100	100	100	100	100	100	100

Note: 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 2019-20

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 2018 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						
Cyber Physical Security	11.0	Yes	No	No	100	2020

Florida Polytechnic University will investigate and 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						
Business Analytics	52.0203	Yes	No	No	40	2020
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2020-22-

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

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						

As Florida Polytechnic University continues to build upon a mission that is STEM-focused, additional Bachelor programs will be investigated and developed. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Additional Master's programs will be investigated and developed to sustain Florida Poly's STEM-focused mission. Like the Bachelor programs, the Master's programs will consider the best fit within the System to meet market needs and the resources required in delivering these degrees.

DOCTORAL PROGRAMS