



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Academic & Student Affairs Committee Meeting

Wednesday, December 5, 2018
10:00 AM - 11:00 AM

Florida Polytechnic University
ADMISSIONS BUILDING
4700 Research Way, Lakeland, FL 33805-8531

Dial In Number: 240-454-0887 | Access Code: 644701452

Dr. Richard Hallion, Chair
Mark Bostick

Dr. Adrienne Perry, Vice-Chair
Dr. Jim Dewey

Henry McCance
Travis Hills

AGENDA

- | | |
|---|---|
| I. Call to Order | Dr. Adrienne Perry, Vice Chair |
| II. Roll Call | Amy Devera |
| III. Public Comment | Dr. Adrienne Perry, Vice Chair |
| IV. Approval of the September 5, 2018 Minutes
Action Required | Dr. Adrienne Perry, Vice Chair |
| V. 2018-20 Academic & Student Affairs Committee Work Plan Review | Dr. Adrienne Perry, Vice Chair |
| VI. Provost Report and Discussion
A. Approval of Non-Degree Academic Programs
Action Required | Terry Parker, Executive Vice
President and Provost |
| VII. Closing Remarks and Adjournment | Dr. Adrienne Perry, Vice Chair |

Florida Polytechnic University
Board of Trustees

Academic and Student Affairs Committee Meeting

DRAFT MEETING MINUTES

Wednesday, September 5, 2018
9:45 AM-11:15 AM

Florida Polytechnic University
Admissions Building
4700 Research Way, Lakeland, FL 33805

I. Call to Order

Committee Chair Dick Hallion called the Academic and Student Affairs Committee meeting to order at 9:54 a.m.

II. Roll Call

Amy Devera called the roll: Committee Chair Dick Hallion, Committee Vice Chair Adrienne Perry, Trustee Jim Dewey, Trustee Henry McCance, and Trustee Travis Hills were present (Quorum).

Other trustees present: Chair Don Wilson.

Staff present: Provost Terry Parker, Dr. Kathryn Miller, Dr. Tom Dvorske, Mrs. Kris Wharton, Ms. Amy Devera, Mrs. Melaine Schmiz, and Mrs. Laura Neff-Henderson were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Henry McCance made a motion to approve the Academic and Student Affairs Committee meeting minutes of May 22, 2018. Trustee Jim Dewey seconded the motion; a vote was taken, and the motion passed unanimously.

V. Academic & Student Affairs Committee Charter Review

The committee reviewed their existing charter and concluded it should remain the same. No further discussion or action is necessary.

VI. 2018-20 Strategic Planning Committee Work Plan Review

The 2018-2020 Work Plan was reviewed as part of the Provost report.

VII. Provost Report

Dr. Terry Parker reviewed activity aligned with the 2018-2020 Work Plan, which included admissions and financial aid, student services, four-year graduation improvement plan, degree program additions and faculty hiring, student and faculty diversity, graduate programs, and technology and pedagogy.

Academic Affairs Management Team

Dr. Parker reviewed the role of each staff and faculty member who comprise the Academic Affairs Management Team.

Admissions and Financial Aid

Dr. Parker noted the entering class at Florida Poly is highly qualified given their SAT/ACT scores and high school GPAs. Committee Chair Hallion asked if the SAT or ACT is more favored. Dr. Parker stated there is some indication that the ACT is a better predictor. He also stated that the University measures overall academic preparedness. Mr. Scott Rhodes added that a student's performance in high school is a much better indicator and that their transcripts are reviewed closely.

The University is now competing for students who have higher test scores, which means a smaller selection pool. The SAT entrance scores for fall of 2018 will be better. Committee Chair Hallion also asked where Cal-Tech and MIT would be on the chart and it was noted that they would be listed near Georgia Tech. Committee Chair Hallion suggested that these institutions be included on the chart in the future.

BenMatthew Corpus briefly discussed changes to the admissions process; these include admissions essays, letters of recommendations, AP tests and scores, SAT II subject tests, new application deadlines, early action and wait lists. Committee Chair Hallion requested staff research and consider a "life experience" requirement.

Regarding diversity, Dr. Parker explained that the University is below national norm when it comes to gender. Committee Chair Hallion requested a report on the gender diversity issue.

Dr. Parker stated financial aid is a critical part of admissions. He explained how the level of aid has declined. Dr. Parker noted the average net prices of other SUS and STEM institutions. Florida Poly is considered in mid-range compared to competitors. The University is operating on a \$3,500 average per student rule provided through tuition and fee waivers, not grants. Dr. Parker discussed forecasted enrollment based on three models: over-performance, accountability growth, and under-performance, as well as financial aid packaging. President Avent will further discuss financial aid at the full Board meeting.

Student Services

Dr. Parker discussed mental health services and how the University changed from a single counselor model to a network model with a Case Manager. The network model provides an on-demand service with guaranteed maximum wait times. The services are provided on-site unless a student

prefers offsite. Dr. Parker also spoke briefly about the University's recent student suicide. With respect to the family and their privacy, there were no other comments. Dr. Parker shared the maximum wait times for students to receive mental health care: for an emergent crisis, the maximum wait time is six hours; for a not as severe crisis, the maximum wait time is 24 hours; and for a non-emergent request, the maximum wait time is three days. An emergency situation would be a 911 call.

The Academic Success Center (ASC) continues to be the front-line advising service for degree progression. Last year the ASC department saw 92% of all students. Dr. Kathryn Miller reviewed the ASC department structure and personnel, and stated a new Associate Director for Career Services will be hired. The ASC staff are experts on what courses a student needs to graduate and how the courses flow together. The faculty are experts within their piece of the curriculum, but not the whole. Committee Chair Hallion asked how the math boot camp fits in with ASC. Dr. Parker explained that the boot camp is managed by Dr. Nicoleta Hickman, Department Chair for the Sciences, Arts and Mathematics division. He noted the University has requested funding from the Legislature to fund future boot camps.

Laura Neff-Henderson, Director of Marketing, briefly explained the Weekly Phoenix, a weekly e-newsletter launched the week of August 15. There are currently two editions: the faculty and staff edition, and the student edition. Employees across the University are able to input notices of upcoming events and activities and calendar deadlines, from which the weekly e-mail is generated. A new mobile app was also launched the week that classes started. It is the official University app and is a one-stop shop for University information. Committee Chair Hallion requested the Weekly Phoenix be sent to the Trustees.

Graduation Rate Improvement Plan

The Graduation Rate Improvement Plan was added last year for all universities in the SUS at the Board of Governors request. The four year graduation rate for our first cohort was 37%. The plan includes multiple activities to promote a high graduation rate. Dr. Parker reviewed the graduation rate support activity dashboard and briefly touched on how each individual department is progressing.

Development of New Degrees

The University is currently developing three new degrees: Engineering Mathematics, Engineering Physics, and Environmental Engineering. Total degree packages will be presented in February for formal approval by the Committee and the Board. New concentrations will also be added to existing degrees. The Entrepreneurship concentration will be set up as a certificate program, which will allow the University to add credits above the 120 hour mark without providing a cost penalty to students. Committee Chair Hallion would like to personally follow the Aerospace concentration.

ABET Accreditation

The University is preparing for two ABET accreditation site visits in October. One visit will focus on Computer Science degrees and one will focus on Engineering degrees. The University will not know the results of the visit until the summer of 2019.

Faculty Hiring

Dr. Parker reviewed the faculty hiring status. The University welcomed a total of ten new faculty members this semester. Committee Vice Chair Adrienne Perry asked how overloads were handled since there are no new faculty members for mathematics this fall. Dr. Parker stated while there is some overload in math courses, Florida Poly's adjunct professors are able to fill in the gaps. Dr. Parker noted that the University's mathematic faculty hire success rate on an annual basis is nearly 75% on existing searches. Currently, there are twenty faculty openings and resumes will start to be reviewed November 1.

Graduate Program

The University currently has two Graduate program degrees: Computer Science and Engineering. The University welcomed twenty-five new students in the program this fall. Dr. Parker reviewed the 2018 actions implemented for the Graduate program and also the 2018-2019 Graduate program activity and milestones.

Technology and Pedagogy

An offer was made to a candidate for the Director of Teaching and Learning, but, unfortunately, it was not accepted. University employees recently completed baseline Canvas training. Curriculum and instruction guidelines have also been developed around certain areas.

VIII. Requests for Items for Future Discussions

Trustee Travis Hills requested a breakdown on undergraduate students and their degree tracks. Dr. Parker agreed to provide this information at the next meeting. Trustee Jim Dewey also requested a tuition comparison for a student coming from out-of-state.

IX. Closing Remarks and Adjournment

With no further business to discuss, the Academic and Student Affairs Committee Meeting adjourned at 11:07 a.m.



FLORIDA POLYTECHNIC
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Work Plan Review

Adrienne Perry
Academic and Student Affairs Committee
Chair

December 5, 2018

Reporting and actions for the committee are organized in the following categories

- Admissions and Financial Aid
- Student Services
- Four year graduation improvement plan
- Degree Program Additions and Faculty Hiring
- Student and Faculty Diversity
- Graduate programs
- Technology and Pedagogy
- Items requested by the Chair, the Committee or provided by the institution
 - Review of Noel Levitz Student Body Survey Results

**Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
December 5, 2018**

Subject: Approval of Policy on Approval of Non-Degree Academic Programs

Proposed Committee Action

Recommend approval of the FPU-5.00012AP Approval of Non-Degree Academic Programs to the Board of Trustees.

Background Information

- Board of Governor's regulation require that we have a policy in order to offer certificates, minors, and concentrations
- Critical components of the policy
 - Maintains Board of Trustees authority over degrees
 - Formalizes our practice of President/Provost authority for Minors and Concentrations
 - Provides mechanism to offer certificates that are outside of degrees
 - *Approval authority is President/Provost*

Supporting Documentation: Draft policy for FPU-5.00012AP Approval of Non-Degree Academic Programs (located in supporting materials)

Prepared by: Dr. Terry Parker, Provost



FLORIDA POLYTECHNIC
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Provost's Report

Terry Parker

December 5, 2018

Today's Discussion is a review of activity aligned with the Work Plan

- **Admissions and Financial Aid**
 - A quick update on the admissions season
 - International Recruiting
 - Articulation Agreements
- **Student Services**
 - A quick update on advising and mental health
 - Student Health Insurance and Florida Poly
- **Four year graduation improvement plan**
 - No report for this meeting
- **Degree Program Additions and Faculty Hiring Status**
 - Degrees under development: the process
 - Certificates, concentrations, minors-policy approval
 - Faculty hiring status
 - ABET update

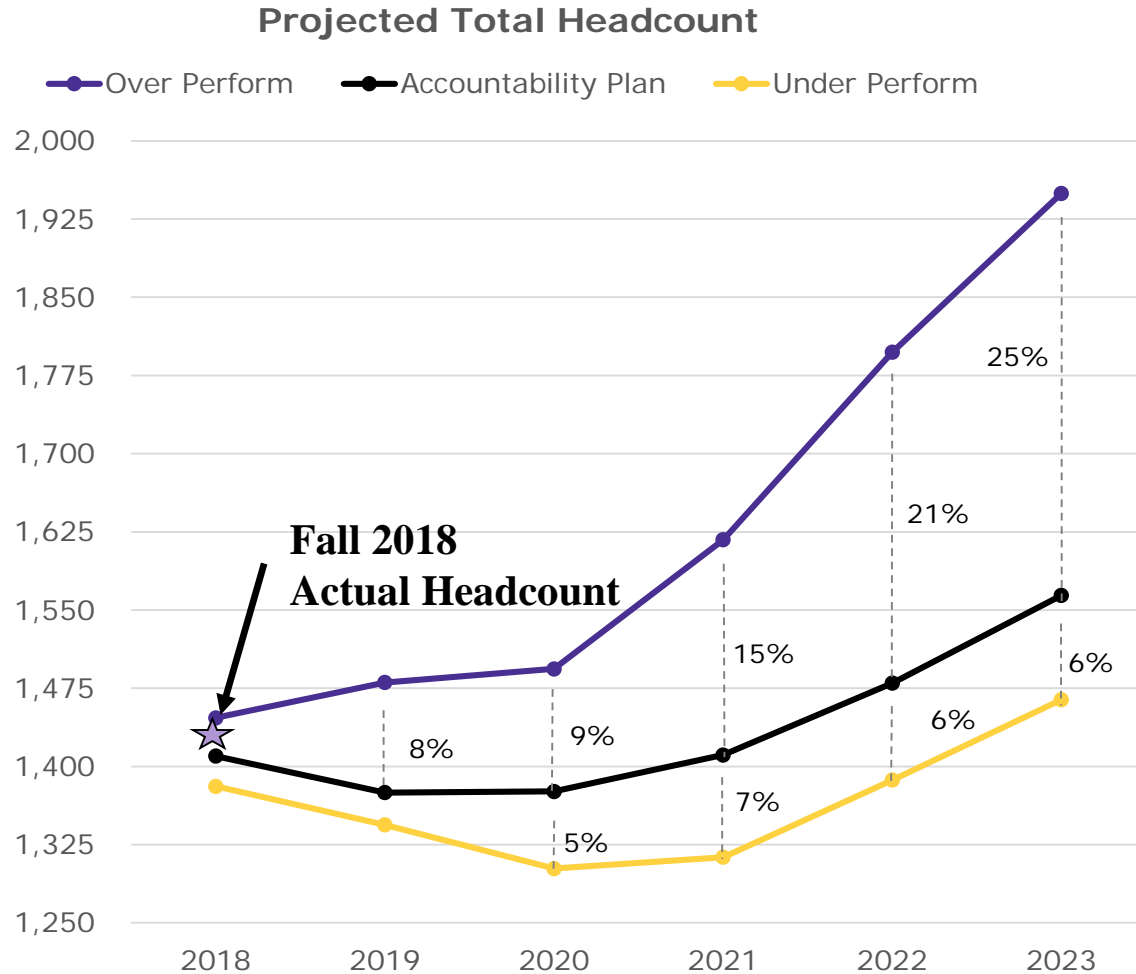
Today's Discussion is a review of activity aligned with the Work Plan

- **Student and Faculty Diversity**
 - Discussion deferred to a later meeting
- **Graduate Programs**
 - The critical issue of space
- **Technology and Pedagogy**
 - Discussion deferred to a later meeting
- **Other Discussion**
 - Noel Levitz Survey
- **Supporting Materials**
 - Admissions scorecard
 - Fall 2018 Profile
 - Fall 2018 International Enrollment
 - Collective bargaining summary
 - Policy on Approval of Non-Degree Academic Programs
 - Description of New Scheduling Software for Registration
 - Noel Levitz Survey

Admissions is the “gateway” to the number of students that we serve

- **2017-18 model:**
- **Population based on Admission, Retention, and Graduation rates**
- **Three models**
- **Underperformance**
- **Accountability Plan**
- **Over performance**
- **Fall 2018**
- **Between the accountability plan and over performance**
- **For Fall 2019**
- **An “on-target” year will keep us above the accountability plan**

Number of Students



Admissions highlights for the start of 2018-19

- **Applications are down significantly**
 - Too early in the season to predict an outcome
- **Female FTIC* up by 5%**
 - Too early to tell if this will translate into a gain in female students
- **Admitted quality**
 - Current Admit quality at or above that for the 2018 fall entering class
- **Transfer applications are up**
- **Grad applications are up**
- **Anecdotal information out of other “polytechnic” schools is that admissions are softening**

*** - FTIC is First Time In College**

Admissions has increased its activity and is implementing new communications

- **Admissions has increased its “activity”**
 - High School visits up and College Fair visits up compared to last year (14% and 35%, respectively)
 - New Events:
 - *Open House (sold out in three days)*
 - *STEM Professional Development Day for High School Counselors (above capacity now at 120 registrants)*
- **Admissions is also adding strategic communications**
 - New admit communication plan to improve ‘Yield’
 - Increased “electronic” outreach to High School guidance counselors (67,000 new names, methodical communication plan)
 - Presence on third party college search sites (this is critical)
- **Admissions has broadened its focus**
 - Includes FTIC, Transfers, International, Graduate

Recruiting with Global University Systems

- **In the 2017-18 we formally approved a contract with an external vendor to recruit international students for the university**
 - No direct costs associated with international recruiting
 - Payment based upon students that matriculate
 - Net income per student higher than for Florida residents
 - Limited to be at most 10% of the student population
- **Subsequent difficulties with “indemnification” caused us to terminate the contract**
- **We now have a new contract**
 - Indemnification terms are acceptable to all
 - The contract explicitly states a 10% limit on our recruitment
 - Florida Poly is the final admission authority
 - Costs and net income per student remain approximately the same

Articulation Agreements Bring Transfer Students to Florida Poly

- **The goal for the agreement is to provide students with an efficient pathway to a Florida Poly degree**
 - **A transfer student MUST! meet all degree requirements**
 - **Many courses at another institution may be at the appropriate level and transferable BUT! will not fulfill any degree requirement**
 - **The Florida common course numbering system makes awarding course credit relatively easy**
- **The articulation agreement specifies a set of courses that:**
 - **Meet requirements in the home institution**
 - **Meet degree requirements at Florida Poly**
 - **Minimizes “wasted” courses**
- **Our first Articulation agreement is with South Florida State College for students that want to be Electrical Engineers**

We are in the First Semester of Our New Mental Health Care Model

- The model utilizes a network health provider and a “case manager”
- To date for the Fall of 2018:
 - 92 referrals to the Care Manager
 - 38 student (*self-referral*)
 - 43 faculty and staff
 - 2 parent
 - 6 police
 - 3 housing
- 100% of CARE referrals triaged on same or next working day.
- Licensed mental health professional on campus 3 days per week. All students requesting to meet with counselor have been able to meet with the counselor that same week.

BOG Health Initiatives

- **Implement Healthy Campus 2020**
- **Proposed: Mental Health Literacy software for faculty and staff**
 - **Details are still emerging**
- **Proposed: Student Insurance**
 - **Detail are emerging**
 - **Students must show proof of insurance or purchase it from the school**
 - **FL Poly students could access health insurance through United Healthcare for \$2367 per year**
 - **Any new fee would require appropriate approvals**

Student “Advising” is done by Registrar, Faculty and the ASC*

- **Registrar**
 - Transactions around transcripts, transfer credit
- **ASC**
 - Registration and degree requirement experts
 - Act as curriculum experts, NOT content experts
 - Provide support as needed through the year
- **Faculty**
 - Subject matter experts and/or content experts
 - Career advising, consequences of course choices
- **Fall 2018**
 - All degree granting departments formalized advising delivery to students
 - *Strong student attendance*
 - Advising from the ASC reaches many students
 - *1623 appointments, 648 students served*

***ASC – Academic Success Center**

Within the Florida SUS*, approval of new degrees requires several formal steps

- We are currently developing three new degrees
 - Engineering Mathematics, Engineering Physics, Environmental Engineering
- Degree “approval” process
 - Initial development
 - Presentation to Council of Academic Vice Presidents for the State University System
 - Concept approval from the Board of Trustees (BOT)
 - Formal proposal development
 - BOT approval of formal proposal
 - Submission to Board of Governors staff
 - Addition to the Inventory of Degrees after acceptance of the proposal
- BOT approval will be requested at mid-January meeting

We are Here



*SUS – State University System










Certificates, concentrations, and minors-policy approval

- **Board of Governor's regulation require that we have a policy in order to offer certificates, minors, and concentrations**
- **Policy was included in Board materials**
- **Critical components of the policy**
 - **Maintains Board of Trustees authority over degrees**
 - **Formalizes our practice of President/Provost authority for Minors and Concentrations**
 - **Provides mechanism to offer certificates that are outside of degrees**
 - *Approval authority is President/Provost*

Proposed Resolution

The Academic and Student Affairs committee recommends adoption of "FPU-5.00012AP Approval of Non-Degree Academic Programs"

Faculty Hiring Status

Dept.	Rank	Number of openings	Status	Outlook
Computer Engineering	Assistant	2	Screening	
Electrical Engineering	Assistant or Associate	3	Screening	
DSBA	Assistant	1	on hold	
DSBA	Professor	1	Offer out	
Computer Science	Open Rank	4	Screening	
ME	Assistant or Associate	6	Interviewing	
Env Eng	Open Rank	3	starting	
Physics	Open Rank	2	Screening	
Math	Open and Instructor	4	Screening	

An update on ABET accreditation

- **Seeking initial accreditation for:**
 - **Computer Science**
 - **Computer Engineering**
 - **Electrical Engineering**
 - **Mechanical Engineering**
- **Two site visits in October 2018**
- **Prior to the visit (August, September)**
 - **Significant Effort to address Program Evaluator's questions**
- **Initial results positive**
- **Lessons Learned**
 - **Departments formed 11 months ago were critical**
 - **Summer Space reconfiguration was critical**
 - **TEAM effort: Vice Provost Assessment and Instruction, Chairs, a few key faculty members**

The Graduate Program is critically constrained by space

- **In September we reported 38 students, 2 degrees, 6 concentrations**
- **Without space the graduate program will founder**
- **A frank assessment of space needs today**
 - **Graduate student seating – critically short**
 - **Undergraduate student quiet space – critically short**
 - **Project and Lab space – current academic building has code/functional limitations**
 - **Office space (faculty and student-facing staff) – will run out fall 2019**
- **Two activities are required:**
 - **“Testing” of new building space inventory against projected needs for 2021 and 2026**
 - **Identification of solutions for fall 2019**



Short term space solutions

- **Rent ~3000 square feet from the dormitory owner**
 - The positive, can be done quickly
 - The negative, does not address lab and project need, costs are high for a short term solution
- **Add on to the admissions building**
 - Approximately 5000 square feet
 - The positive, can be done quickly
 - The negative, placement does not make sense
- **Build a separate free standing building**
 - The positive, can become a long term campus asset
 - The negative, not a quick solution
- **For the Applied Research Center (planned to open Fall 2021)**
 - Consider funding mechanisms to increase square footage by 10000 square feet (the “planned” third wing)



Possible sites for strategic space addition



Site for the ARC

Admissions Building

Possible expansion sites

*ARC – Applied Research Center

Current Status of Collective Bargaining: December 5, 2018

- **Collective Bargaining Agreement will be:**
 - **Approximately thirty-one articles**
- **Current status, 20 articles with tentative agreement:**
 - **Eight articles are “transactional”**
 - *Ground Rules, Preamble, Recognition, Consultation, Payroll Deduction, Access to Documents, Maintenance of Benefits, FPU Regulations and Policies*
 - **Three articles are important but “straightforward”**
 - *Benefits, Intellectual Property, Travel*
 - **One article sets a significant standard for benefits**
 - *Leaves: puts in place parental leave, we will have to match this on the staff side*
 - **Four articles with importance to faculty**
 - *Assignment of Responsibilities, Performance Evaluation, Professional and Sabbatical Leave, Academic Freedom*

Current status of Collective Bargaining: December 5, 2018

- **Three articles are important to management of the institution (tentative agreement)**
 - **Management Rights, Discharge and Discipline, Office Space- Equipment- and Safety Conditions**
- **Two articles are actively being discussed**
 - **Nondiscrimination, Layoff**
- **We are waiting for a response on six other articles**
 - **Misc. Provisions, Severability, Amendment and Duration, Totality of Agreement, Definitions, Other Employee Rights**

Current status of Collective Bargaining: December 5, 2018

- **Salary (tentative agreement)**
 - Presuming a review of “Meets Expectations” or higher, increase of 2% up to 3.5%, provides for “other increases” to help manage salaries more carefully, promotion is formulaic set at 9% or 90% of median salary, whichever is greater
 - Salary article is for FY2018-19 only, future years negotiated annually

Current status of Collective Bargaining: December 5, 2018

- **Appointments, Promotion – the critical article (description as proposed by FPU Administration)**
 - The most important article, includes process by which individuals are reappointed and/or promoted
 - **Core Principles:**
 - *Employment stability through multi-year appointments*
 - *Reappointment and/or promotion on basis of significant faculty review and recommendation*
 - *Limitation of Assistant Professor term*
 - *Reviews with termination provide one year terminal notice*
 - **Significant Factor:**
 - *Faculty hired before fall 2017 are on annually renewed two year appointments*
 - *Contract includes language that transitions them to three year appointments based on a formal review*



The Key Messages for Today

- **Admissions and Financial Aid**
 - Early in the season, increased activity in place in response to weak application pool
- **Student Services**
 - Positive indicators for our change in mental health service model, change in student advising model
- **Four year graduation plan**
 - No report
- **Degree Program Additions and Faculty Hiring**
 - Notification of upcoming degree proposals
 - Action on policy for certificates, minors, and concentrations
 - Faculty hiring underway
 - ABET visit positive
- **Student and Faculty Diversity**
 - No report
- **Graduate Programs**
 - Space is emerging as a strong limitation to success
- **Technology and Pedagogy**
 - No Report
- **Collective Bargaining update**



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Spring 2018 Student Satisfaction Inventory

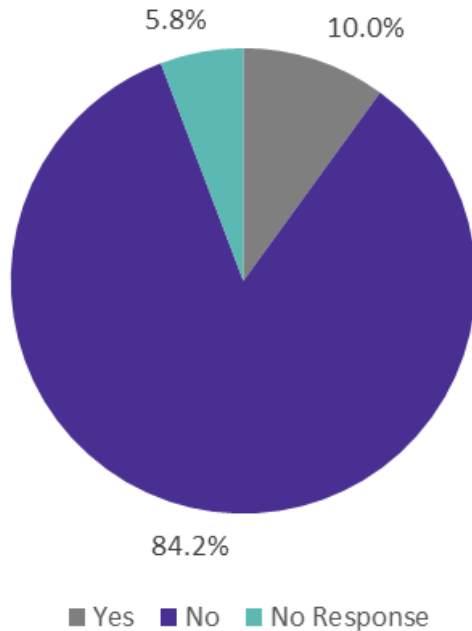
Office of Institutional Research
December 2018

This is the first year that includes all four undergraduate class years on the campus

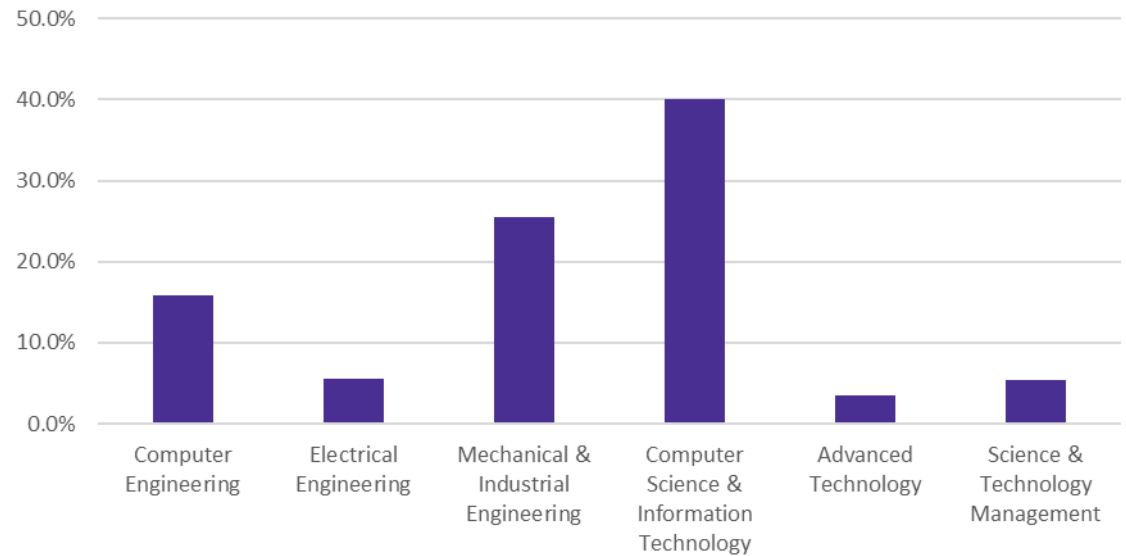
- **Significant factors to consider in the results**
 - **First survey with “traditional” seniors present at Florida Poly**
 - **Very strong changes in the Academic Environment starting in Fall 2017**
 - *Curriculum flip in fall 2017 (start of ABET readiness)*
 - *Rigorous adherence to prerequisite requirements*
 - *Increase in Academic Standards*
 - *Reconstruction of Registrar’s office*
 - *Change in Philosophy in Student Life*
- **National survey provided by Ruffalo Noel-Levitz**
 - **63 questions, Likert scales are from 1 to 7, with 7 being the highest for importance or satisfaction**
- **Conducted at Florida Poly in Spring 2018 semester**
 - **Conducted from March 19, 2018 to April 6, 2018**
 - **Undergraduate students were invited to take electronic survey**

Survey Results are for 450 Students

Plan to Transfer



Major/Program



Survey demographics are representative of student population



The “satisfaction” results indicate a downward trend compared to 2016 and 2017

- So far, how has your college experience met your expectations?

Scale	2018 Florida Poly Percentage (%)	Comparison to Prior Year	2018 National Percentage (%)	Trend	2016 Florida Poly Percentage (%)	2017 Florida Poly Percentage (%)
Better to much better than expected	42%	▼	47%		50%	51%
About what I expected	31%	▼	35%		35%	34%
Worse to much worse than expected	25%	▲	14%		13%	11%

- All in all if you had to do it over, would you enroll here again?

Scale	2018 Florida Poly Percentage (%)	Comparison to Prior Year	2018 National Percentage (%)	Trend	2016 Florida Poly Percentage (%)	2017 Florida Poly Percentage (%)
Probably to Definitely Yes	57%	▼	59%		72%	67%
Maybe Yes	13%	▬	12%		11%	13%
Maybe Not	5%	▬	6%		3%	5%
Probably to Definitely No	13%	▲	10%		5%	5%
I don't know	9%	▲	10%		7%	8%

Multiple areas show strength compared to national norms

STRENGTHS					
Question Number	Description	Student Importance *	Florida Poly Satisfaction %	National Satisfaction %	Gap from National
3	The campus is safe and secure for all students.	6.59	89%	70%	19%
8	Financial aid awards are announced in time to be helpful in college planning.	6.31	58%	49%	9%
22	This campus provides online access to services I need.	6.27	61%	66%	-5%
28	Security staff responds quickly to calls for assistance.	6.50	78%	58%	26%
31	Students are made to feel welcome here.	6.19	60%	64%	-4%
40	Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.34	66%	70%	-4%
42	Students are free to express their ideas on this campus.	6.33	68%	66%	6%
44	On the whole, the campus is well-maintained.	6.24	70%	67%	3%

* 1 to 7 likert scale

Purple font notes 2017 Strengths



Challenges span a range of student "touch-points" on campus

CHALLENGES					
Question Number	Description	Student Importance *	Florida Poly Satisfaction %	National Satisfaction %	Gap from National
2	Registration processes and procedures are convenient.	6.59	23%	47%	-24%
4	The content of the courses within my major is valuable.	6.72	37%	61%	-24%
5	Administrators are available to hear students' concerns.	6.29	40%	50%	-10%
17	There are sufficient courses within my program of study available each term.	6.64	27%	50%	-23%
23	I am able to register for classes I need with few conflicts.	6.68	25%	51%	-26%
24	I receive the help I need to apply my academic major to my career goals.	6.33	39%	59%	-20%
32	Faculty provide timely feedback about my academic progress.	6.37	34%	52%	-18%
34	There are adequate services to help me decide upon a career.	6.21	36%	52%	-16%
35	I seldom get the "run-around" when seeking information on this campus.	6.28	30%	44%	-14%
36	The quality of instruction I receive in most of my classes is excellent.	6.73	34%	58%	-24%
45	Student activity fees are put to good use	6.17	31%	39%	-8%
47	Campus Item: My experience at this university is preparing me for a career.	6.68	40%		

* 1 to 7 lickert scale

Purple font notes 2017 Challenges



Results indicate five areas that are greater than five percent below the national average

Category/Questions	Florida Poly								2018 National Four-Year Public	2018 Satisfaction Gap %
	Importance				Satisfaction Rate				Satisfaction Rate	
	Trend	2016	2017	2018	Trend	2016	2017	2018		
Academic Advising Effectiveness		5.90	5.96	6.06		5.06	5.19	4.80	5.48	-12%
Campus Climate		6.10	6.15	6.22		5.74	5.82	5.41	5.46	-1%
Campus Life		5.90	5.96	6.06		4.84	4.76	4.69	4.89	-4%
Campus Services		5.95	6.03	6.07		5.54	5.56	5.14	5.56	-8%
Instructional Effectiveness		6.36	6.38	6.39		5.34	5.46	4.99	5.47	-9%
Recruitment and Financial Aid		6.06	6.08	6.04		5.46	5.54	5.28	5.17	2%
Registration Effectiveness		6.33	6.33	6.38		4.96	5.00	4.59	5.13	-11%
Safety and Security		6.02	6.19	6.27		5.86	5.66	5.58	5.07	10%
Student Centeredness		6.14	6.21	6.28		5.54	5.56	4.97	5.32	-7%

• **Areas of focus based on the survey:**

- *Advising*
- *Registration*
- *Instruction*
- *Student Life*



Conclusions and activity that is underway

- **Conclusions**

- Strong change in the academic and student environment did produce difficulty for students
- Areas that require “activity”
 - *Registration*
 - *Advising*
 - *Academic Standards and Instruction*
 - *Communication*
 - *Student life*

- **Actions that have been taken**

- Complete rebuild of the Registrar’s office (and new scheduling software)
- Restructuring of student advising (including registration holds to force advising)
- Departments working toward “consistency” in Academic Standards
 - *Common exams*
 - *Syllabus standards and review*
- **Development of the Weekly Phoenix**
 - *Strong sensitivity to the need to consistently communicate with students*
- **Student Life**
 - *Continued development of a culture of responsibility in the student clubs*

Board of Trustees Academic & Student Affairs Committee Meeting

Wednesday, December 5, 2018

Supporting Materials that will not be presented

Admissions Dashboard

Fall 2018 Profile

Fall 2018 International Enrollment

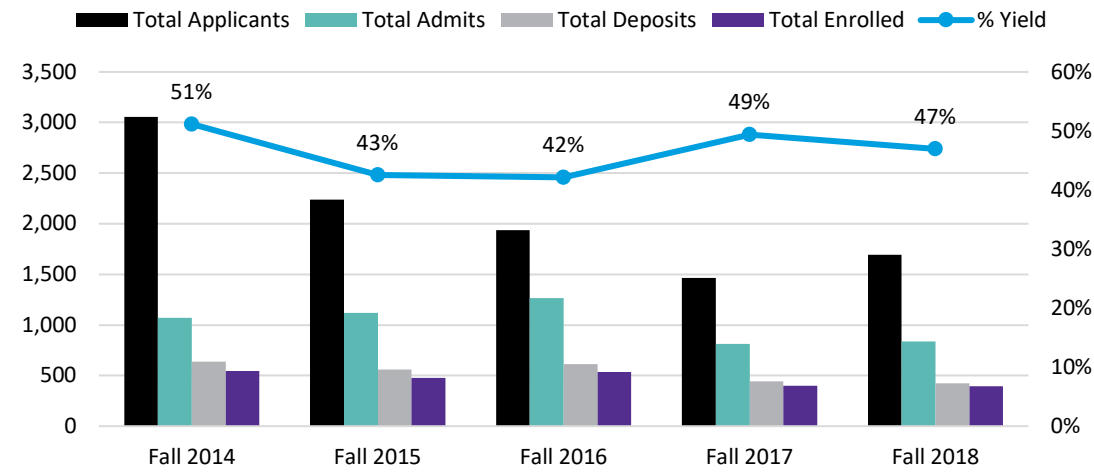
Florida Poly and United Faculty of Florida Summary Table on Contract Articles

FPU-5.00012AP Approval of Non-Degree Academic Programs

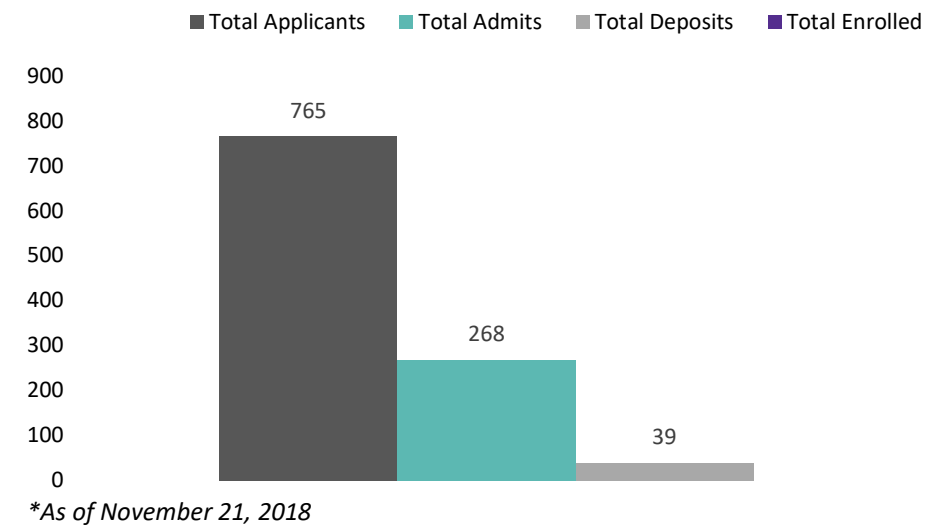
Description of New Scheduling Software for Registration

Noel Levitz Survey: Student Satisfaction Inventory

Summary by Term



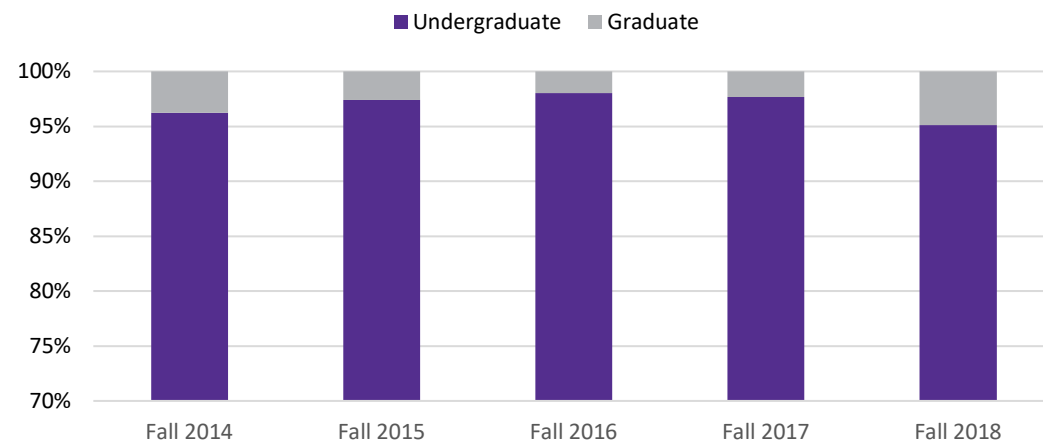
Fall 2019 Admissions Cycle*



Key Definitions:

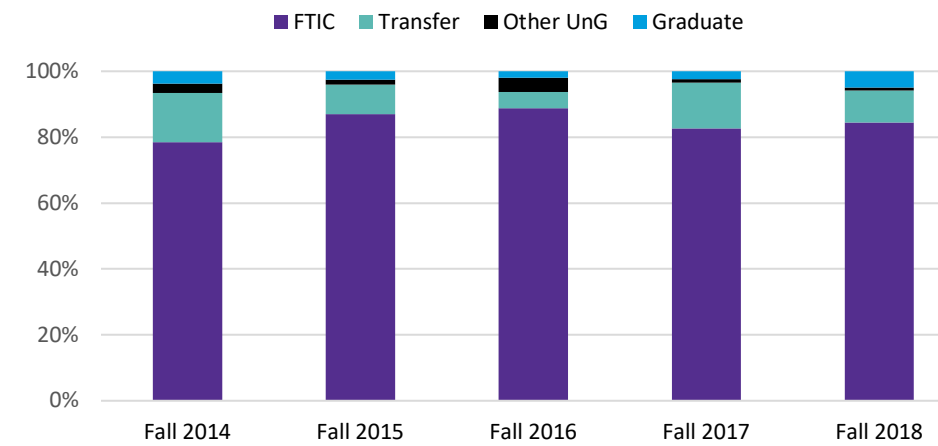
- **Total Applicants:** all applications received for which an application fee has been paid.
- **% Yield:** The percentage of admitted students who enroll (matriculate).

Admits by Level



*Projected

Admits by Student Type

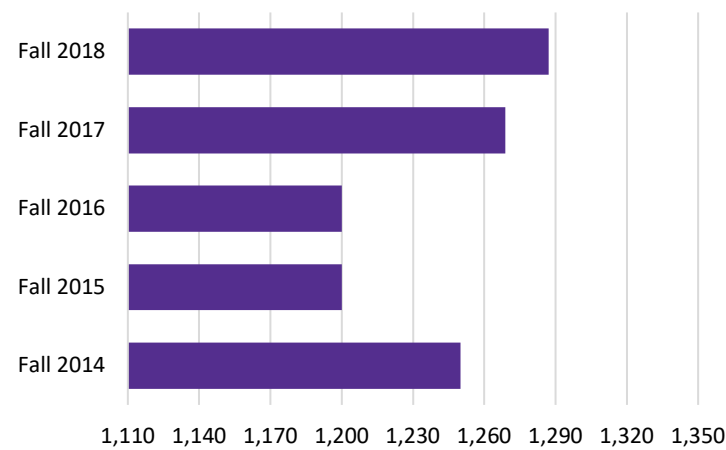


*Projected

Key Definitions:

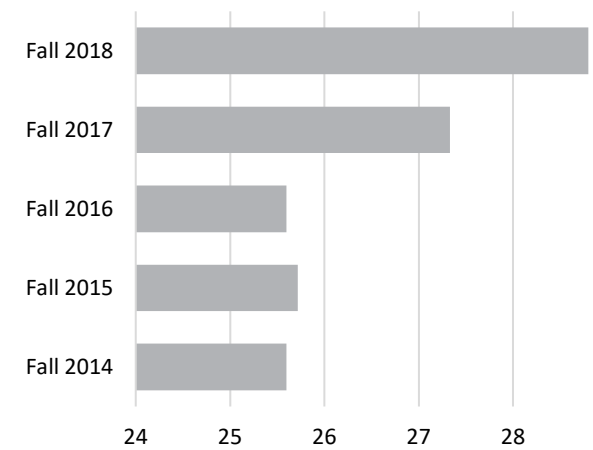
- **FTIC:** An entering freshman or a first year student entering with less than 12 hours of post-high school college credit.
- **Transfer:** Undergraduate student who previously attended and earned credit at a postsecondary degree program, and subsequently enrolled in an undergraduate program at the University.
- **Other Undergraduates (UnG):** Other undergraduate students enrolled at the University. Includes second bachelors, high school dual-enrolled, and unclassified undergraduates.

Average SAT (Enrolled)



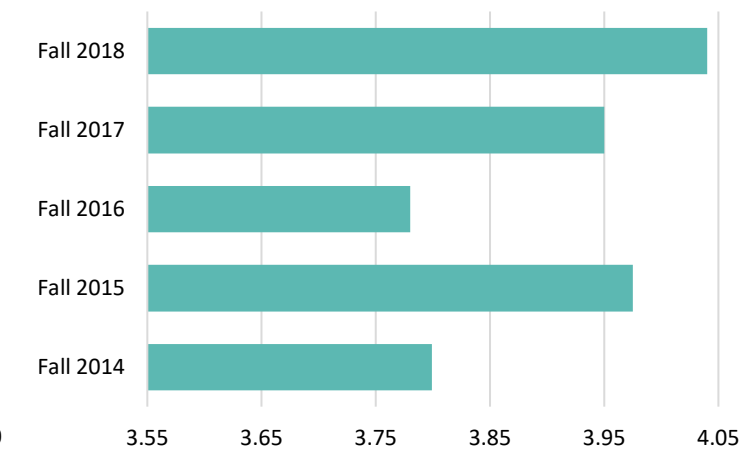
*Projected

Average ACT (Enrolled)



*Projected

Average HS GPA (Enrolled)



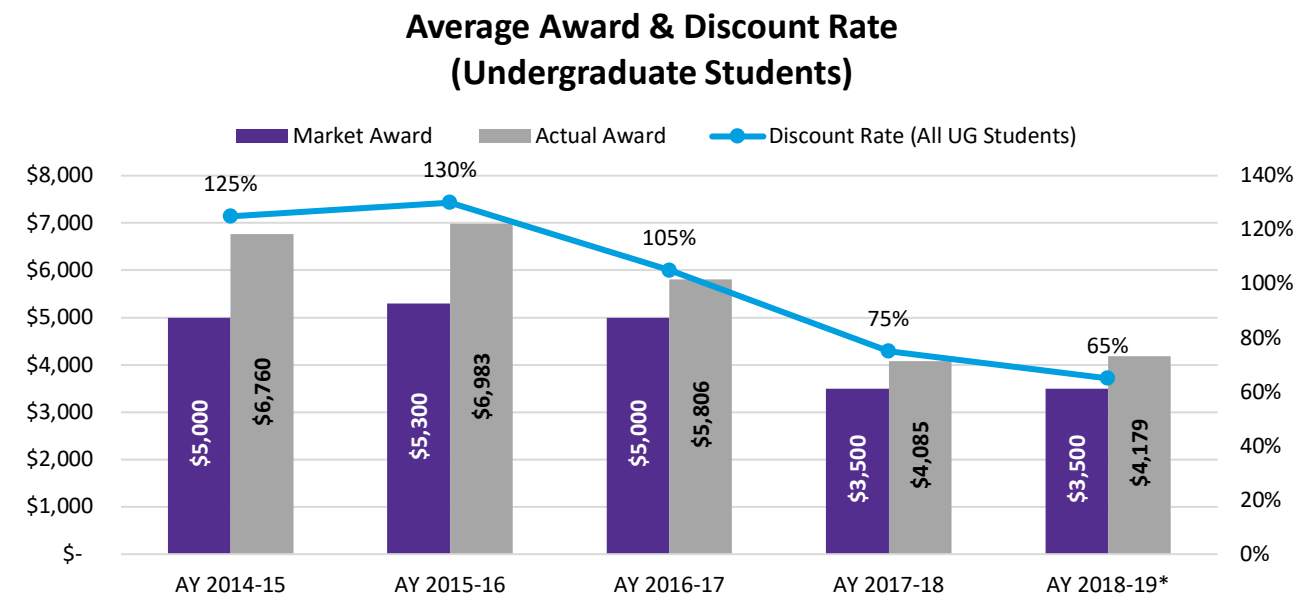
*Projected

Notes: Test scores and HS Grade Point Average (GPA) shown for FTIC only.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Total Applicants	3,054	2,239	1,935	1,465	1,692	765
Total Admits	1,069	1,118	1,267	812	839	268
Total Deposits	640	558	613	444	426	39
Total Enrolled	547	476	534	401	394	TBD
% Yield	51%	43%	42%	49%	47%	TBD
Average SAT	1,250	1,200	1,200	1,269	1,287	TBD
Average ACT	26	26	26	27	29	TBD
Average HS GPA	3.80	3.98	3.78	3.95	4.04	TBD

	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19*
Market Award	\$ 5,000	\$ 5,300	\$ 5,000	\$ 3,500	\$ 3,500
Actual Award	\$ 6,760	\$ 6,983	\$ 5,806	\$ 4,085	\$ 4,179
Discount Rate (All UG Students)	125%	130%	105%	75%	65%

*Projected as of first day of classes



*As of First Day of Class

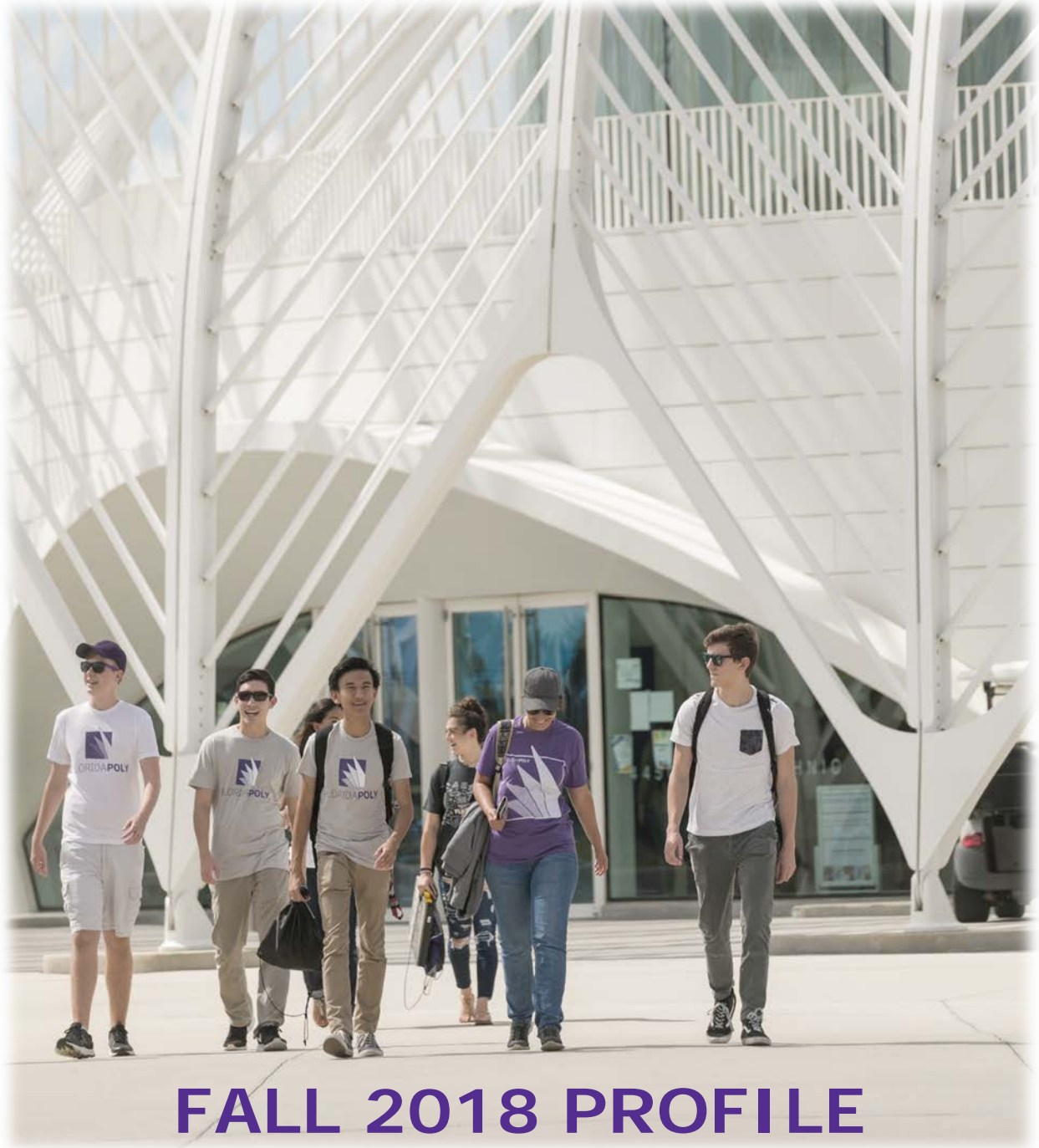
Key Definitions:

- **Market Award:** Average foundation-sponsored scholarships and university waiver amount marketed to the student at the time of admission. Award could range up to \$16,000.
- **Actual Award:** Average foundation-sponsored scholarships and university waivers awarded to undergraduate incoming students.
- **Discount Rate (All Undergraduate Students):** Ratio of total foundation-sponsored scholarships and university waivers awarded divided by tuition and fees calculated for all students enrolled during the academic year (fall, spring, and summer).

Data Sources: BOG Admissions Files (Fall 2014 to Fall 2017); Fall 2018 - Projected (Salesforce); Scholarship Model (Finance)



**FLORIDA POLYTECHNIC
UNIVERSITY**



**Office of Institutional Research
4700 Research Way
Lakeland, FL 33805**

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PURPOSE

The Fall 2018 profile presents metrics that describe the 2018 incoming class, continuing students, and faculty/staff at Florida Polytechnic University.

Student data presented in this report was extracted from our Student Information System as of a census date of September 19, 2018. Human Resources data used payroll records extracted from Workday ERP within this same timeframe.

STUDENT ENROLLMENT

This section presents various metrics used by the Office of Institutional Research to track student enrollment at the Institution.

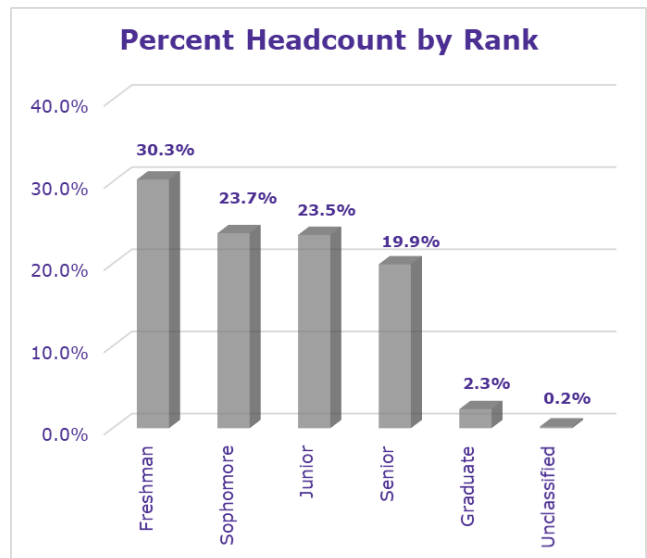
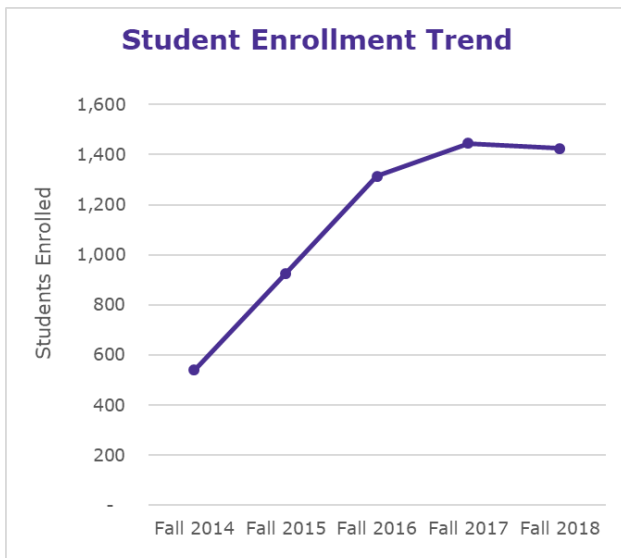
Total Headcount

The Fall 2018 unduplicated headcount is 1,424 students. Total enrollment (6,629) is defined as the duplicated headcount of students registered for classes. First year retention of first time in college students increased by seven (7) percentage points.

Total Registered Headcount	1,424
Total Enrollment (Duplicated)	6,629

FTIC Retention Rate				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Fall 2014	76%	62%	54%	26%
Fall 2015		83%	71%	62%
Fall 2016			72%	57%
Fall 2017				79%

Headcount by Student Rank		
	Total Students	Percentage of Total Headcount
Freshman	431	30.3%
Sophomore	338	23.7%
Junior	335	23.5%
Senior	284	19.9%
Graduate	33	2.3%
Unclassified	3	0.2%



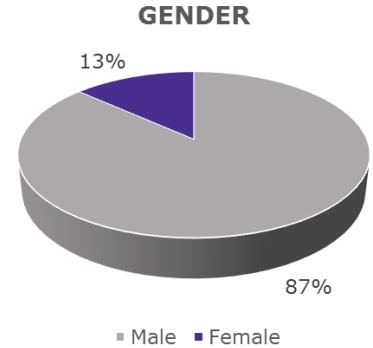
Student Diversity

Student population at Florida Polytechnic University is predominantly white and male, 63.2% and 87% respectively.

Race/Ethnicity*		
	Total Students	Percent of Total Headcount
American Indian or Alaskan Native	7	0.5%
Asian	66	4.6%
Black or African American	67	4.7%
Hispanic or Latino	263	18.5%
Native Hawaiian or Other Pacific Islander	6	0.4%
Non-Resident Alien	47	3.3%
Two or More Races	49	3.4%
White	900	63.2%
Race and Ethnicity Unknown	19	1.3%

*IPEDS Classifications

Gender		
	Total Students	Percent of Total Headcount
Male	1,232	87%
Female	192	13%



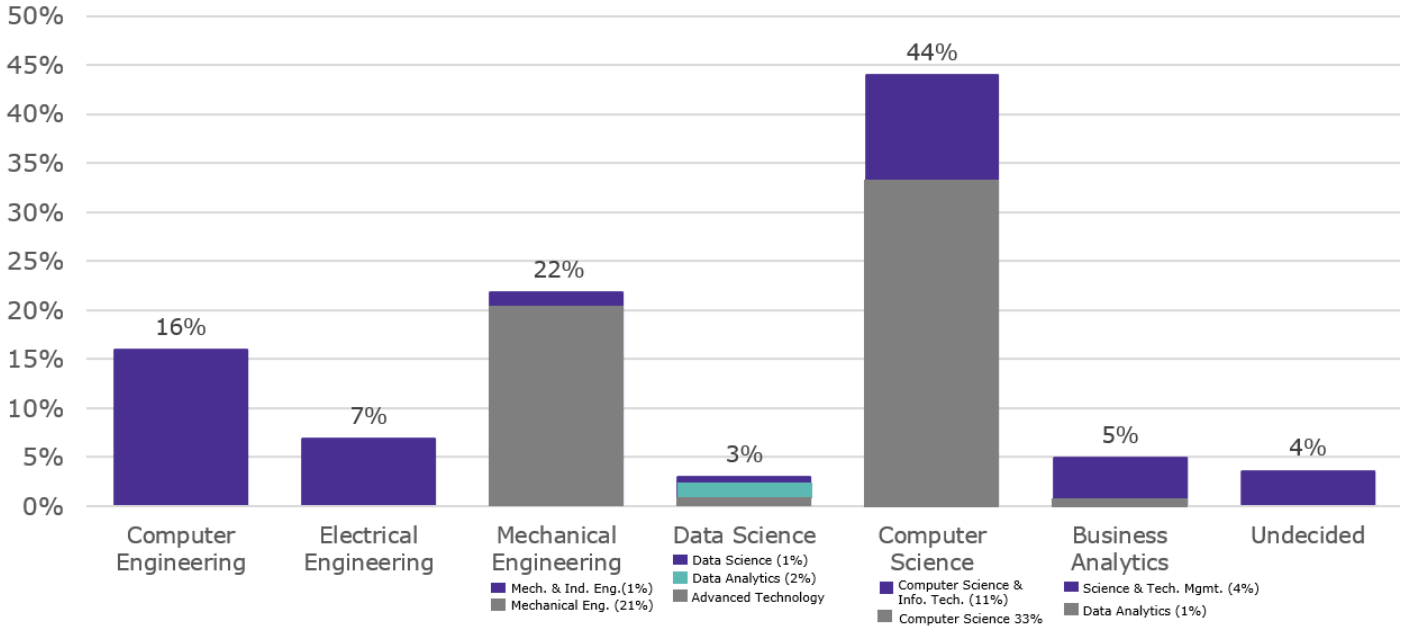
Enrollment

Florida Polytechnic University offers six (6) Bachelor of Science degrees, two (2) Master of Science degrees and a variety of concentrations within each program for students to specialize. Top two programs of highest enrollment are Computer Science, formally known as Computer Science and Information Technology (43%) and Mechanical Engineering, formally known as Mechanical & Industrial Engineering (21%).

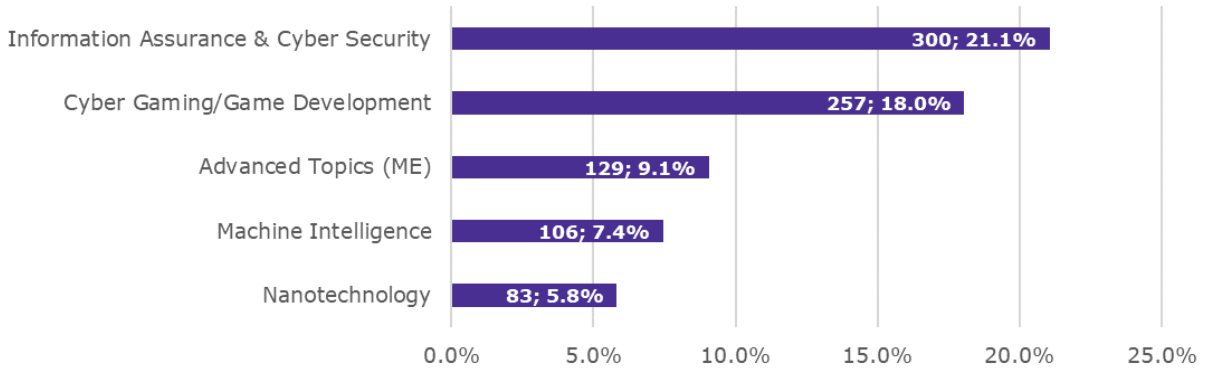
Distribution of student enrollment among programs are as follows:

Headcount by Major				
	Total	Percent of Total Headcount	Female	Male
Computer Engineering	221	15.5%	24	197
Electrical Engineering	95	6.7%	11	84
Mechanical Engineering & Industrial Engineering	11	0.8%	1	10
Mechanical Engineering	292	20.5%	51	241
Advanced Technology	11	0.8%	4	7
Data Analytics	25	1.8%	5	20
Data Science	5	0.4%	1	4
Computer Science & Information Technology	150	10.5%	7	143
Computer Science	460	32.3%	62	398
Science & Technology Management	55	3.9%	8	47
Business Analytics	13	0.9%	3	10
Undecided	50	3.5%	7	43
Engineering MS	15	1.1%	1	14
Computer Science MS (Innovation & Technology MS)	18	1.3%	5	13
Non-Degree Seeking	3	0.2%	2	1

Percent Headcount Undergraduate Programs



Top 5 Concentrations



Student Credit Hours

Students at Florida Poly produced 18,592 credit hours in Fall 2018. As in previous terms most of the student credit hours were generated by full-time undergraduates. The average credit load per student continues to be 13.1 credits.

Total Credit Hours		Average Credit Load	
Undergraduate	18,337	Undergraduate	13.2
Full-Time	17,295	Full - Time	13.9
Part - Time	1,042	Part - Time	7.4
Graduate	243	Graduate	7.4
Full - Time	186	Full - Time	9.3
Part - Time	57	Part - Time	4.4
Non-Degree Seeking	12	Non-Degree Seeking	4.0
Part - Time	12	Part - Time	4.0
Total Credit Hours	18,592	Average Credit Load	13.1

Headcount by Credit Load Status		
Undergraduate	1,388	97.5%
Full-Time	1,247	87.6%
Part - Time	141	9.9%
Graduate	33	2.3%
Full - Time	20	1.4%
Part - Time	13	0.9%
Non-Degree Seeking	3	0.2%
Part - Time	3	0.2%
Total Headcount	1,424	

Student-to-Faculty Ratio

Average Class Size	25
Student to Faculty Ratio (IPEDS)	18 to 1
Florida Poly Student to Faculty Ratio	18 to 1

Florida Poly student to faculty ratio is the proportion of full time undergraduate students to full time faculty.

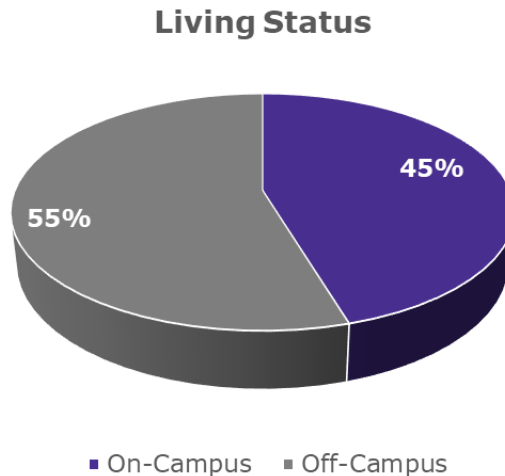
Student Age

Students Age at Florida Polytechnic ranges from 16 years of age to 60 years of age. There are 18 students under the age of 18 and 834 under the age of 21.

Student Median Age	20
Student Mode Age	19
Student Average Age	21
Student Age Range	16 to 60

Residency & Living Status

Residency Status	
In-State	93.8%
Out-of-State	2.9%
International	3.3%



FACULTY & STAFF PROFILE

This section will present faculty and staff demographics, as well as a general headcount of faculty/staff at Fall 2018 Census.

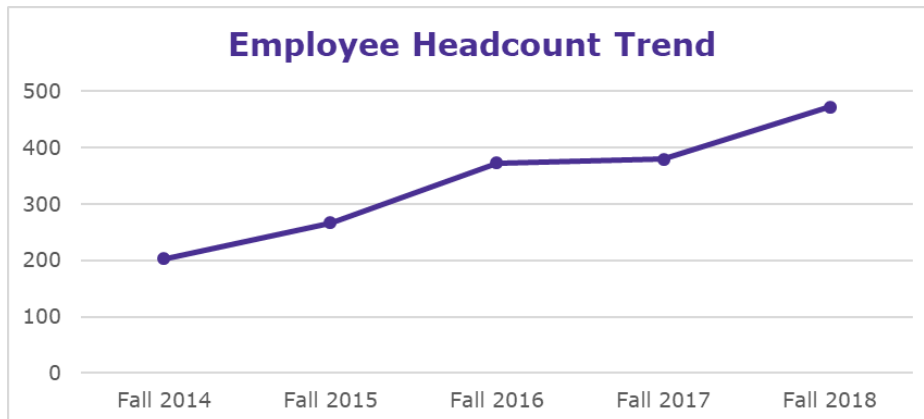
Employees by Position Level

Florida Polytechnic University has 471 employees, including FIPR – Florida Industrial & Phosphate Research Institute. Full-time staff and administrator are 34% (including FIPR) of the total number of employed. Faculty is 19% and OPP employees are 3% of the total. Florida Poly has 209 student workers. Students hired by the University work as research assistants, educational assistants, graduate assistants, and supporting administrative areas.

Employees by Position Level		
	Total Headcount	Percentage of Total
Administrators	15	3%
Staff	147	31%
University	135	92%
FIPR	12	8%
Faculty¹	89	19%
Adjunct Professor ²	19	21%
Visiting Assist./Assoc. Professor	4	4%
Instructor	9	10%
Assistant Professor	38	43%
Associate Professor	16	18%
Professor	3	3%
OPS	16	3%
University	11	69%
FIPR	5	31%
Student Workers	209	44%
Educational Assistants	92	44%
Research Assistants	33	16%
Support	69	33%
Graduate Assistant	15	7%
Total Number of Employees	471	100%

¹ Department and Divisions Chairs counted as faculty

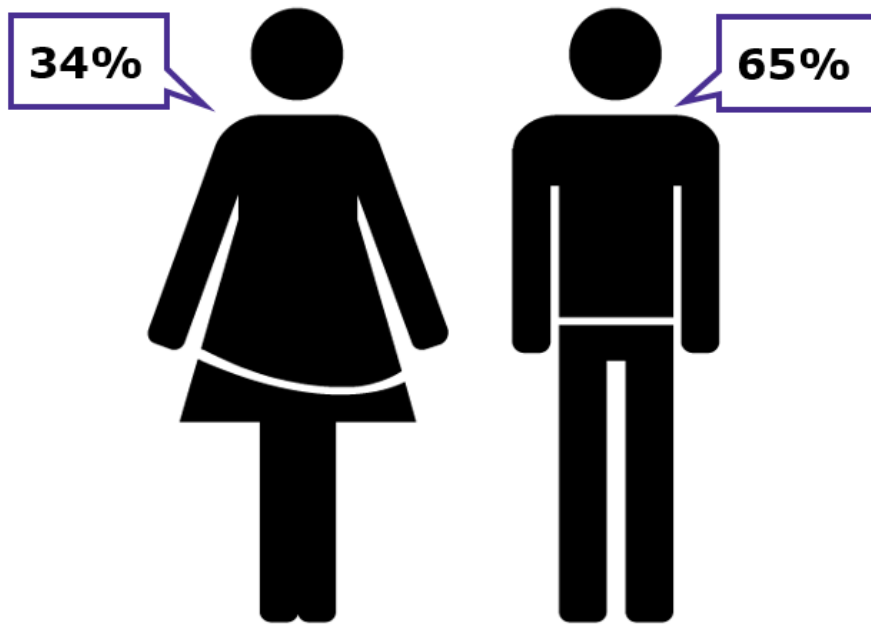
² Includes staff adjuncts



Faculty & Staff Diversity

Race/Ethnicity		
	Total Headcount	Percent of Total Headcount
American Indian or Alaskan Native	3	0.6%
Asian	40	8.5%
Black or African American	33	7.0%
Hispanic or Latino	49	10.4%
White	331	70.3%
Race and Ethnicity Unknown	15	3.2%

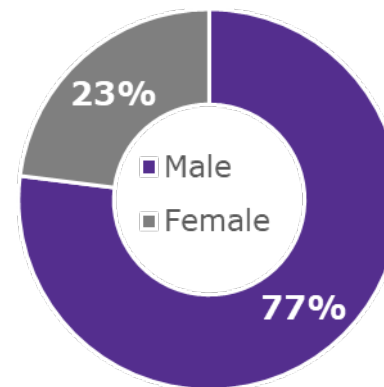
EMPLOYEES BY GENDER



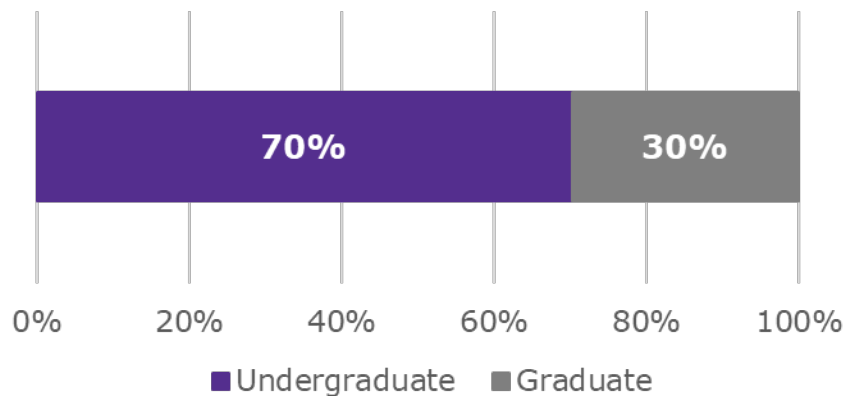
FALL 2018 International Enrollment

Total International Students: 47

Level	Continuing	New Students	Grand Total
Undergraduate	22	11	33
Graduate	6	8	14
Grand Total	28	19	47

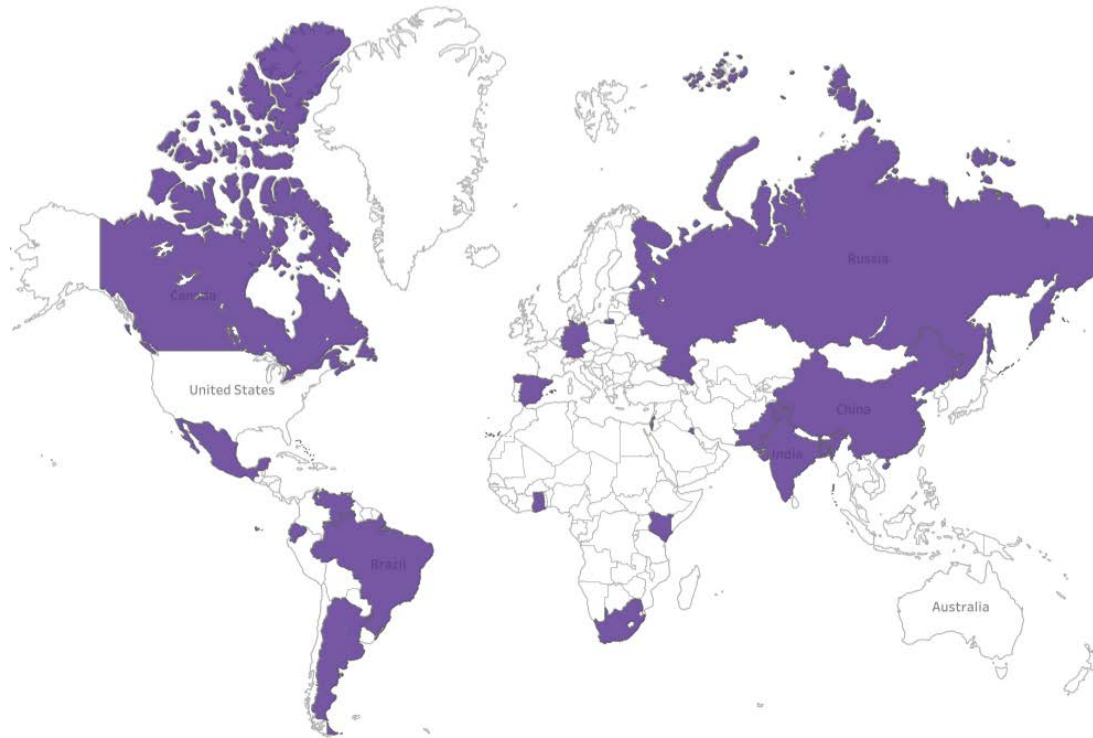


Percent Students By Level



Race/Ethnicity	Number of Students	Percent of Total
Asian	10	21%
Black or African American	12	26%
Hispanic/Latino	12	26%
More than one Race	1	2%
White or Caucasian	9	19%
No Race/Ethnicity Reported	3	6%
Grand Total	47	100.0%

FALL 2018 International Enrollment



Countries	China	Mexico
	Ecuador	Pakistan
	Germany	Russian Federation
	Ghana	South Africa
Argentina	India	Spain
Bangladesh	Israel	The Bahamas
Brazil	Kenya	Trinidad and Tobago
Canada	Kuwait	Venezuela

FALL 2018

International Enrollment

■ Freshman ■ Sophomore ■ Junior ■ Senior ■ Graduate



Program of Study	Number of Students	Percent of Total
Business Analytics	1	2%
Computer Engineering	9	19%
Computer Science	9	19%
Computer Science & Information Technology	1	2%
Electrical Engineering	2	4%
Mechanical Engineering	7	15%
Science & Technology Management	2	4%
Undecided	2	4%
Engineering (Master)	6	13%
Computer Science (Master)	8	17%
Grand Total	47	100%

Florida Poly Cumulative GPA (Continuing Students)

Undergraduates: 3.46

Graduates: 3.65

New Incoming Students GPA

High School: 3.53

College: 3.48

Article Number	Article title	UFF-Poly version	FPU-BOT version	Comments
	Vision Statement	7/10/2017		
	Ground rules	8/30/2017	8/30/2017	Agreed
0	Preamble	7/20/2017	8/7/2017	5/31/2018
1	Recognition		7/20/2017 1/17/2018	7/18/2018
2	Consultation	9/27/2017	10/11/2017	10/11/2018
3	Management Rights	8/30/2017	8/7/2017	3/28/2018
4	UFF Privileges	8/7/2017 3/27/2018 9/26/2018 10/19/2018	7/20/2017 8/30/2017 9/12/2018 10/10/2018	
5	Academic Freedom and Responsibility	10/11/2017 5/2/2018 10/12/2018	11/8/2017 11/15/2017 9/26/2018 10/19/2018	10/24/2018
6	Appointments	8/7/2017 3/27/2018 11/7/2018	11/15/2017 4/11/2018 5/10/2018 9/26/2018 11/14/2018	
7	Assignment of Responsibilities	4/11/2018 9/12/2018 9/26/2018	1/17/2018 7/18/2018 9/12/2018 10/10/2018	10/10/2018
Included in Article 7	Summer Appointments and Assignments	1/31/2018	9/26/2018 and 10/10/2018	10/10/2018
8	Performance Evaluation	10/11/2017 3/2/2018	10/11/2017 4/11/2018 5/10/2018	5/31/2018
9	Promotion	9/27/2017 3/27/2018 11/7/2018	1/17/2018 4/11/2018 9/26/2018 11/14/2018	
10	Leaves	4/11/2018 7/17/2018 9/26/2018	1/17/2018 6/21/2018 7/17/2018 10/10/2018 10/12/2018	10/12/2018
11	Grievance and Arbitration Procedure	10/11/2017 3/27/2018 7/17/2018 9/26/2018	1/17/2018 3/28/2018 5/10/2018 9/12/2018 10/10/2018	10/10/2018
12	Compensation	8/30/2017 1/31/2018 9/26/2018	9/12/2018 10/12/2018 10/19/2018 11/7/2018	11/7/2018
13	Benefits	3/2/2018	9/27/2017	7/17/2018
14	Professional Development and Sabbatical Leave	3/27/2018 4/11/2018 6/7/2018	1/17/2018 3/28/2018 6/7/2018	6/7/2018
15	Payroll Deduction	8/7/2017	7/20/2017 8/30/2017 9/12/2018	9/12/2018
16	Intellectual Property	5/10/2018	1/17/2018 9/26/2018	10/10/2018
17	Misc Provisions		7/20/2017	
18	Severability		7/20/2017 4/11/2018	
19	Amendment and Duration		9/27/2017 9/12/2018	
20	Totally of Agreement	8/30/2017	7/20/2017 4/11/2018 6/21/2018 9/12/2018	
21	Definitions		9/27/2017 1/17/2018	
101	Discharge and Discipline	10/11/2017 4/11/2018 7/17/2018	3/2/2018 6/7/2018 7/18/2018 10/19/2018	10/24/2018
102	Nondiscrimination	11/8/2017 11/7/2018	10/10/2018 10/12/2018 11/7/2018 11/14/2018	

Legend
FPU
UFF
Same Date
Agreed
Most Current

103	Office Space, Equipment, and Safety Conditions	11/8/2017 9/26/2018	10/10/2018 10/12/2018	10/12/2018
104	Layoff and Recall	2/14/2018 6/21/2018 11/7/2018	2/14/2018 6/7/2018 9/12/2018 10/10/2018 11/14/2018	
105	Travel	5/2/2018	2/14/2018	5/10/2018
106	Access to Documents	2/14/2018	2/14/2018 3/2/2018	7/18/2018
107	Maintenance of Benefits		3/2/2018	5/9/2018
108	Other Employee Rights		3/2/2018	
109	FPU Regulations and Policies	1/31/2018	6/21/2018	7/17/2018
1000	Full CBA Proposal		1/17/2018	

FLORIDA	OFFICIAL
POLYTECHNIC	UNIVERSITY
UNIVERSITY	ACADEMIC POLICY

Subject/Title: Approval of Non-Degree Academic Programs
FPU Policy Number: FPU-5.00012AP
<input checked="" type="checkbox"/> New Policy <input type="checkbox"/> Major Revision of Policy <input type="checkbox"/> Minor Technical Revision of Policy
Date First Adopted:
Date Revised:
Responsible Division/Department: Academic Affairs
Initiating Authority: Provost

A. APPLICABILITY/ACCOUNTABILITY:

This policy governs the planning and approval process for non-degree granting academic programs as defined in Section (7) of BOG Regulation 8.011 Authorization of New Degree Programs and Other Curricular Offerings to be offered at the University and is applicable to all individuals charged with planning and approving such programs.

B. POLICY STATEMENT:

The Board of Trustees, Administration, and Faculty of the University recognize that central to the university's mission to serve students through excellence in education is the ability to experiment with different curricular offerings as a way of meeting student demand, industry need, and capitalizing on institutional opportunities that grows out of faculty research and expertise.

In order to facilitate curricular flexibility and experimentation, the University's Board of Trustees delegates to the University Provost the final authority on the design, development, and process associated with approval of non-degree academic and curricular programs as defined in section C and subject to the procedures outlined in section D of this policy.

C. DEFINITIONS:

See BOG Regulation 8.011(7)

1. Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering: Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals.
2. College Credit Certificate Program: An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the University in accordance with BOG Regulation 8.011.
3. Non-College-Credit Certificate: An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals,

and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the University.

D. PROCEDURES:

The decision to develop curricular programs defined under this policy may originate with faculty and/or administration independently or in collaboration.

1. Rules and Proposal Approval Process for items defined in section C1 as Concentration, Area of Emphasis, or Track:
 - a. All such programs labeled concentration, area of emphasis, or track shall be developed as part of an existing degree program or as part of a newly proposed program.
 - b. All such constructs shall be developed by the faculty with expertise in the field and submitted for review by the appropriate Academic Department for curriculum review.
 - c. Upon recommendation by the Academic Department's curriculum committee, the Department Chair may recommend the proposal to the Division Director, if applicable, or directly to the appropriate University Curriculum Committee (undergraduate or graduate).
 - d. The appropriate University Curriculum Committee (undergraduate or graduate) will review the proposal and make a recommendation to either the initiating Department, the Provost, or both.
 - e. The Provost will choose to accept (with or without modification), reject, or request resubmission, of the proposal from the initiating Department.
2. Proposal Approval Process for items defined in section C1, Program Minor, and C2, College Credit Certificate Program, above:
 - a. All such programs may be created out of content in an existing degree program and offered as part of that program, created out of a combination of existing and new content, or out of entirely new content and offered independently of any existing program.
 - b. Such programs shall not be offered to non-degree seeking students, unless created expressly as a continuing education program under supervision of the Provost's Office or designated administrative unit overseeing such programs and offerings.
 - c. The approval process for all such programs shall be the same as the process defined above in D.1.b-e.
3. Proposal and Approval Process for items defined in section C3, above, Non-College-Credit Certificate:
 - a. All such programs should originate with administrative and faculty collaboration and designed for offer to unique populations (e.g. high school students, industry professionals) outside of the University's regular program of academic delivery.
 - b. Programs must be reviewed and approved by the Provost.

ACADEMIC POLICY APPROVAL

Academic Policy No.: _____AP

Initiating Authority

Date

Academic Policies Committee Chair

Date

Vice President of Academic Affairs

Date

President/Designee

Date

Approved by FPU BOT, if required

Date

DRAFT

USE

SCHEDULE WIZARD

- 1 go to cams.floridapoly.org/student
- 2 CLICK ... **SCHEDULE WIZARD** 
- 3 build your class schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	ACC-111-04		ACC-111-04		
8:30am					
9:00am					
9:30am		MUS-140-03		MUS-140-03	
10:00am					
10:30am					
11:00am					
	Sports Practice	Sports Practice	Sports Practice	Sports Practice	Sports Practice
	TH-160-11X	HST-201-05	MTH-160-11X	HST-201-05	

 **ADD COURSES**

 **ADD BREAKS**

 **COMPARE SCHEDULES**



FIND MORE SCHEDULES



EASILY IMPORT YOUR CLASSES

REGISTER FASTER



PLAN FUTURE SEMESTERS

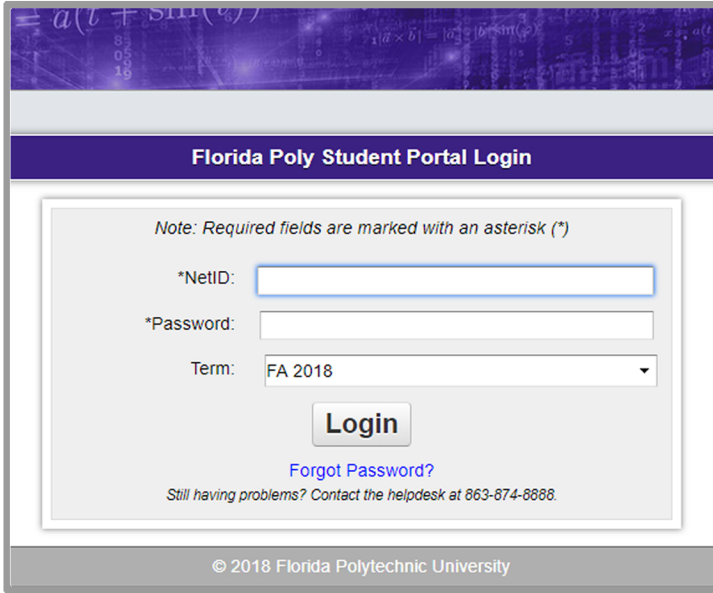


EASILY BUILD YOUR SCHEDULE

STUDENT SCHEDULE WIZARD

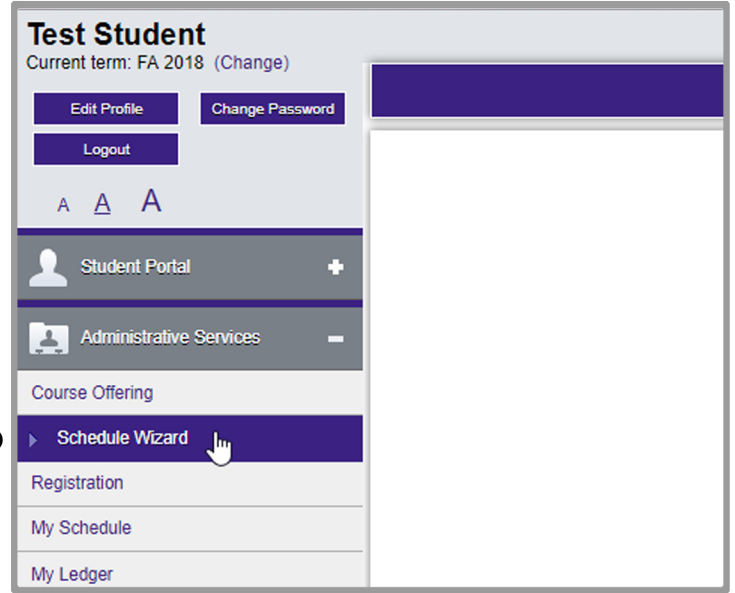
1 LOG IN

Go to cams.floridapoly.org/student
Log In, Click Student Center
Click "Schedule Wizard"



2 LAUNCH "SCHEDULE WIZARD"

"Click Here" To Easily Plan Your Class Schedule



3 ADD COURSES

To Take Next Term

4 ADD BREAKS

To Block Off Times
You Are Unavailable
For Class

5 GENERATE

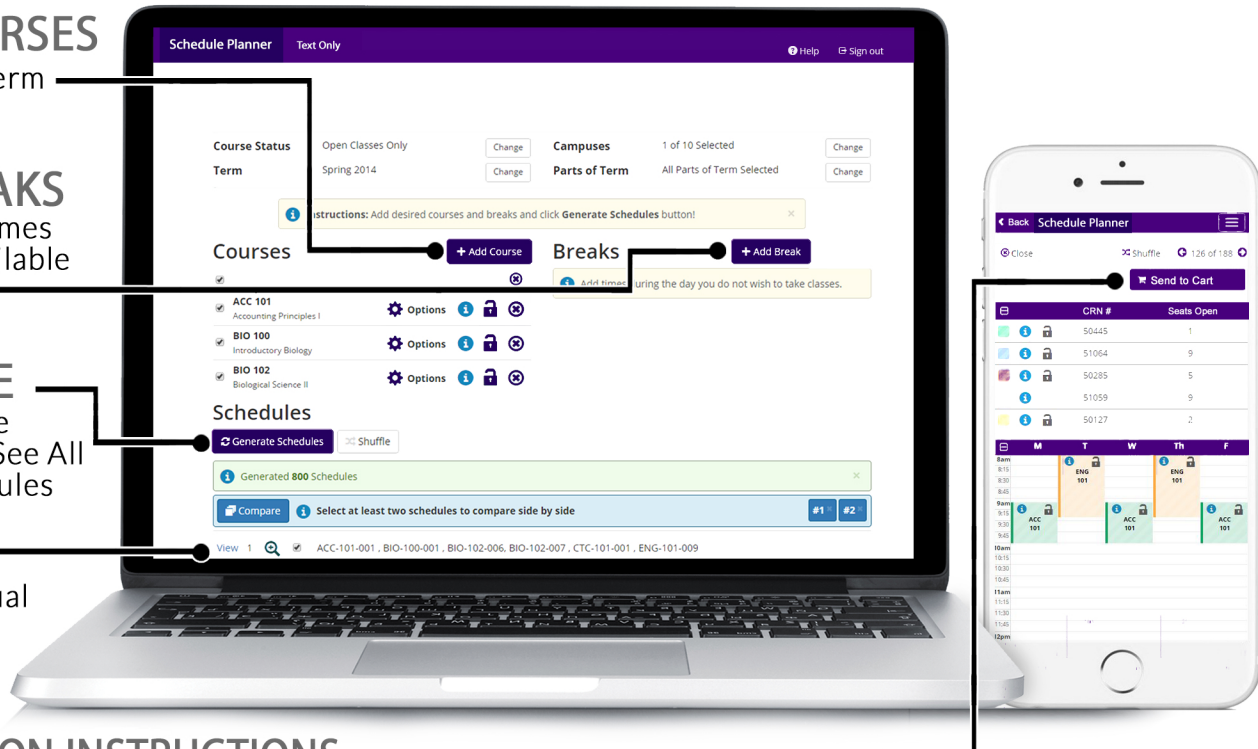
Click "Generate
Schedules" To See All
Possible Schedules

6 VIEW

To See Individual
Schedules In
Detail

7 REGISTRATION INSTRUCTIONS

From the "View" Schedule Screen, Click the "Registration Instructions" Button to Begin Registration



Florida Polytechnic University - SSI - 04/2018



Student Satisfaction Inventory Form B

Welcome



Welcome and thank you for administering this Ruffalo Noel Levitz survey. This HTML version of your report contains results of the Satisfaction and Priorities Survey (SPS) administered on your campus.

Below are short descriptions of the reports you may find within this document. Please refer to the SPS Interpretive Guide delivered with your results for additional details. This document contains direction on all aspects of your results and can also be found at www.RuffaloNL.com/SPSInterpretiveGuides

You are encouraged to schedule a free report review discussion with a Ruffalo Noel Levitz consultant at a mutually convenient time. This phone call can be one-on-one or with a group you gather. We will walk through your results and brainstorm on next step steps. Contact Ruffalo Noel Levitz for more information.

As you review and analyze your results, you may consider ordering additional reporting options. For more information on these options and applicable fees, please contact Ruffalo Noel Levitz at 800-876-1117 or at SPS.Tech@RuffaloNL.com.

Saving and Sharing Your Reports

We strongly encourage you to save all documents to a safe location on your own computer right away. SafeMail files will remain available within your myRuffaloNL account for only 90 days.

Save your files on your computer in order to access them again at another time. Once on your computer, the files can be forwarded as attachments to others on your campus or posted to a secured, shared area of your local network.

Electronic reports

The HTML results are delivered to you with reports reflected in a tabulated view. Select the report page by clicking the related tab. Reports are interactive - sorting by column header and expand/toggle options are available to view the data in several ways. Information buttons can be found in various areas to provide additional guidance about the data presented.

You may print each of these reports or all of the reports at once. The document(s) will print as you have adjusted each report and as it appears on the screen. Note, however, every time the HTML is opened, it is in the original delivery format. It will not remember the previous sorting.

You may need to allow blocked content to fully review your report.

HTML results*:

- Strategic Planning Overview (not included with all reporting): an executive summary of your strengths and challenges for the first column of data, as well as information on how the two columns of data compare
- Item Report: responses for each individual item on the survey
- Scale Report: responses for the survey scales and the items clustered within the scales
- Summary Report: responses to the summary items on the survey
- Item Percentage Report: reflects the percent of responses for answers 6 and 7 for all items on the survey
- Demographic Report: responses to the demographic items on the survey

* Not all HTML files will include all of these reports and some reports will have different combinations. The report segments are dependent on the standard reporting for the specific survey version and the optional, value-added reporting selected.

Reviewing Your Data

Strategic Planning Overview (if included):

This report provides the best summary of your results for immediate action planning. It lists strengths (high importance and high satisfaction) and challenges (high importance and low satisfaction and/or large performance gap) for the first column of data in your report. It also compares your first column of data to your second column of data and identifies where satisfaction levels are significantly higher or lower, as well as any large differences in importance scores.

For your strengths and challenges, additional indicators are also included. These indicators allow you to easily see if the item is significantly higher in satisfaction (reflected with a plus sign for significantly greater) or if the item is significantly lower in satisfaction (shown with a minus sign for significantly less) as compared with your comparison group.

Item Report

This report provides the detailed scores for all items on the survey, including campus-defined items you may have chosen to include. You have the option to sort on any of the columns on this screen by simply selecting the column you want to sort on. The first selection will sort in descending order and the second selection will sort in ascending order. Indicators are included in this report with a green star for items that are strengths or a red flag for items that are challenges, as originally listed in your Strategic Planning Overview.

The SD in the Satisfaction column refers to the standard deviation. This is the amount of variability in the responses.

The far right mean difference column reflects the column one satisfaction score minus the column two satisfaction score. The asterisks in this mean difference column indicate statistical significance. The key is as follows:

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

When the second column of data is a national comparison group, the number of student records included in the group is reported at the bottom of the item report. This number also appears at the bottom of the scale report.

Scale Report

This report provides a top line overview of your results and shows the items clustered within the scales or categories on the survey. Collapse and expand by selecting the arrow to the left of the desired scale to see the items within each scale. You can also choose to expand/toggle all scales at one time. You may sort on the scale name, importance, satisfaction, performance gap, and mean difference columns as outlined above.

Indicators are included in this report with a green star for items that are strengths or a red flag for items that are challenges.

Summary Report

The summary report includes the average score for the responses to the summary items on the survey, as well as the percentage of responses for each of the possible indications. The percentages are truncated rather than rounded, so they may not equal 100 percent. These scores provide a bottom line on the experience at your institution.

Item Percentage Report

This report provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied." The gap percentage equals the importance percentage minus the satisfaction percentage. The difference column provides the difference between the first column

satisfaction percentage and the second column satisfaction percentage for each item. You may sort on any of the columns, as described above. The percentage responses may be better understood on your campus than the average scores reported in the other segments of the results.

Indicators are included in this report with a green star for items that are strengths or a red flag for items that are challenges.

Demographic Report

This report provides the overview of the individuals who completed the survey. You can collapse and expand individual demographic populations by selecting the arrow to the left of the desired demographic category. You also have the option to expand all/toggle all demographic categories at the same time. A gold burst indicates the response option that was selected by the majority of survey participants.

Note: The demographic segment is not included with all of the target group reports.

Printing Your Reports

You may print from any of the HTML report pages. The report will print as it appears on your screen. An alternative option for printing your reports is to use the PDF version of your report(s) included with your Zip file. Note that not all report segments found in the HTML are included in the PDF version.

Copying the HTML version items into Excel

You can copy and paste the items and data from the HTML Item Report and Item Percentage Report into Excel. Start from the bottom right corner to select the text and then use “paste special” into Excel.

We know you will find these data to be very valuable. Please contact us at 800-876-1117 or at SPS.Tech@RufaloNL.com to let us know how else we can be helpful.

Strengths and Challenges	
Strengths	vs. Comparison
3. The campus is safe and secure for all students.	
28. Security staff respond quickly to calls for assistance.	
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	
42. Students are free to express their ideas on this campus.	
8. Financial aid awards are announced in time to be helpful in college planning.	
22. This campus provides online access to services I need.	
44. On the whole, the campus is well-maintained.	
31. Students are made to feel welcome here.	
Challenges	
36. The quality of instruction I receive in most of my classes is excellent.	
4. The content of the courses within my major is valuable.	
23. I am able to register for classes I need with few conflicts.	
47. Campus item: My experience at this university is preparing me for a career.	
17. There are sufficient courses within my program of study available each term.	
2. Registration processes and procedures are convenient.	
32. Faculty provide timely feedback about my academic progress.	
24. I receive the help I need to apply my academic major to my career goals.	
5. Administrators are available to hear students' concerns.	
35. I seldom get the "run-around" when seeking information on this campus.	
34. There are adequate services to help me decide upon a career.	
45. Student activity fees are put to good use.	
Benchmarks	
Higher Satisfaction vs. National Four-Year Publics Form B	
3. The campus is safe and secure for all students.	
28. Security staff respond quickly to calls for assistance.	
13. Living conditions in the residence halls are comfortable.	
42. Students are free to express their ideas on this campus.	
8. Financial aid awards are announced in time to be helpful in college planning.	
44. On the whole, the campus is well-maintained.	
Lower Satisfaction vs. National Four-Year Publics Form B	
36. The quality of instruction I receive in most of my classes is excellent.	
4. The content of the courses within my major is valuable.	
23. I am able to register for classes I need with few conflicts.	
17. There are sufficient courses within my program of study available each term.	

2. Registration processes and procedures are convenient.	
21. My academic advisor is knowledgeable about requirements in my major.	
1. The campus staff are caring and helpful.	
32. Faculty provide timely feedback about my academic progress.	
24. I receive the help I need to apply my academic major to my career goals.	
5. Administrators are available to hear students' concerns.	
35. I seldom get the "run-around" when seeking information on this campus.	
22. This campus provides online access to services I need.	
25. I am able to take care of college-related business at times that are convenient for me.	
34. There are adequate services to help me decide upon a career.	
16. My academic advisor is available when I need help.	
Higher Importance vs. National Four-Year Publics Form B	
36. The quality of instruction I receive in most of my classes is excellent.	
4. The content of the courses within my major is valuable.	
2. Registration processes and procedures are convenient.	
13. Living conditions in the residence halls are comfortable.	

Sort on each column to see data from highest to lowest.

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
1. The campus staff are caring and helpful.	6.37	5.39 / 1.28	0.98	6.36	5.54 / 1.36	0.82	-0.15 *
2. Registration processes and procedures are convenient.	6.47	4.07 / 1.79	2.40	6.31	5.05 / 1.65	1.26	-0.98 ***
3. The campus is safe and secure for all students.	6.59	6.45 / 0.99	0.14	6.54	5.84 / 1.31	0.70	0.61 ***
4. The content of the courses within my major is valuable.	6.72	4.95 / 1.40	1.77	6.56	5.56 / 1.41	1.00	-0.61 ***
5. Administrators are available to hear students' concerns.	6.29	4.80 / 1.70	1.49	6.26	5.21 / 1.58	1.05	-0.41 ***
6. Billing policies are reasonable.	6.13	5.24 / 1.57	0.89	6.22	4.95 / 1.66	1.27	0.29 ***
7. Admissions staff provide personalized attention prior to enrollment.	5.87	5.49 / 1.60	0.38	6.02	5.16 / 1.60	0.86	0.33 ***
8. Financial aid awards are announced in time to be helpful in college planning.	6.31	5.49 / 1.63	0.82	6.27	5.11 / 1.70	1.16	0.38 ***
9. Library resources and services are adequate.	5.75	4.90 / 1.85	0.85	6.18	5.69 / 1.47	0.49	-0.79 ***
10. My academic advisor helps me set goals to work toward.	5.84	4.49 / 1.99	1.35	6.31	5.39 / 1.74	0.92	-0.90 ***
11. Financial aid counseling is available if I need it.	5.99	5.66 / 1.50	0.33	6.13	5.29 / 1.61	0.84	0.37 ***
12. The amount of student parking space on campus is adequate.	6.15	3.48 / 2.03	2.67	6.14	3.90 / 2.07	2.24	-0.42 ***
13. Living conditions in the residence halls are comfortable.	6.34	5.45 / 1.53	0.89	6.09	4.89 / 1.75	1.20	0.56 ***
14. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.40 / 1.50	1.10	6.42	5.39 / 1.55	1.03	0.01
15. Computer labs are adequate and accessible.	6.12	5.48 / 1.56	0.64	6.31	5.74 / 1.42	0.57	-0.26 ***
16. My academic advisor is available when I need help.	6.20	5.08 / 1.83	1.12	6.42	5.61 / 1.61	0.81	-0.53 ***
17. There are sufficient courses within my program of study available each term.	6.64	4.15 / 1.83	2.49	6.50	5.11 / 1.74	1.39	-0.96 ***
18. Parking lots are well-lighted and secure.	5.87	6.32 / 1.00	-0.45	6.16	5.17 / 1.64	0.99	1.15 ***
19. Residence hall staff are concerned about me as an individual.	5.60	5.10 / 1.71	0.50	5.75	4.92 / 1.73	0.83	0.18
20. Tutoring services are readily available.	6.00	5.16 / 1.72	0.84	6.06	5.56 / 1.46	0.50	-0.40 ***
21. My academic advisor is knowledgeable about requirements in my major.	6.39	5.18 / 1.91	1.21	6.56	5.80 / 1.56	0.76	-0.62 ***
22. This campus provides online access to services I need.	6.27	5.57 / 1.50	0.70	6.41	5.74 / 1.41	0.67	-0.17 *
23. I am able to register for classes I need with few conflicts.	6.68	3.91 / 1.97	2.77	6.54	5.11 / 1.79	1.43	-1.20 ***
24. I receive the help I need to apply my academic major to my career goals.	6.33	4.85 / 1.65	1.48	6.48	5.49 / 1.54	0.99	-0.64 ***
25. I am able to take care of college-related business at times that are convenient for me.	6.22	5.19 / 1.49	1.03	6.34	5.41 / 1.49	0.93	-0.22 **
26. Counseling services are available if I need them.	5.84	5.62 / 1.63	0.22	6.07	5.66 / 1.41	0.41	-0.04
27. This institution helps me identify resources to finance my education.	5.99	4.84 / 1.75	1.15	6.22	4.99 / 1.71	1.23	-0.15

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
★ 28. Security staff respond quickly to calls for assistance.	6.50	6.19 / 1.13	0.31	6.36	5.46 / 1.55	0.90	0.73 ***
29. Faculty use a variety of technology and media in the classroom.	5.44	5.20 / 1.53	0.24	5.86	5.58 / 1.41	0.28	-0.38 ***
30. There is an adequate selection of food available on campus.	6.06	3.55 / 1.83	2.51	6.07	4.60 / 1.93	1.47	-1.05 ***
★ 31. Students are made to feel welcome here.	6.19	5.54 / 1.51	0.65	6.36	5.67 / 1.45	0.69	-0.13
🚩 32. Faculty provide timely feedback about my academic progress.	6.37	4.68 / 1.66	1.69	6.43	5.28 / 1.58	1.15	-0.60 ***
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.05	4.87 / 1.69	1.18	6.12	5.33 / 1.56	0.79	-0.46 ***
🚩 34. There are adequate services to help me decide upon a career.	6.21	4.71 / 1.76	1.50	6.25	5.27 / 1.58	0.98	-0.56 ***
🚩 35. I seldom get the "run-around" when seeking information on this campus.	6.28	4.06 / 2.05	2.22	6.22	4.84 / 1.84	1.38	-0.78 ***
🚩 36. The quality of instruction I receive in most of my classes is excellent.	6.73	4.77 / 1.52	1.96	6.57	5.51 / 1.43	1.06	-0.74 ***
37. There is a strong commitment to diversity on this campus.	5.16	5.19 / 1.69	-0.03	5.85	5.54 / 1.50	0.31	-0.35 ***
38. I receive ongoing feedback about progress toward my academic goals.	5.82	4.47 / 1.71	1.35	6.22	5.12 / 1.61	1.10	-0.65 ***
39. Student disciplinary procedures are fair.	6.07	5.64 / 1.40	0.43	6.18	5.45 / 1.54	0.73	0.19 *
★ 40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	6.34	5.80 / 1.26	0.54	6.44	5.84 / 1.36	0.60	-0.04
41. Tuition paid is a worthwhile investment.	6.62	5.34 / 1.67	1.28	6.50	5.26 / 1.68	1.24	0.08
★ 42. Students are free to express their ideas on this campus.	6.33	5.86 / 1.31	0.47	6.25	5.57 / 1.51	0.68	0.29 ***
43. Mentors are available to guide my life and career goals.	6.06	4.85 / 1.77	1.21	6.15	5.26 / 1.61	0.89	-0.41 ***
★ 44. On the whole, the campus is well-maintained.	6.24	5.88 / 1.33	0.36	6.32	5.74 / 1.44	0.58	0.14 *
🚩 45. Student activity fees are put to good use.	6.17	4.32 / 1.85	1.85	6.21	4.67 / 1.86	1.54	-0.35 ***
46. Campus item: Coursework is challenging and demands my best efforts.	6.10	5.47 / 1.43	0.63				
🚩 47. Campus item: My experience at this university is preparing me for a career.	6.68	4.91 / 1.74	1.77				
48. Campus item: There are sufficient experiential learning opportunities at this university (Internships, co-ops, volunteer opportunities).	6.45	5.05 / 1.73	1.40				
49. Campus item: Wellness counselors are approachable and helpful with personal and school-related matters.	6.11	5.35 / 1.54	0.76				
50. Campus item: The University provides an adequate orientation program.	5.75	5.12 / 1.72	0.63				
51. Campus item: A variety of campus, social, and recreational activities are available for students.	5.85	5.08 / 1.63	0.77				
52. Campus item: The ASC success coach team encourages me to use university resources (i.e. career/health counseling, tutorial services, etc.)	5.69	5.27 / 1.62	0.42				
53. Campus item: Students from different backgrounds feel comfortable here.	5.99	5.62 / 1.44	0.37				

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
54. Campus item: The level of ethnic and cultural diversity of this campus is satisfactory.	5.24	5.18 / 1.69	0.06				
55. Campus item: I have gained valuable leadership skills through activities/events offered by Student Affairs (select N/A if not applicable).	5.84	4.97 / 1.85	0.87				
56. Cost as factor in decision to enroll.	6.40			6.34			
57. Financial assistance as factor in decision to enroll.	6.35			6.21			
58. Academic reputation as factor in decision to enroll.	5.63			6.11			
59. Future career opportunities as factor in decision to enroll.	6.39			6.34			
60. Personal recommendations as factor in decision to enroll.	5.07			5.80			
61. Distance from campus as factor in decision to enroll.	4.93			5.79			
62. Information on the campus Web site as factor in decision to enroll.	4.90			5.67			
63. Campus visits as factor in decision to enroll.	5.55			5.40			











National Group Means are based on 24910 records

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

Sort on each column to see data from highest to lowest.

Scale / Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
▼ Student Centeredness	6.28	4.97 / 1.31	1.31	6.30	5.32 / 1.26	0.98	-0.35 ***
1. The campus staff are caring and helpful.	6.37	5.39 / 1.28	0.98	6.36	5.54 / 1.36	0.82	-0.15 *
 5. Administrators are available to hear students' concerns.	6.29	4.80 / 1.70	1.49	6.26	5.21 / 1.58	1.05	-0.41 ***
 31. Students are made to feel welcome here.	6.19	5.54 / 1.51	0.65	6.36	5.67 / 1.45	0.69	-0.13
 35. I seldom get the "run-around" when seeking information on this campus.	6.28	4.06 / 2.05	2.22	6.22	4.84 / 1.84	1.38	-0.78 ***
▼ Campus Life	6.06	4.69 / 1.31	1.37	6.08	4.89 / 1.44	1.19	-0.20 **
13. Living conditions in the residence halls are comfortable.	6.34	5.45 / 1.53	0.89	6.09	4.89 / 1.75	1.20	0.56 ***
19. Residence hall staff are concerned about me as an individual.	5.60	5.10 / 1.71	0.50	5.75	4.92 / 1.73	0.83	0.18
30. There is an adequate selection of food available on campus.	6.06	3.55 / 1.83	2.51	6.07	4.60 / 1.93	1.47	-1.05 ***
39. Student disciplinary procedures are fair.	6.07	5.64 / 1.40	0.43	6.18	5.45 / 1.54	0.73	0.19 *
 45. Student activity fees are put to good use.	6.17	4.32 / 1.85	1.85	6.21	4.67 / 1.86	1.54	-0.35 ***
▼ Instructional Effectiveness	6.39	4.99 / 1.10	1.40	6.40	5.47 / 1.12	0.93	-0.48 ***
 4. The content of the courses within my major is valuable.	6.72	4.95 / 1.40	1.77	6.56	5.56 / 1.41	1.00	-0.61 ***
14. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.40 / 1.50	1.10	6.42	5.39 / 1.55	1.03	0.01
 17. There are sufficient courses within my program of study available each term.	6.64	4.15 / 1.83	2.49	6.50	5.11 / 1.74	1.39	-0.96 ***
29. Faculty use a variety of technology and media in the classroom.	5.44	5.20 / 1.53	0.24	5.86	5.58 / 1.41	0.28	-0.38 ***
 32. Faculty provide timely feedback about my academic progress.	6.37	4.68 / 1.66	1.69	6.43	5.28 / 1.58	1.15	-0.60 ***
 36. The quality of instruction I receive in most of my classes is excellent.	6.73	4.77 / 1.52	1.96	6.57	5.51 / 1.43	1.06	-0.74 ***
 40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	6.34	5.80 / 1.26	0.54	6.44	5.84 / 1.36	0.60	-0.04
▼ Recruitment and Financial Aid Effectiveness	6.04	5.28 / 1.25	0.76	6.15	5.17 / 1.32	0.98	0.11
7. Admissions staff provide personalized attention prior to enrollment.	5.87	5.49 / 1.60	0.38	6.02	5.16 / 1.60	0.86	0.33 ***
 8. Financial aid awards are announced in time to be helpful in college planning.	6.31	5.49 / 1.63	0.82	6.27	5.11 / 1.70	1.16	0.38 ***
11. Financial aid counseling is available if I need it.	5.99	5.66 / 1.50	0.33	6.13	5.29 / 1.61	0.84	0.37 ***
27. This institution helps me identify resources to finance my education.	5.99	4.84 / 1.75	1.15	6.22	4.99 / 1.71	1.23	-0.15
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.05	4.87 / 1.69	1.18	6.12	5.33 / 1.56	0.79	-0.46 ***
▼ Campus Services	6.07	5.14 / 1.21	0.93	6.24	5.56 / 1.09	0.68	-0.42 ***

Scale / Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
9. Library resources and services are adequate.	5.75	4.90 / 1.85	0.85	6.18	5.69 / 1.47	0.49	-0.79 ***
15. Computer labs are adequate and accessible.	6.12	5.48 / 1.56	0.64	6.31	5.74 / 1.42	0.57	-0.26 ***
20. Tutoring services are readily available.	6.00	5.16 / 1.72	0.84	6.06	5.56 / 1.46	0.50	-0.40 ***
★ 22. This campus provides online access to services I need.	6.27	5.57 / 1.50	0.70	6.41	5.74 / 1.41	0.67	-0.17 *
🚩 24. I receive the help I need to apply my academic major to my career goals.	6.33	4.85 / 1.65	1.48	6.48	5.49 / 1.54	0.99	-0.64 ***
26. Counseling services are available if I need them.	5.84	5.62 / 1.63	0.22	6.07	5.66 / 1.41	0.41	-0.04
🚩 34. There are adequate services to help me decide upon a career.	6.21	4.71 / 1.76	1.50	6.25	5.27 / 1.58	0.98	-0.56 ***
43. Mentors are available to guide my life and career goals.	6.06	4.85 / 1.77	1.21	6.15	5.26 / 1.61	0.89	-0.41 ***
▼ Academic Advising Effectiveness	6.06	4.80 / 1.58	1.26	6.38	5.48 / 1.36	0.90	-0.68 ***
10. My academic advisor helps me set goals to work toward.	5.84	4.49 / 1.99	1.35	6.31	5.39 / 1.74	0.92	-0.90 ***
16. My academic advisor is available when I need help.	6.20	5.08 / 1.83	1.12	6.42	5.61 / 1.61	0.81	-0.53 ***
21. My academic advisor is knowledgeable about requirements in my major.	6.39	5.18 / 1.91	1.21	6.56	5.80 / 1.56	0.76	-0.62 ***
38. I receive ongoing feedback about progress toward my academic goals.	5.82	4.47 / 1.71	1.35	6.22	5.12 / 1.61	1.10	-0.65 ***
▼ Registration Effectiveness	6.38	4.59 / 1.33	1.79	6.36	5.13 / 1.29	1.23	-0.54 ***
🚩 2. Registration processes and procedures are convenient.	6.47	4.07 / 1.79	2.40	6.31	5.05 / 1.65	1.26	-0.98 ***
6. Billing policies are reasonable.	6.13	5.24 / 1.57	0.89	6.22	4.95 / 1.66	1.27	0.29 ***
🚩 23. I am able to register for classes I need with few conflicts.	6.68	3.91 / 1.97	2.77	6.54	5.11 / 1.79	1.43	-1.20 ***
25. I am able to take care of college-related business at times that are convenient for me.	6.22	5.19 / 1.49	1.03	6.34	5.41 / 1.49	0.93	-0.22 **
▼ Safety and Security	6.27	5.58 / 1.00	0.69	6.30	5.07 / 1.26	1.23	0.51 ***
★ 3. The campus is safe and secure for all students.	6.59	6.45 / 0.99	0.14	6.54	5.84 / 1.31	0.70	0.61 ***
12. The amount of student parking space on campus is adequate.	6.15	3.48 / 2.03	2.67	6.14	3.90 / 2.07	2.24	-0.42 ***
18. Parking lots are well-lighted and secure.	5.87	6.32 / 1.00	-0.45	6.16	5.17 / 1.64	0.99	1.15 ***
★ 28. Security staff respond quickly to calls for assistance.	6.50	6.19 / 1.13	0.31	6.36	5.46 / 1.55	0.90	0.73 ***
▼ Campus Climate	6.22	5.41 / 1.06	0.81	6.29	5.46 / 1.13	0.83	-0.05
★ 3. The campus is safe and secure for all students.	6.59	6.45 / 0.99	0.14	6.54	5.84 / 1.31	0.70	0.61 ***
🚩 5. Administrators are available to hear students' concerns.	6.29	4.80 / 1.70	1.49	6.26	5.21 / 1.58	1.05	-0.41 ***
★ 31. Students are made to feel welcome here.	6.19	5.54 / 1.51	0.65	6.36	5.67 / 1.45	0.69	-0.13
🚩 35. I seldom get the "run-around" when seeking information on this campus.	6.28	4.06 / 2.05	2.22	6.22	4.84 / 1.84	1.38	-0.78 ***

Scale / Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
37. There is a strong commitment to diversity on this campus.	5.16	5.19 / 1.69	-0.03	5.85	5.54 / 1.50	0.31	-0.35 ***
41. Tuition paid is a worthwhile investment.	6.62	5.34 / 1.67	1.28	6.50	5.26 / 1.68	1.24	0.08
★ 42. Students are free to express their ideas on this campus.	6.33	5.86 / 1.31	0.47	6.25	5.57 / 1.51	0.68	0.29 ***
★ 44. On the whole, the campus is well-maintained.	6.24	5.88 / 1.33	0.36	6.32	5.74 / 1.44	0.58	0.14 *

National Group Means are based on 24910 records

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

	Florida Polytechnic University - SSI	National Four-Year Publics Form B	Difference
Summary			
So far, how has your college experience met your expectations?	4.32	4.62	-0.30 ***
1=Much worse than expected	3%	2%	
2=Quite a bit worse than I expected	4%	2%	
3=Worse than I expected	18%	10%	
4=About what I expected	31%	35%	
5=Better than I expected	27%	23%	
6=Quite a bit better than I expected	8%	12%	
7=Much better than expected	7%	12%	
Rate your overall satisfaction with your experience here thus far.	4.87	5.26	-0.39 ***
1=Not satisfied at all	2%	1%	
2=Not very satisfied	8%	3%	
3=Somewhat dissatisfied	12%	7%	
4=Neutral	9%	12%	
5=Somewhat satisfied	20%	18%	
6=Satisfied	35%	37%	
7=Very satisfied	10%	17%	
All in all, if you had to do it over, would you enroll here again?	5.20	5.32	-0.12
1=Definitely not	4%	4%	
2=Probably not	9%	6%	
3=Maybe not	5%	6%	
4=I don't know	9%	10%	
5=Maybe yes	13%	12%	
6=Probably yes	28%	28%	
7=Definitely yes	29%	31%	

Sort on each column to see data from highest to lowest.

This report provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
1. The campus staff are caring and helpful.	83%	51%	32%	84%	59%	25%	-8%
2. Registration processes and procedures are convenient.	86%	23%	63%	83%	47%	36%	-24%
3. The campus is safe and secure for all students.	88%	89%	-1%	89%	70%	19%	19%
4. The content of the courses within my major is valuable.	95%	37%	58%	90%	61%	29%	-24%
5. Administrators are available to hear students' concerns.	80%	40%	40%	81%	50%	31%	-10%
6. Billing policies are reasonable.	75%	50%	25%	80%	43%	37%	7%
7. Admissions staff provide personalized attention prior to enrollment.	65%	58%	7%	72%	49%	23%	9%
8. Financial aid awards are announced in time to be helpful in college planning.	81%	58%	23%	81%	49%	32%	9%
9. Library resources and services are adequate.	61%	45%	16%	77%	66%	11%	-21%
10. My academic advisor helps me set goals to work toward.	66%	36%	30%	82%	58%	24%	-22%
11. Financial aid counseling is available if I need it.	70%	63%	7%	76%	53%	23%	10%
12. The amount of student parking space on campus is adequate.	76%	21%	55%	78%	28%	50%	-7%
13. Living conditions in the residence halls are comfortable.	85%	56%	29%	78%	43%	35%	13%
14. Faculty are fair and unbiased in their treatment of individual students.	87%	56%	31%	86%	57%	29%	-1%
15. Computer labs are adequate and accessible.	75%	59%	16%	82%	67%	15%	-8%
16. My academic advisor is available when I need help.	79%	51%	28%	86%	64%	22%	-13%
17. There are sufficient courses within my program of study available each term.	92%	27%	65%	89%	50%	39%	-23%
18. Parking lots are well-lighted and secure.	68%	82%	-14%	77%	50%	27%	32%
19. Residence hall staff are concerned about me as an individual.	61%	48%	13%	66%	43%	23%	5%
20. Tutoring services are readily available.	74%	48%	26%	74%	60%	14%	-12%
21. My academic advisor is knowledgeable about requirements in my major.	85%	54%	31%	90%	70%	20%	-16%
22. This campus provides online access to services I need.	80%	61%	19%	85%	66%	19%	-5%
23. I am able to register for classes I need with few conflicts.	94%	25%	69%	90%	51%	39%	-26%
24. I receive the help I need to apply my academic major to my career goals.	83%	39%	44%	88%	59%	29%	-20%
25. I am able to take care of college-related business at times that are convenient for me.	78%	49%	29%	84%	55%	29%	-6%
26. Counseling services are available if I need them.	67%	62%	5%	74%	63%	11%	-1%
27. This institution helps me identify resources to finance my education.	69%	41%	28%	79%	45%	34%	-4%
28. Security staff respond quickly to calls for assistance.	87%	78%	9%	84%	58%	26%	20%
29. Faculty use a variety of technology and media in the classroom.	56%	48%	8%	66%	61%	5%	-13%

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
30. There is an adequate selection of food available on campus.	73%	16%	57%	74%	39%	35%	-23%
★ 31. Students are made to feel welcome here.	78%	60%	18%	84%	64%	20%	-4%
📧 32. Faculty provide timely feedback about my academic progress.	83%	34%	49%	87%	52%	35%	-18%
33. Admissions counselors accurately portray the campus in their recruiting practices.	73%	41%	32%	76%	54%	22%	-13%
📧 34. There are adequate services to help me decide upon a career.	76%	36%	40%	81%	52%	29%	-16%
📧 35. I seldom get the "run-around" when seeking information on this campus.	80%	30%	50%	80%	44%	36%	-14%
📧 36. The quality of instruction I receive in most of my classes is excellent.	94%	34%	60%	90%	58%	32%	-24%
37. There is a strong commitment to diversity on this campus.	52%	51%	1%	69%	60%	9%	-9%
38. I receive ongoing feedback about progress toward my academic goals.	65%	30%	35%	79%	47%	32%	-17%
39. Student disciplinary procedures are fair.	75%	60%	15%	78%	58%	20%	2%
★ 40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	83%	66%	17%	87%	70%	17%	-4%
41. Tuition paid is a worthwhile investment.	90%	57%	33%	88%	53%	35%	4%
★ 42. Students are free to express their ideas on this campus.	80%	68%	12%	80%	62%	18%	6%
43. Mentors are available to guide my life and career goals.	70%	41%	29%	77%	52%	25%	-11%
★ 44. On the whole, the campus is well-maintained.	80%	70%	10%	83%	67%	16%	3%
📧 45. Student activity fees are put to good use.	77%	31%	46%	79%	39%	40%	-8%
46. Campus item: Coursework is challenging and demands my best efforts.	75%	57%	18%				
📧 47. Campus item: My experience at this university is preparing me for a career.	93%	41%	52%				
48. Campus item: There are sufficient experiential learning opportunities at this university (Internships, co-ops, volunteer opportunities).	86%	45%	41%				
49. Campus item: Wellness counselors are approachable and helpful with personal and school-related matters.	76%	54%	22%				
50. Campus item: The University provides an adequate orientation program.	63%	49%	14%				
51. Campus item: A variety of campus, social, and recreational activities are available for students.	65%	47%	18%				
52. Campus item: The ASC success coach team encourages me to use university resources (i.e. career/health counseling, tutorial services, etc.)	60%	49%	11%				
53. Campus item: Students from different backgrounds feel comfortable here.	73%	60%	13%				
54. Campus item: The level of ethnic and cultural diversity of this campus is satisfactory.	56%	49%	7%				
55. Campus item: I have gained valuable leadership skills through activities/events offered by Student Affairs (select N/A if not applicable).	67%	46%	21%				
56. Cost as factor in decision to enroll.	86%			84%			
57. Financial assistance as factor in decision to enroll.	83%			80%			
58. Academic reputation as factor in decision to enroll.	63%			76%			

Item	Florida Polytechnic University - SSI			National Four-Year Publics Form B			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
59. Future career opportunities as factor in decision to enroll.	85%			83%			
60. Personal recommendations as factor in decision to enroll.	45%			67%			
61. Distance from campus as factor in decision to enroll.	48%			68%			
62. Information on the campus Web site as factor in decision to enroll.	43%			65%			
63. Campus visits as factor in decision to enroll.	59%			58%			

National Group Means are based on 24910 records

* Indicates the response option that was selected by the majority of survey participants.

Gender

		N	%
	Female	87	20.86%
*	Male	330	79.14%
	Total	417	100%
	No Answer	33	

Age

		N	%
	18 and under	42	10.00%
*	19 to 24	343	81.67%
	25 to 34	28	6.67%
	35 to 44	3	0.71%
	45 and over	4	0.95%
	Total	420	100%
	No Answer	30	

Ethnicity/Race

		N	%
	Alaskan Native	0	0%
	American Indian	1	0.23%
	Asian	14	3.25%
	Black/African-American	30	6.96%
	Hispanic or Latino (and Puerto Rican)	72	16.71%
	Native Hawaiian or Pacific Islander	2	0.46%
*	White/Caucasian	279	64.73%
	Multi-racial	24	5.57%
	Other race	9	2.09%
	Total	431	100%
	No Answer	19	

Current Enrollment Status

		N	%
*	Day	430	97.07%

Residence Classification

		N	%
*	In-state	409	94.90%
	Out-of-state	10	2.32%
	International (not U.S. citizen)	12	2.78%
	Total	431	100%
	No Answer	19	

Institution Was My

		N	%
*	1st choice	305	68.85%
	2nd choice	96	21.67%
	3rd choice or lower	42	9.48%
	Total	443	100%
	No Answer	7	

Did Transfer Here

		N	%
	Yes transferred here	98	22.74%
*	No did not transfer here	333	77.26%
	Total	431	100%
	No Answer	19	

Plan to Transfer

		N	%
	Yes I plan to transfer	45	10.61%
*	No I do not plan to transfer	379	89.39%
	Total	424	100%
	No Answer	26	

Organization Memberships

		N	%
	No organization memberships	187	42.21%
*	One or two organization memberships	198	44.70%

		N	%
	Evening	13	2.93%
	Weekend	0	0%
	Total	443	100%
	No Answer	7	

▼ Current Class Load

		N	%
*	Full-time	400	94.56%
	Part-time	23	5.44%
	Total	423	100%
	No Answer	27	

▼ Class Level

		N	%
	Freshman	88	20.95%
*	Sophomore	131	31.19%
	Junior	100	23.81%
	Senior	99	23.57%
	Special student	0	0%
	Graduate/Professional	0	0%
	Other class level	2	0.48%
	Total	420	100%
	No Answer	30	

▼ Current GPA

		N	%
	No credits earned	5	1.14%
	1.99 or below	4	0.91%
	2.0 - 2.49	23	5.25%
	2.5 - 2.99	77	17.58%
	3.0 - 3.49	163	37.21%
*	3.5 or above	166	37.90%
	Total	438	100%
	No Answer	12	

		N	%
	Three or four organization memberships	44	9.93%
	Five or more organization memberships	14	3.16%
	Total	443	100%
	No Answer	7	

▼ Tuition Source

		N	%
*	Scholarships	255	57.43%
	Financial aid	107	24.10%
	Family contributions	55	12.39%
	Self support	19	4.28%
	Other tuition source	8	1.80%
	Total	444	100%
	No Answer	6	

▼ On average, how many hours do you work per week (i.e. part-time, internship, full-time, etc.)?

		N	%
*	Not currently employed	209	46.76%
	1 - 10 hours	57	12.75%
	11 - 20 hours	99	22.15%
	21 - 30 hours	46	10.29%
	31 - 40 hours	26	5.82%
	More than 40 hours	10	2.24%
	Total	447	100%
	No Answer	3	

▼ On average, how many hours do you spend preparing for class weekly (i.e. studying, reading/writing, other academic work)?

		N	%
	0 - 10 hours	155	34.91%
*	11 - 20 hours	198	44.59%
	21 - 30 hours	69	15.54%

▼ Educational Goal

	N	%
Associate degree	10	2.29%
* Bachelor's degree	381	87.39%
Master's degree	30	6.88%
Doctorate or professional degree	12	2.75%
Certification (initial/renewal)	0	0%
Self-improvement/pleasure	0	0%
Job-related training	1	0.23%
Other educational goal	2	0.46%
Total	436	100%
No Answer	14	

▼ Employment

	N	%
Full-time off campus	35	8.03%
Part-time off campus	120	27.52%
Full-time on campus	14	3.21%
Part-time on campus	70	16.06%
* Not employed	197	45.18%
Total	436	100%
No Answer	14	

▼ Current Residence

	N	%
* Residence hall	213	48.41%
Fraternity/Sorority	1	0.23%
Own house	22	5.00%
Rent room or apt off campus	134	30.45%
Parent's home	66	15.00%
Other residence	4	0.91%
Total	440	100%
No Answer	10	

	N	%
Campus item 2 - Answer 4	0	0%
More than 30 hours	22	4.95%
Campus item 2 - Answer 6	0	0%
Total	444	100%
No Answer	6	

▼ Group Code

	N	%
1001: Computer Engineering	71	16.47%
1002: Electrical Engineering	25	5.80%
1003: Mechanical & Industrial Engineering	115	26.68%
* 1004: Computer Science & Information Technology	180	41.76%
1005: Advanced Technology	16	3.71%
1006: Science & Technology Management	24	5.57%
Total	431	100%
No Answer	19	