



FLORIDA POLYTECHNIC  
UNIVERSITY

## Board of Trustees Academic & Student Affairs Committee Meeting

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

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

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Dr. Richard Hallion, Chair  
Mark Bostick

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

Henry McCance  
Travis Hills

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### AGENDA

- |                                                                                       |                                                    |
|---------------------------------------------------------------------------------------|----------------------------------------------------|
| I. Call to Order                                                                      | Dick Hallion, Chair                                |
| II. Roll Call                                                                         | Amy Devera                                         |
| III. Public Comment                                                                   | Dick Hallion, Chair                                |
| IV. <a href="#">Approval of the May 22, 2018 Minutes</a><br><i>*Action Required*</i>  | Dick Hallion, Chair                                |
| V. <a href="#">Academic &amp; Student Affairs Committee Charter Review</a>            | Dick Hallion, Chair                                |
| VI. <a href="#">2018-20 Academic &amp; Student Affairs Committee Work Plan Review</a> | Dick Hallion, Chair                                |
| VII. <a href="#">Provost Report and Discussion</a>                                    | Terry Parker, Executive Vice President and Provost |
| VIII. Requests for Items for Future Discussions                                       | Dick Hallion, Chair                                |
| IX. Closing Remarks and Adjournment                                                   | Dick Hallion, Chair                                |

Florida Polytechnic University  
Board of Trustees

**Academic & Student Affairs Committee Meeting**

**DRAFT MEETING MINUTES**

**Tuesday, May 22, 2018  
2:15 PM-3:15 PM**

**Joker Marchant Stadium, 2301 Lakeland Hills Blvd., Lakeland, FL 33805**

I. Call to Order

Committee Vice-Chair Hallion called the Academic & Student Affairs Committee meeting to order at 2:15 p.m.

II. Roll Call

Kris Wharton called the roll: Committee Vice Chair Dick Hallion, Trustee Philip Dur, Trustee Henry McCance, Trustee Travis Hills, Trustee Bob Stork, Trustee Adrienne Perry, and Trustee Jim Dewey were present (Quorum).

Other trustees present: Chair Frank Martin, Vice Chair Don Wilson, Trustee Mark Bostick, Trustee Cliff Otto, Trustee Louis Saco, and Trustee Gary Wendt.

Staff present: President Randy Avent, Provost Terry Parker, Ms. Gina Delulio, Mr. Mark Mroczkowski, Mr. Kevin Aspegren, Mr. Rick Maxey, Mrs. Kris Wharton, Mrs. Kim Abels and Mrs. Maggie Mariucci were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

**Trustee Philip Dur made a motion to approve the Finance and Facilities Committee meeting minutes of February 28, 2018. Trustee Bob Stork seconded the motion; a vote was taken, and the motion passed unanimously.**

Vice-Chair Hallion took a moment to recognize the memory of Dr. Sandra Featherman. Dr. Featherman was the Chair of the Academic and Student Affairs committee and was very dedicated to the growth of Florida Poly.

V. 2016-18 Academic & Student Affairs Committee Work Plan Review

The 2016-2018 Work plan remains unchanged and no discussion occurred.

VI. Provost Report

Dr. Terry Parker reviewed processes for Admissions and Financial Aid, a four-year graduation plan, degree program additions, student and faculty diversity, Graduate programs, technology and pedagogy, and Faculty Handbook changes.

A. Four Year Graduation Improvement Plan

The Board of Governors requires all State Universities to provide a timely graduation plan. Dr. Parker presented the incentives Florida Polytechnic University will implement to help this plan succeed. The Academic Success Center is focused on advising every student on their best pathway to graduation. A near common freshman year will allow students to delay their choice in academic major with little or no consequence in terms of “wasted credits” and demand-based registration will provide seats for on-track classes based on need.

**Trustee Philip Dur made a motion to recommend approval of the four year graduation improvement plan to the Board of Trustees. Trustee Henry McCance seconded the motion; a vote was taken and the motion passed unanimously.**

B. Approval of Name Change on Two Undergraduate Degrees

Dr. Parker presented approval requests for degree name changes. Changing the names for accuracy are helpful to the institution. The concentrations have been modified to meet broader marketability and will not require a change in CIP code.

**Trustee Philip Dur made a motion to recommend approval to rename the degree “Data Analytics” to “Data Science” to the Board of Trustees. Trustee Henry McCance seconded the motion; a vote was taken and the motion passed unanimously.**

**Trustee Bob Stork made a motion to recommend approval to rename the degree “Science and Technology Management” to “Business Analytics” to the Board of Trustees. Trustee Henry McCance seconded the motion; a vote was taken and the motion passed unanimously.**

C. New Degrees over Next Three Years

Dr. Parker reported the Council of Academic Vice Presidents (CAVP) has provided positive recommendations to add three new degrees over the next three years. Dr. Parker explained the degrees are an integral part in helping sustain a polytechnic university.

**Trustee Philip Dur made a motion to recommend approval to develop a new degree titled “Engineering Mathematics” to the Board of Trustees. Trustee Bob Stork seconded the motion; a vote was taken and the motion passed unanimously.**

**Trustee Jim Dewey made a motion to recommend approval to develop a new degree titled “Engineering Physics” to the Board of Trustees. Trustee Philip Dur seconded the motion; a vote was taken and the motion passed unanimously.**

**Trustee Bob Stork made a motion to recommend approval to develop a new degree titled “Environmental Engineering” to the Board of Trustees. Trustee Henry McCance seconded the motion; a vote was taken and the motion passed unanimously.**

D. Faculty Handbook Revision

Dr. Parker presented changes to the Faculty handbook. Changes include multiple small or editorial changes to bring the handbook up to date, changes to reflect the new Director and Department Chair structure and changes to the committees to reflect the move to department representation.

**Trustee Henry McCance made a motion to recommend approval of the revised Faculty handbook to the Board of Trustees. Trustee Philip Dur seconded the motion; a vote was taken and the motion passed unanimously.**

E. Highlights from Career Services and the Inaugural Curriculum Advisory Board

Dr. Kathryn Miller reported on the functions of the Academic Support Services focusing on Career Services. Dr. Miller reported on the employment opportunities many of the recent graduates have pursued and accepted. Dr. Miller also reported on the Inaugural Curriculum Advisory board. The advisory board is a group of experienced and innovative professionals providing advice on curriculum and student-focused learning opportunities, with the goal of helping Florida Polytechnic University become a world-renowned, workforce ready “University of Innovation”.

F. Accreditation Board for Engineering & Technology (ABET)

Dr. Tom Dvorske reported on the status of ABET accreditation. ABET is comprised of multiple “commissions”, is supported by multiple member societies (ASME, IEEE, CSAB, etc.), and is program specific accreditation. ABET accreditation is a huge benefit to our graduates. The accreditation self-studies are due July 1, 2018 and onsite visits will take place in October. ABET’s accreditation decision will most likely occur the Summer of 2019.

VII. Closing Remarks and Adjournment

With no further business to discuss, the Academic & Student Affairs Committee meeting adjourned at 3:25 p.m.

**Florida Polytechnic University  
Board of Trustees  
Academic & Student Affairs Committee  
Wednesday, September 5, 2018**

**Subject: Academic & Student Affairs Committee Charter Review**

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**Proposed Committee Action**

For review. No action required unless changes to the charter are requested.

**Background Information**

**Academic and Student Affairs Committee:** *(Staff Liaison: Dr. Terry Parker)*

This committee is responsible for issues related to academic programs, student affairs, student life, education policy, regional accreditation, financial aid, recruitment, admissions and retention of students, and faculty recruitment.

**Chairman Dr. Dick Hallion**  
**Vice Chairman Dr. Adrienne Perry**  
Mark Bostick  
Dr. Jim Dewey  
Travis Hills  
Henry McCance

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**Supporting Documentation:** None

**Prepared by:** Terry Parker, EVP & Provost



**FLORIDA POLYTECHNIC**  
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## **Work Plan Review**

**Dick Hallion**  
**Academic and Student Affairs Committee**  
**Chair**

**September 5, 2018**

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

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- 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



**FLORIDA POLYTECHNIC**  
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## **Provost's Report**

**Terry Parker**

**September 5, 2018**



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

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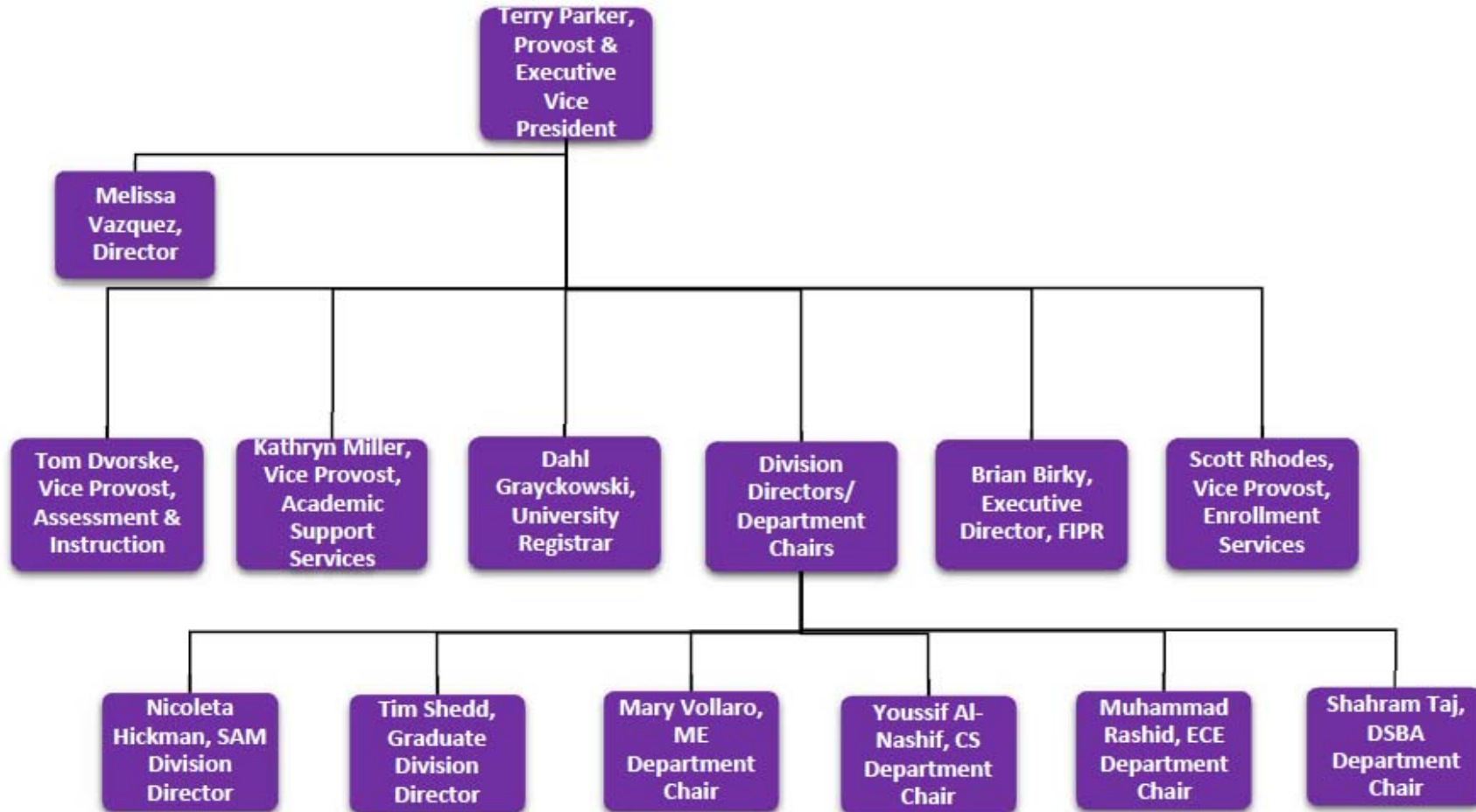
- **Admissions and Financial Aid**
  - Admissions, activity for the coming year
  - Financial aid and strategy
  - Action item
- **Student Services**
  - Mental Health: our delivery model
  - Career Services: overview for the year
  - Academic Success Center: activity planned
  - Communication strategy for students
- **Four year graduation improvement plan**
  - Review of the plan
  - Proposed dashboard

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

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- **Degree Program Additions and Faculty Hiring Status**
  - Degrees under development
  - Concentrations under development
  - Faculty hiring, last year
  - Faculty hiring, timeline for this year
  - ABET update
- **Student and Faculty Diversity**
  - Discussion deferred to a later meeting
- **Graduate Programs**
  - Change in curriculum and model
  - Forecast for improved class in the fall
- **Technology and Pedagogy**
  - Activity for the fall
- **Supporting Materials**

# Academic Affairs operates as a strong team effort



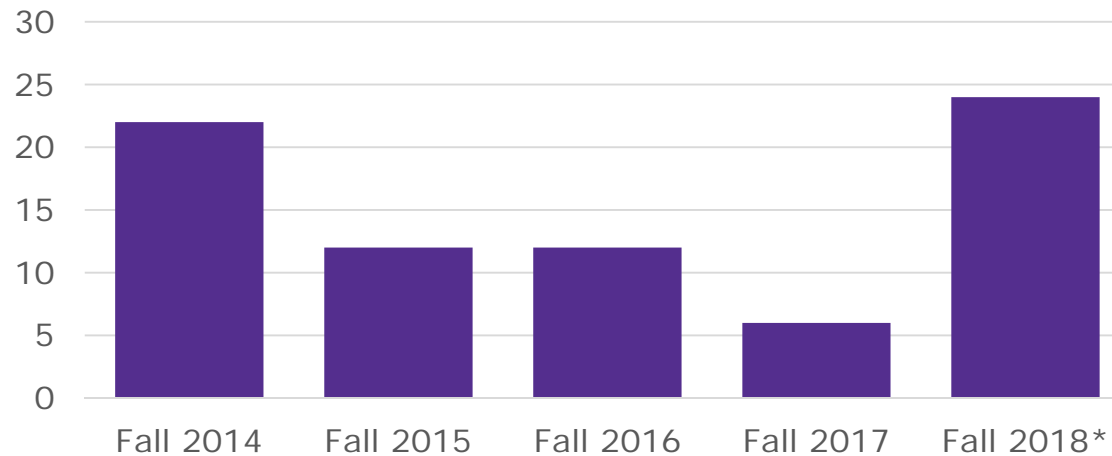


# Our entering class is highly qualified

First Time Freshman		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018*
Average SAT		1,250	1,200	1,200	1,269	1,287
Average ACT		26	26	26	27	29
Average HS GPA		3.80	3.98	3.78	3.95	4.03
Top Quartile HS Class		52%	46%	44%	57%	58%
Gender	Males	86%	85%	88%	85%	86%
	Females	14%	15%	12%	15%	14%

## Graduate Enrollment

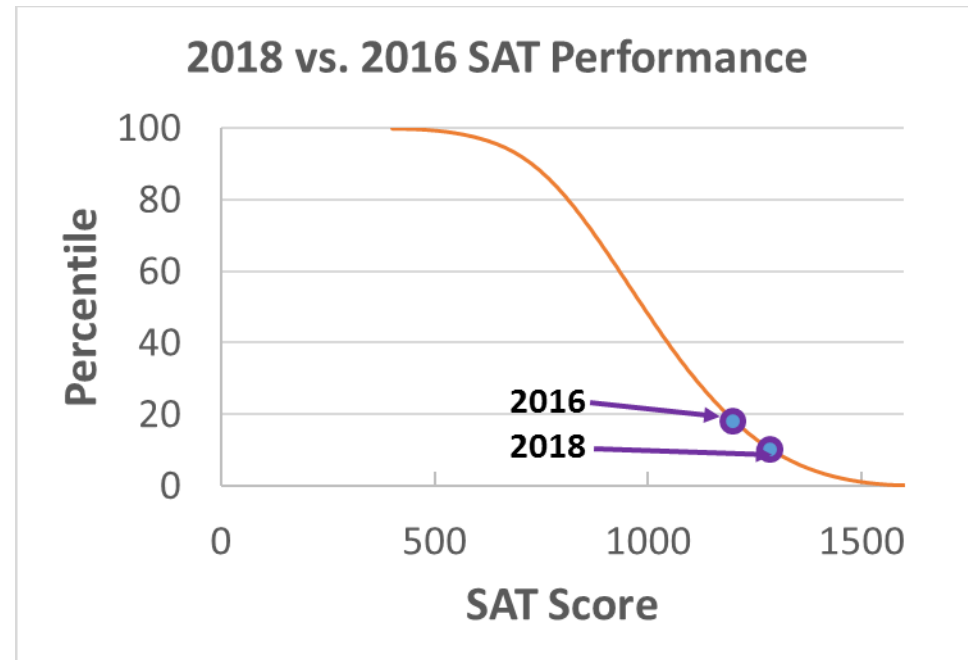
Entering student headcount  
397



\*As of First Day of Class

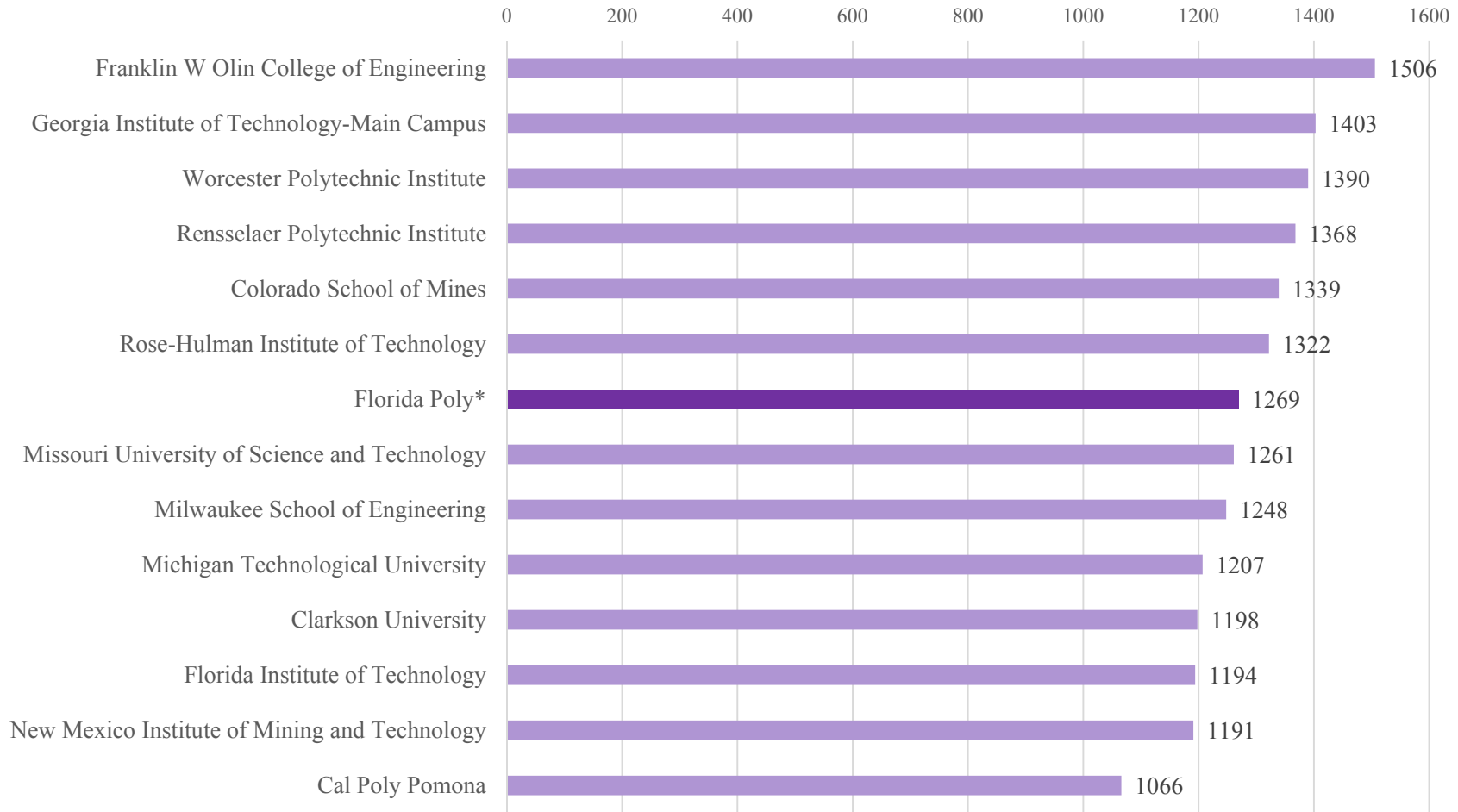
## We now compete for a smaller pool of students

- To achieve high retention and graduation rates, we must have a highly qualified student body
- We are not improving strongly in diversity measures
- For this year we are reformulating our admission strategy
- We have hired an Assistant Vice Provost of Admissions and Financial Aid





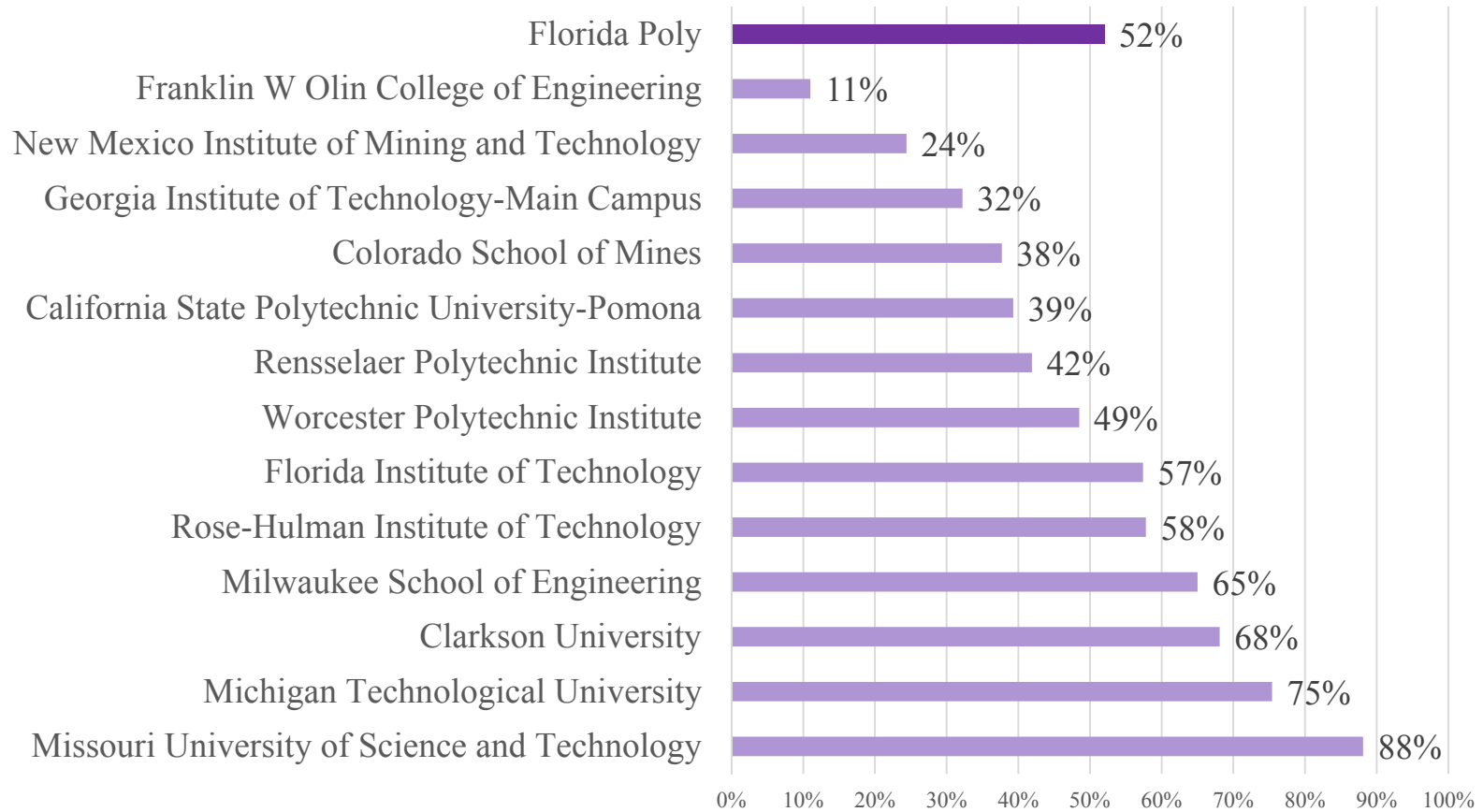
# Our SAT entrance scores are competitive with our peers



## Engineering Peers' Fall '16 SAT *\*Fall 2017 listed for Florida Poly*



# Our acceptance rate is also competitive with our peers



## Engineering Peers' Acceptance Rate 2016

*Florida Poly Fall 2017 Listed*

## A “Selective Admissions” approach requires a restatement of goals

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- **Enhance the distinctive identity and academic reputation of Florida Poly with potential students**
  - Contribute to Florida Poly’s national and global visibility as one of the nation’s leading STEM public research universities
- **Increase academic excellence, quality, and overall preparedness of the incoming FTIC class**
- **Increase gender and minority representation in the student body**
- **Increase the number of applications and headcount of the student population**



# Critical tactics to achieve these goals

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- **Re-structure admissions and financial aid to support:**
  - evidenced-based decision making, informatics, market research, data analytics and predictive modeling
  - business analytics and new-age digital outreach
  - compliance and audit requirements
  - financial aid leveraging strategies
- **Re-organize staffing model to focus on enrollment priorities**
  - Train admissions and financial aid staff on modern enrollment management tactics and best practices, planning, messaging, and segmentation for increased accountability and professionalism.

# Critical tactics to achieve these goals

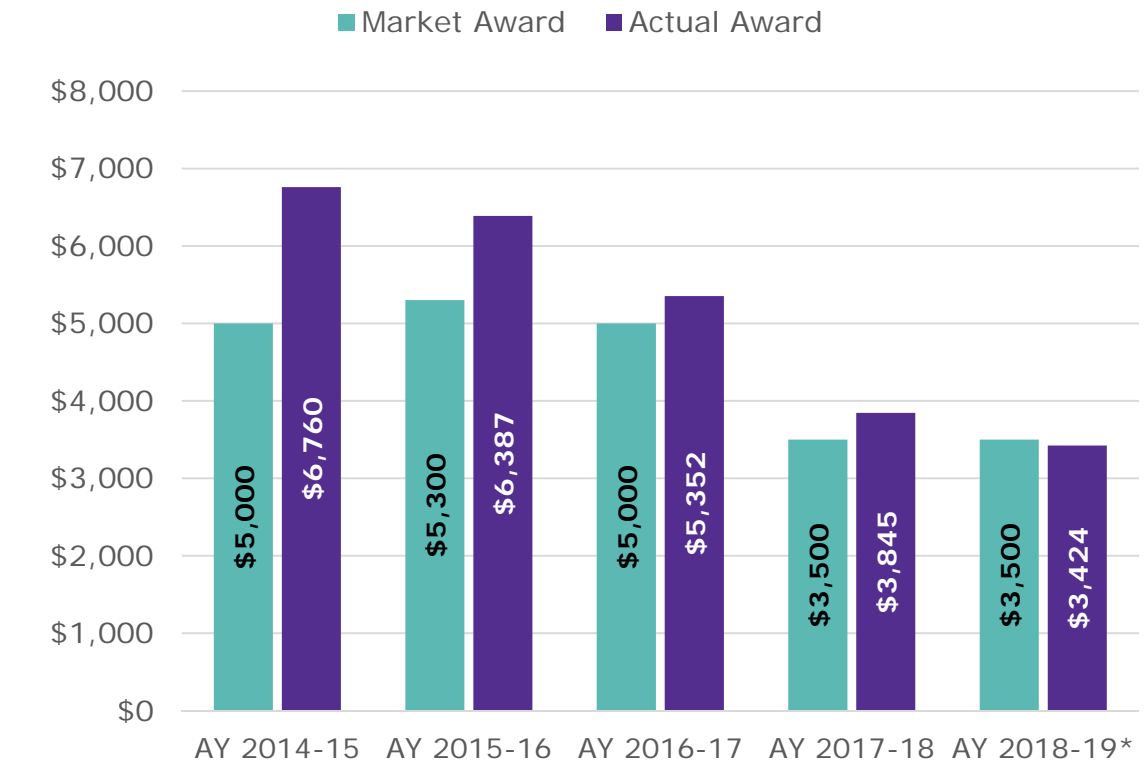
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- **Advance & Change Admissions Processes**
  - Implement New protocols such as: admissions essay, letters of recommendation, AP tests and scores, SAT II Subject tests new application deadlines, Early Action, Wait List
  - Establish and re-brand new academically elite admissions programs from just scholarships: *President's Scholars*, *Provost's Scholars Program* and *Florida Poly Scholars*
  - Explore, design and develop residential Top Talent Summer High School Computer/Engineering Academy
- **Implement strategies to increase domestic-out-of-state, international, and transfer students**
- **Report progress on these tactics at each board meeting**

# All universities use financial aid as a critical part of admissions

- In five years our aid has declined by ~50%
- At the same time, mean test scores for incoming classes have increased
- We are now competing not as a startup but as an established university
- Aid is a critical of how we compete

Average Award by Year (Undergraduate)

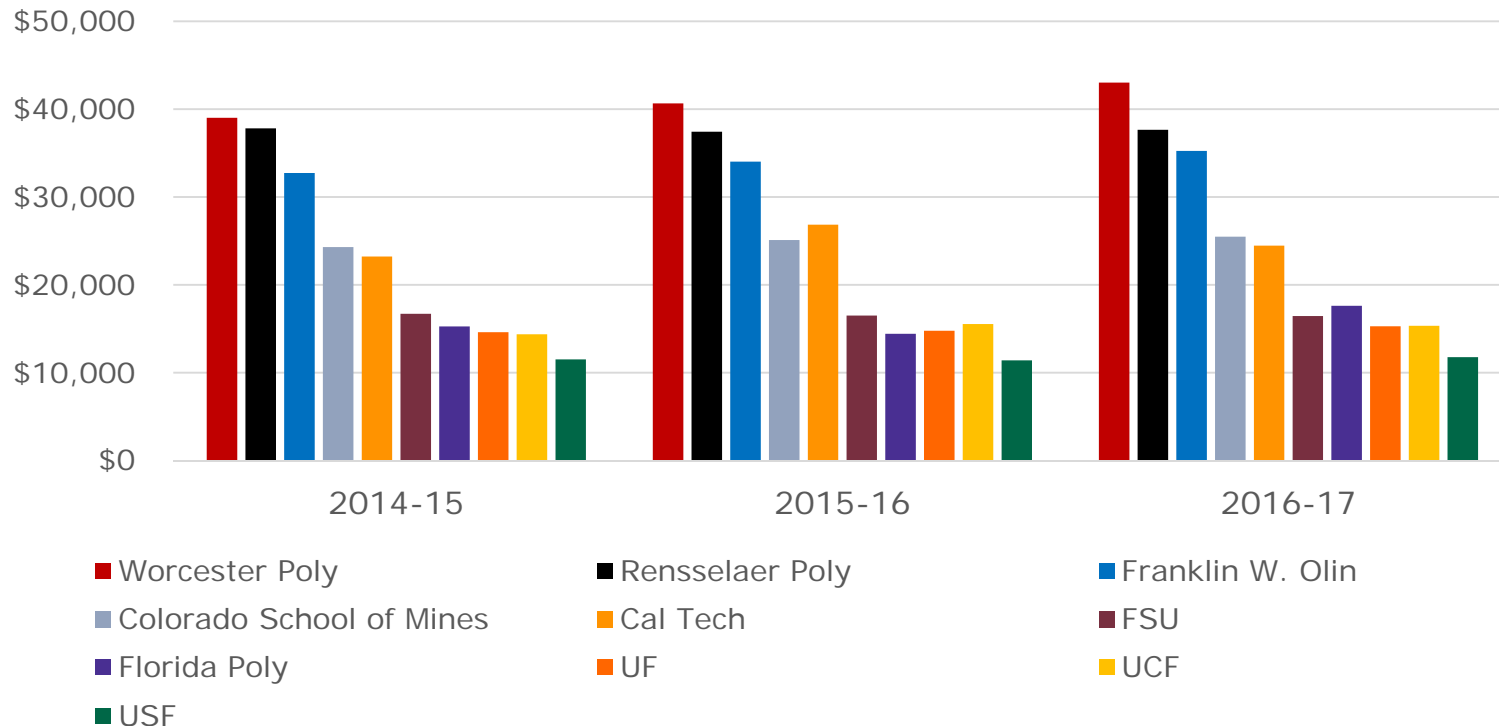


\*Projected (2018-19 does not include spring and summer)

*Market award is average across incoming students excluding out of state waivers, actual award is cumulative across student body*

# Based on "Net Price" we are a great value nationally

Average Net Price – SUS & STEM Institutions

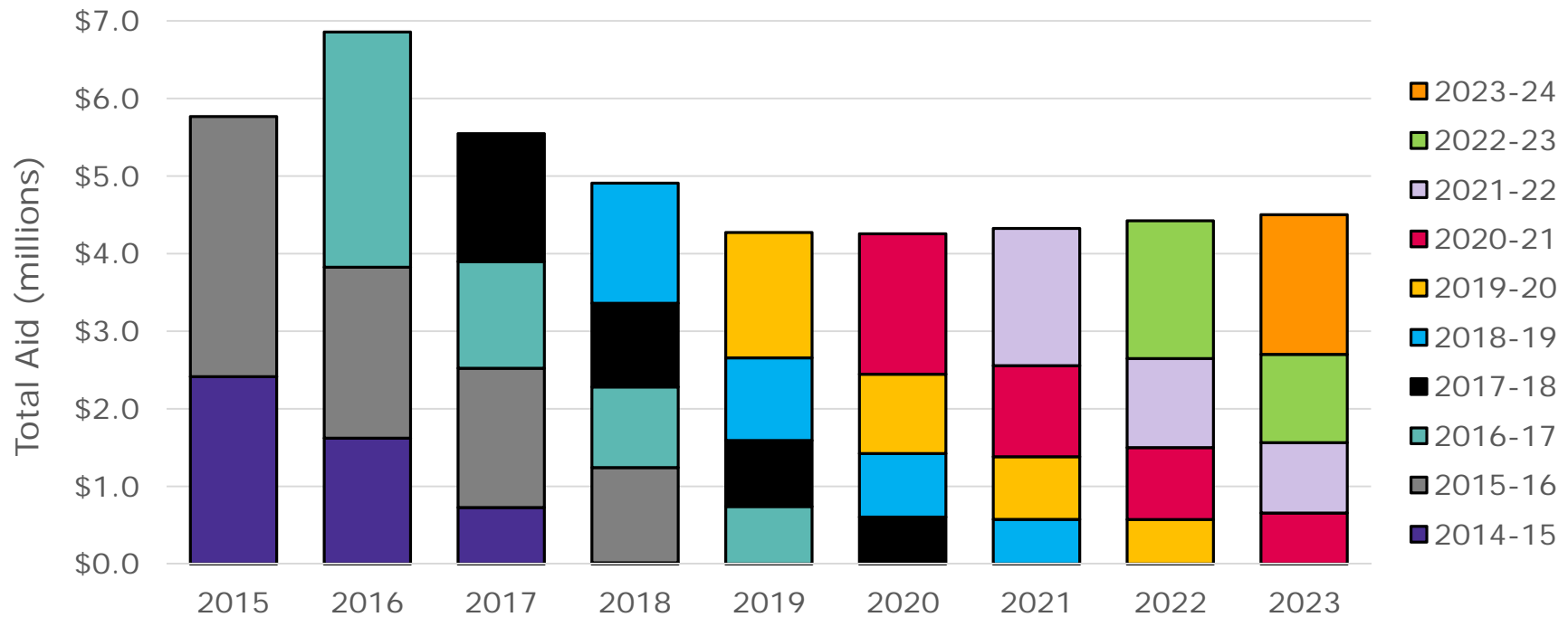


- **Florida is a VERY competitive marketplace!**
- **As we solidify our market position we need to carefully position our financial aid for success**



# Forecast Aid by Cohort

### Forecasted Aid by Cohort



Scholarships at \$3500 Average in 18-19 with gradual reduction in average awards. Model uses enrollment per accountability plan; Includes 6 Presidents Awards, and 7 new Out of State Fees Waivers each year, \$26,000 in additional Presidents Nominee Awards per year.

# We have forecast enrollment based on three models

- Over Perform:**

- Increase incoming students by 10%
- 79% and higher retention rate
- 60% or higher graduation rate

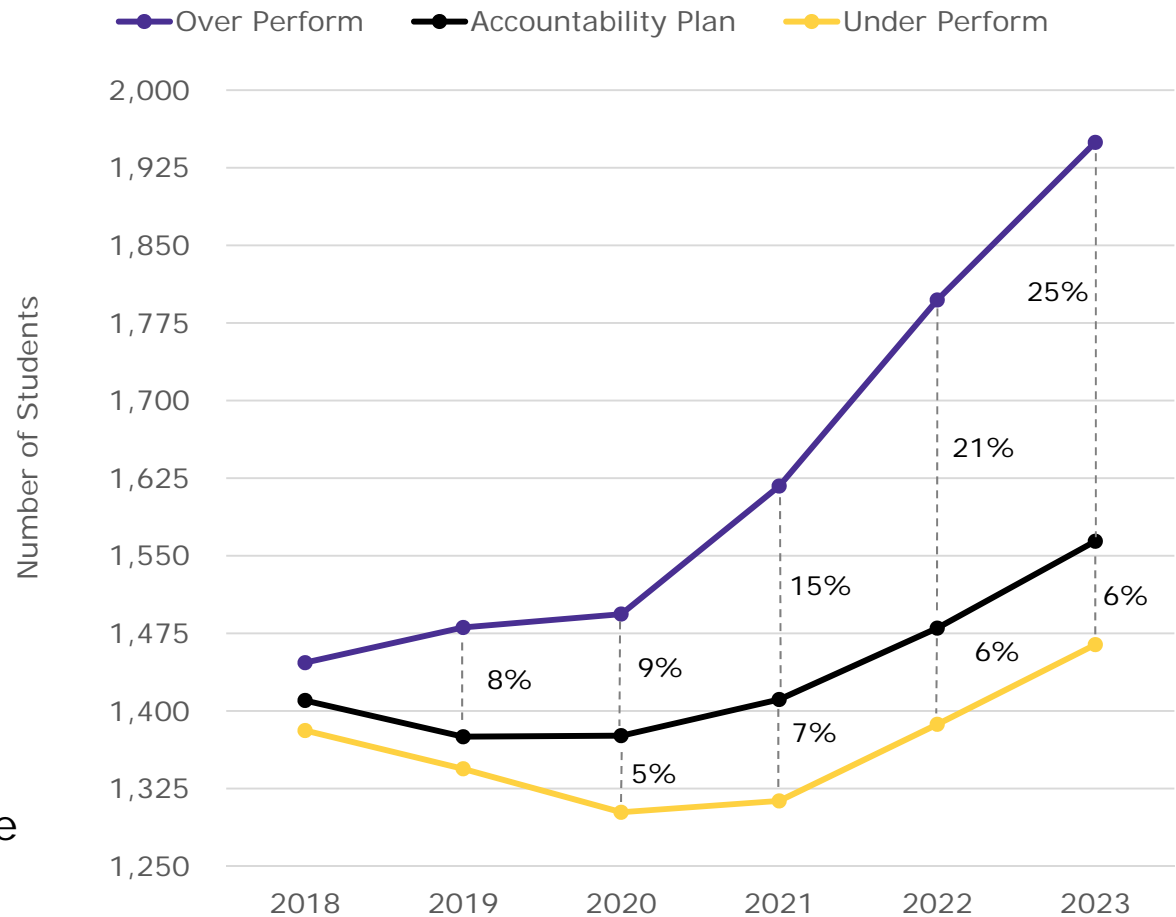
- Accountability Plan:**

- Steady growth
- 72-75% retention rate
- 40% four-year graduation rate

- Under Perform:**

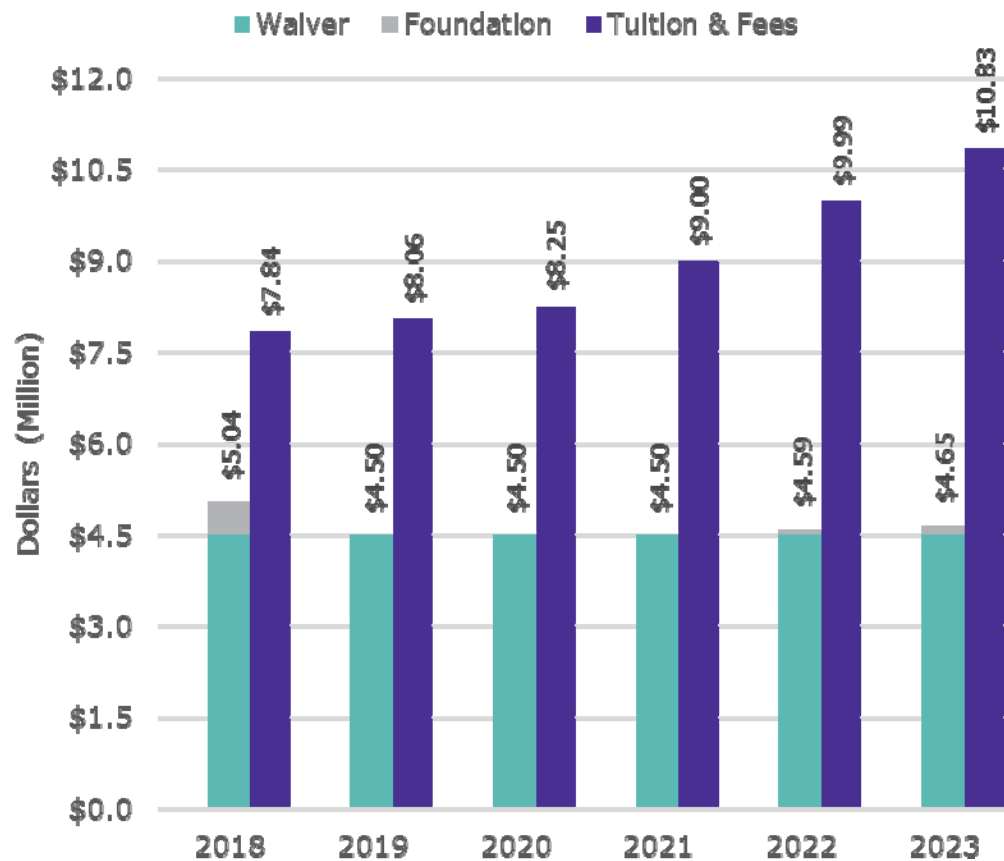
- Decrease Incoming Students
- 72-75% Retention Rate
- 40% Four-Year Graduation Rate

Projected Total Headcount



# Aggressive Growth in the student body shows increase in revenue

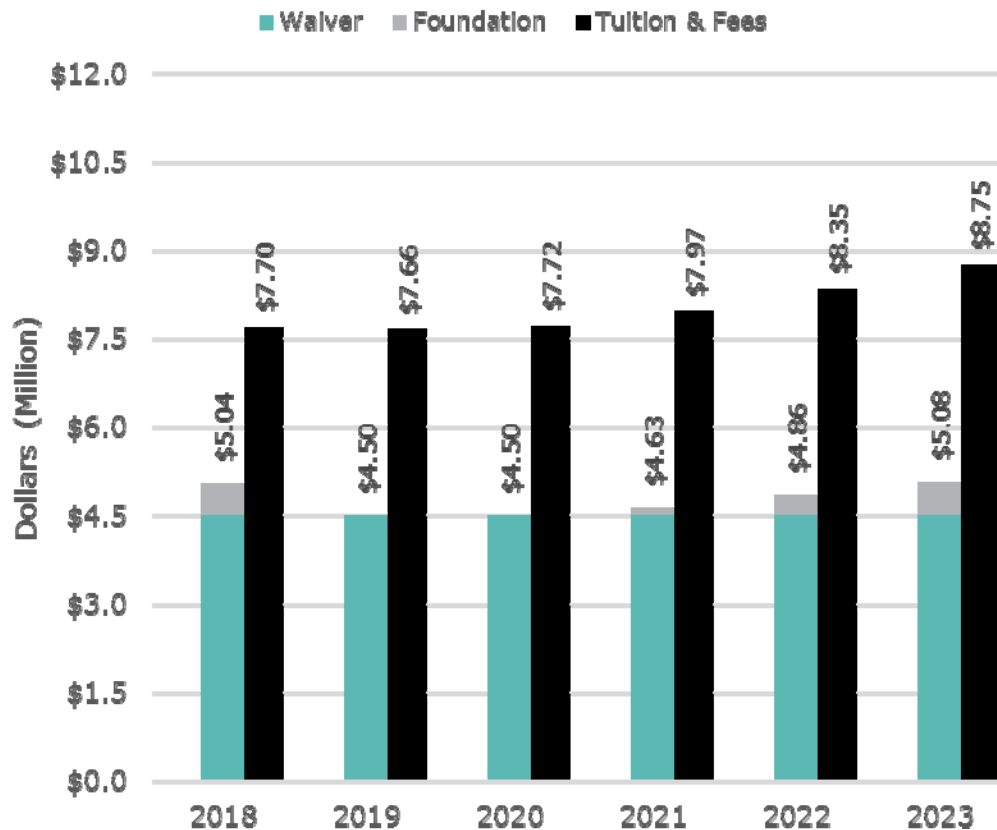
**Potential Revenue & Cost**  
(Slow Decline Scholarship and Over Perform Enrollment)



- **Highest potential revenue (tuition & fees)**
  - And Highest Net revenue, \$4.50M in 2021
- **Challenges:**
  - Sustained growth in admissions and academic success
  - Relationship between aid and enrollment
  - Campus capacity
  - This model must balance academic qualifications with incoming class size

# The Accountability Plan shows more modest growth in revenue

**Potential Revenue & Cost**  
(Flat Scholarship and Accountability Plan Enrollment)



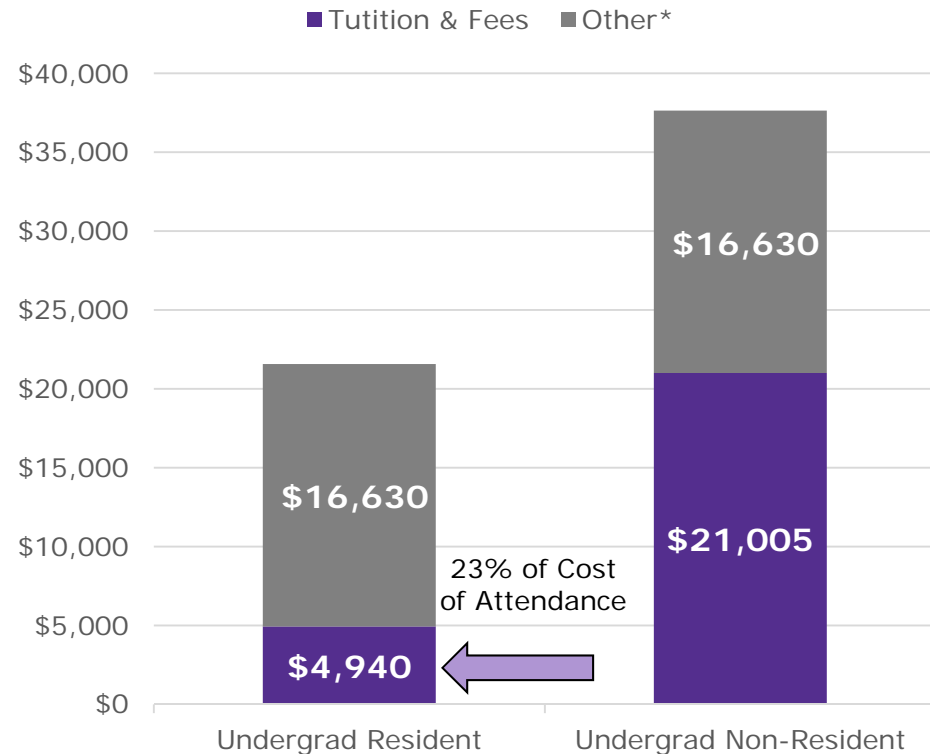
- Increase in potential revenue overtime
  - 2021 \$3.22M
- Less strain on all systems
- Challenge:
  - Net revenue growth is not large



# Financial Aid “Packaging” has a four year effect on our revenue

- **Tuition & Fees is 23% of total cost of attendance**
- **The institutional aid that we “package” is provided to students as a four-year commitment**
  - Students must maintain a 2.75 GPA or better to retain their scholarship
  - Scholarship expires after four years
- **Institutional revenue depends on:**
  - Aid provided and student/scholarship retention
  - Student body size

**Estimated Cost of Attendance**



# Institutional Aid is used to attract the “correct” student body

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- **We have succeeded in attracting a well qualified student body**
  - We have not succeeded in improving diversity
- **Institutional aid per student has declined dramatically since 2014**
- **Our recommendation is:**
  - Maintain aid per student at approximately the current level
  - Provide regular forecasts of a five year aid obligation
  - Maintain total aid via scholarship and fee waivers at or below \$4.5M
  - Work with the foundation to determine a similar maximum spending authority

## Admissions and Financial Aid will begin recruiting students this fall

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- We need to start to package aid in November to be competitive
- We seek the authority to start to begin this process now
- **Institutional aid that uses tuition and fee waivers will be tracked on a monthly basis**
  - Forecast will be reported to the board within the Academic and Student Affairs Committee at each meeting
  - Forecast of aid will not exceed a total of \$4.5M in waivers

# Student Services

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- **Discussions for today**
  - Mental Health Services
  - Career Services
  - ASC Events
  - Communications Strategy with Students
- **Mental Health Services**
  - Florida Poly changed from a single counselor model to a network model with a Case Manager
  - Overview description is provided in the Board Materials
  - Network Model provides on-demand service with guaranteed maximum wait times
  - Network Model provides diversity of services and individual
  - Services are provided on-site or, if a student prefers, off-site
  - Case Manager provides management of student “care” team and appropriate information from counseling staff

# Student Services

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- **Career Services**
  - AY 2018-19 will be a building year
  - Hiring a new Associate Director
  - Establish a “location” for career services
  - Goal: grow our ability to provide internships and post-graduation jobs for our students
- **Academic Success Center**
  - Continues to be the “front-line” advising service for degree progression advising
  - 27 sponsored workshops in the fall semester
  - Calendar of events included in the board materials
- **Communication Strategy for Students**
  - Effective Team effort over the summer with AA, Presidents Office, Communications
    - *Result: the weekly phoenix, the Poly APP*



# Graduation Rate Improvement Plan

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- **This plan was added last year at the Board of Governor's request for all in the SUS**
- **Primary measure is the fraction of students that graduate in four years (FTIC)**
  - The graduation rate for our first cohort was: 37%
  - Within the SUS the range for the 2013 entering class was 21.8% to 68.4% (mean: 41.2, median: 33.7)
- **Secondary measure is the retention rate and the academic progression rate**
  - Retention: fraction of FTIC students that return for their sophomore year: Fall 2017, 72%, fall 2018 79% (preliminary)
  - Progression: fraction of FTIC students that return for their sophomore with a GPA of 2.0 or better: fall 2017, 64%
- **The Plan includes multiple activities to promote a high graduation rate**

# Graduation rate support activity dashboard

<u>Item/Brief Description</u>	<u>Date</u>	<u>Unit(s) Responsible</u>	<u>Progress</u>
P1. Cohort Tracking	5-Sep	IR/ASC	Yellow
P2. ASC Advising	5-Sep	ASC	Green
P3. FTIC Registration	5-Sep	Registrar	Green
P4. Demand-based registration	5-Sep	Registrar	Light Green
P5. Trailer Sections	5-Sep	Departments	Orange
P6. Summer Catch-up	5-Sep	Departments	Orange
P7. 3-yr Course Rotation	5-Sep	Departments	Orange
P8. EM Team	5-Sep	Vice Provosts	Light Green

# Graduation rate support activity dashboard (part 2)

<u>Item/Brief Description</u>	<u>Date</u>	<u>Unit(s) Responsible</u>	<u>Progress</u>
C1. Common First Year and Foundations Sequence	5-Sep	Vice Provost A&I	
C2. Feedback	5-Sep	Vice Provost A&I	
F1. Aid v Work	5-Sep	Financial Aid	
F2. FA Literacy	5-Sep	Financial Aid	
F3. FSAG to 15 credits	5-Sep	Financial Aid	



# We are currently developing three new degrees

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- **Engineering Mathematics**
  - Established collaboration with University of Bristol
  - Draft Curriculum is built
  - Fall will be used for Review and Faculty level approval
  - Will start to recruit faculty mid fall
- **Engineering Physics**
  - Collaboration likely with UC Berkeley
  - Draft Curriculum is built
  - Fall will be used for Review and Faculty level approval
  - Will start to recruit faculty mid fall
- **Environmental Engineering**
  - Collaboration with FIPR
  - Curriculum to be developed this fall
  - Initial hiring model to be joint appointment with FIPR

## We are also adding new concentrations to existing degrees

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- **Development time line is not as long**
- **Entrepreneurship concentration is nearly finalized**
  - Set up as a certificate program
  - Uses 6 units of summer coursework after freshman and sophomore year
  - Capstone design in the senior year
  - Intent is to launch this year
- **Aerospace concentration and Biomedical Engineering concentration will be the next development efforts**



# ABET Timeline

Date	Activity
October 1, 2017	Submitted Readiness Review
December 2017	Permission to Request Evaluation
January 31, 2018	Submitted RFE plus transcripts
April 2018	ABET Assigned Team Chairs
May 11, 2018	Curriculum Advisory Board Meetings for each program
July 1, 2018	Self-Studies Due
July 19, 2018	ABET Institutional Representatives Meeting
<b>July – October</b>	<b>Significant Effort to address PEVs’ questions, prep for site visit, compile course folders and other evidence Summer space reconfiguration</b>
October 2018	On-site Visits Oct 7 – 9, 2018 CAC Oct 21 – 23, 2018 EAC
Summer 2019	Decision



# Faculty Hiring Status

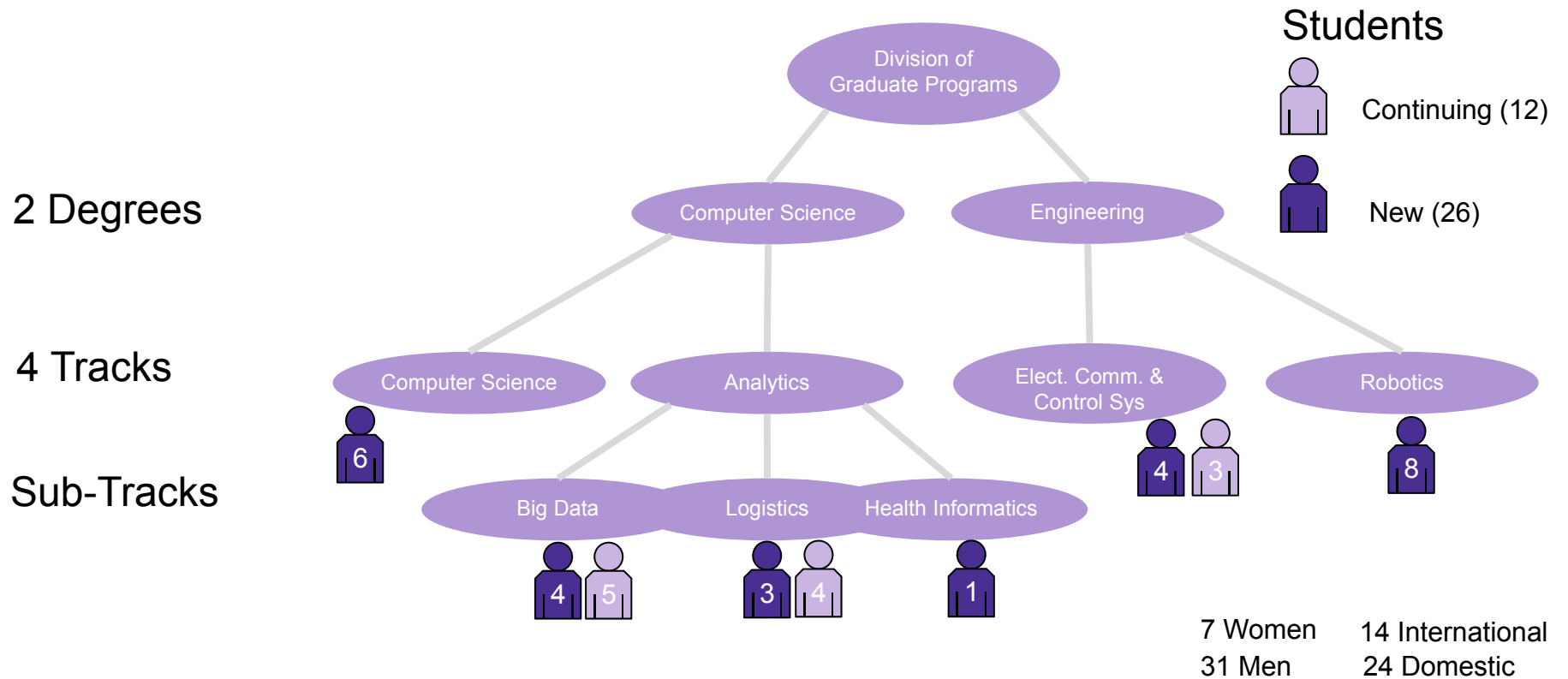
Position	Resumes Reviewed	Phone Interviews	On Site Interviews	Offers made	Offers accepted May 2018	Offers accepted forecast	Offers accepted actual
Computer Engineering	58	5	3	1	1	1	1
Mathematics	85	17	2	1		0	0
Computer Science	124	31	10	4	1	2	2
Mechanical Engineering	193	21	7	4	2	3	2 (1 pending)
English	60	8	2	1	1	1	1
DA&STM	132	12	9	5	1	1	3
Electrical Engineering						1	1
Total						9	10

## Faculty hiring calendar for 2018-19

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- **Specification of target areas by September 3**
  - Key concepts to support hiring: 1) address threats to curriculum delivery and student experience, 2) add faculty in critical areas to create excellence in existing degrees, 3) add faculty in support of new degrees or concentrations
- **Committees staffed, ads developed by September 18**
- **Review of resumes starts November 1**

# Division of Graduate Programs Summary



## Faculty involvement

- 4 faculty research awards providing graduate student funding
- At least 12 faculty graduate student advisors

# Graduate Program Accomplishments

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- **2018 Actions Implemented**
  - Put in place Graduate Program Director with longevity of appointment
  - Changed name of Innovation & Technology to Computer Science
  - Established “tracks” for the program
  - Implemented Robotics Track for the first offering in Fall 2018
  - Aligned Financial Aid to be more like the mainstream (Stipend + tuition)
  - Admissions: using faculty chairs and identifying a potential thesis advisor
  - Began to target recruiting based on Faculty networks and strategic international focus
  - Received Fulbright fellowship graduate student

# 2018-19 Graduate Program Activity and Milestones

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- **Academics**

- Publish Graduate Student Handbook (Fall 2018)
- Add Mechanical Engineering Track (ready for Fall 2019)
- Create Analytics Degree (Third Degree)
- Evaluate other possible new tracks

- **Recruitment**

- Begin marketing and recruiting efforts in September 2018
- Fix web site and online faculty profiles
- Increase faculty network recruiting
- Continue strategic international outreach
- Goal: 40 new graduate students for Fall 2019



# 2018-19 Graduate Program Activity and Milestones (part 2)

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- **Program Support**

- Faculty grant writing workshop
- Faculty workshop on graduate student mentoring (by Spring 2019)
- Identify strategic grant and partnership opportunities and connect faculty with funding partners (Beginning Fall 2018)
- Create SBIR/STTR partnerships (Beginning Fall 2018 together with the Entrepreneurship Program)

# Technology & Pedagogy

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- **Director of Teaching & Learning**
  - Offer is out...awaiting response
- **Recent Activity**
  - Baseline Canvas (LMS) training
  - Curriculum and Instruction Guidelines Developed around areas such as
    - *Syllabus standards*
    - *Common & Final Exams*
    - *Course Coordinators*
    - *Professional Advising/Faculty Mentoring model*
- **Planned Activity**
  - Advanced Canvas (LMS) training
  - Advanced Assessment Training (propagating ABET best practices across all programs—supports SACSCOC as well)
  - Active-Learning Presentation and Discussions
  - Course Observation Program
  - Formative Student Feedback Program

# The Key Messages for Today

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- **Admissions and Financial Aid**
  - Significant evolution this year to move us forward
- **Student Services**
  - **A significant change in our mental health support strategy**
- **Four year graduation plan**
  - Proposed dashboard that we will use to track and report progress
- **Degree Program Additions**
  - Timeline of activity reported
- **Student and Faculty Diversity**
  - Discussion at a later meeting
- **Graduate Programs**
  - Significant change in the program
- **Technology and Pedagogy**
  - Report on activity

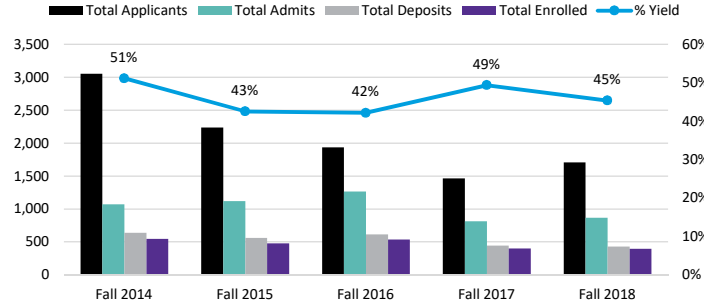
# **Board of Trustees Academic & Student Affairs Committee Meeting**

**Wednesday, September 5, 2018**

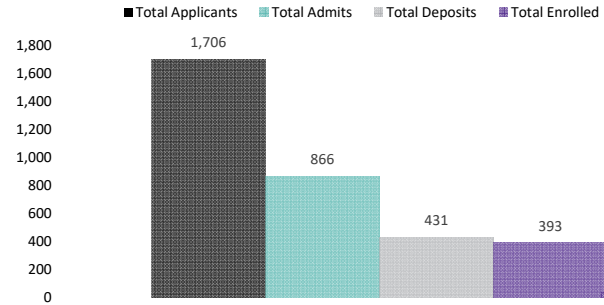
## **Supporting Materials that will not be presented**

<b>Admissions Dashboard.....</b>	<b>Page 2</b>
<b>Academic and Student Success Center Activities and Calendar.....</b>	<b>Page 4</b>
<b>Executive Summary of Mental Health Care Delivery Model at Florida Poly.....</b>	<b>Page 7</b>
<b>Four-Year Graduation Improvement Plan.....</b>	<b>Page 9</b>
<b>Four-Year Graduation Improvement Plan Dashboard.....</b>	<b>Page 12</b>
<b>Four-Year Graduation Improvement Plan Dashboard Legend.....</b>	<b>Page 13</b>
<b>Entrepreneurship Executive Summary.....</b>	<b>Page 14</b>

### Summary by Term



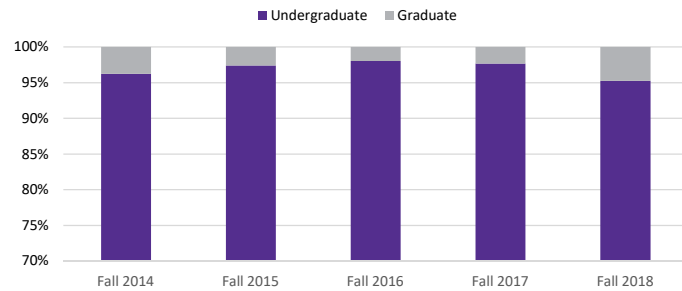
### Fall 2018 Admissions



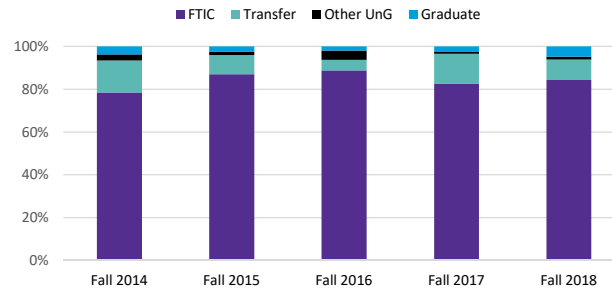
**Key Definitions:**

- **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



### Admits by Student Type

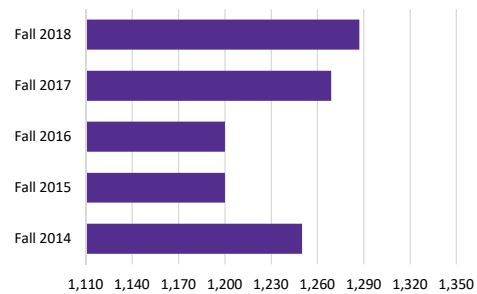


\*Projected

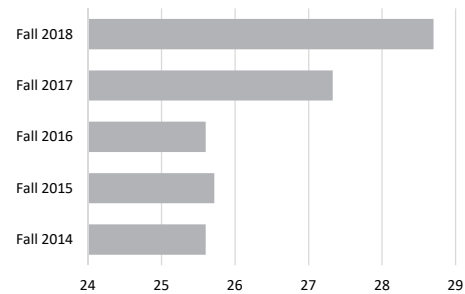
**Key Definitions:**

- **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.

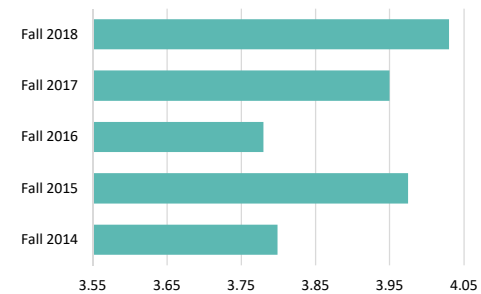
### Average SAT (Enrolled)



### Average ACT (Enrolled)



### Average HS GPA (Enrolled)



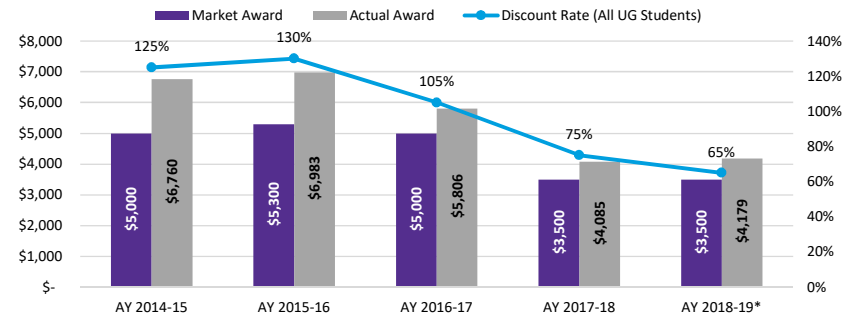
*Notes: Test scores and HS Grade Point Average (GPA) shown for FTIC only.*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Applicants	3,054	2,239	1,935	1,465	1,706
Total Admits	1,069	1,118	1,267	812	866
Total Deposits	640	558	613	444	431
Total Enrolled	547	476	534	401	393
% Yield	51%	43%	42%	49%	45%
Average SAT	1,250	1,200	1,200	1,269	1,287
Average ACT	26	26	26	27	29
Average HS GPA	3.80	3.98	3.78	3.95	4.03

	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

**Average Award & Discount Rate  
(Undergraduate Students)**



\*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)



## Fall 2018 Workshops

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Aug 28, Sept 5, 13, 17

ASC: Libraries@FLPoly

Poly's library is wherever you want it to be, with its all-access digital format. Navigating the expanses of information available to you takes a little bit of guidance at first! Join the ASC library specialists to learn how to maximize the services available through Poly's library.

Aug 27, Sept 4, 12, 20

ASC: Success@FLPoly

Successful students are not simply lucky or blessed with natural talent in "studenting." They've learned strategies to help them excel. You can learn those strategies, too. In this session, the ASC coaches will be sharing ideas about time management, note-taking, professional emails, and study groups.

Sept 11, 18, 25

ASC: Applying to Grad School

If you're beginning your Senior year, it's time to think about graduate school—if that's what you're into. A lot needs to be done during the months of September and October if you intend to join a Master or PhD program! Come learn how to find your perfect school, get your recommendation letters, and write your entrance essay.

Sept 5, 19, Oct 10, 24, Nov 7, 28

ASC: MakerSpace Workshops

Do you want to add to your university experience by learning even more stuff? Join the ASC in the MakerSpace lab for workshops. During this series, students will learn creative and innovative strategies using 3D modeling software, additive manufacturing equipment, and industry certification opportunities.

Sept 6, 20, Oct 11, 25, Nov 8, 29

ASC: Academic Mentor Program

Transitioning from high school to University is a big adjustment for most. The Florida Poly Academic Mentor program seeks to assist in that transition by offering a mentor program for incoming freshmen. Mentors work with mentees during that first year of school, by providing support and guidance. Contact Carolina Barrios at [cbarrios@floridapoly.edu](mailto:cbarrios@floridapoly.edu) for more information.

Oct 1, 15, 29, Nov 19

iLEAD Florida Poly

A four-part leadership series focused helping students develop leadership qualities. Each session will feature a new leadership quality.

## AUGUST

M	T	W	R	F
27 Success@FLPoly Aula Magna 3-5	28 Libraries@FLPoly Aula Magna 3-5	29	30	31

## SEPTEMBER

M	T	W	R	F
3	4 Success@FLPoly Aula Magna 3-5	5 Libraries@FLPoly Aula Magna 3-5  Makerspace Workshop IST-1028 5-7	6 Academic Mentor Program ODS/Testing Center 3-5	7
10	11 Applying to Grad School Aula Magna 3-5	12 Success@FLPoly Aula Magna 3-5	13 Libraries@FLPoly Aula Magna 3-5	14
17 Libraries@FLPoly Aula Magna 3-5	18 Applying to Grad School Aula Magna 3-5	19 Makerspace Workshop IST-1028 5-7	20 Success@FLPoly Aula Magna 3-5  Academic Mentor Program ODS/Testing Center 3-5	21
24	25 Applying to Grad School Aula Magna 3-5	26	27	28 College Career Fair at POLK STATE 8-3



## OCTOBER

M	T	W	R	F
1 iLead Florida Poly (Part 1 of 4) 6-8	2	3	4	5
8	9	10 Makerspace Workshop IST-1028 5-7	11 Academic Mentor Program ODS/Testing Center 3-5	12
15 iLead Florida Poly (Part 2 of 4) 6-8	16	17	18	19 Career Day Location, Times TBA
22	23	24 Makerspace Workshop IST-1028 5-7	25 Academic Mentor Program ODS/Testing Center 3-5	26
29 iLead Florida Poly (Part 2 of 4) 6-8	30	31	1	2

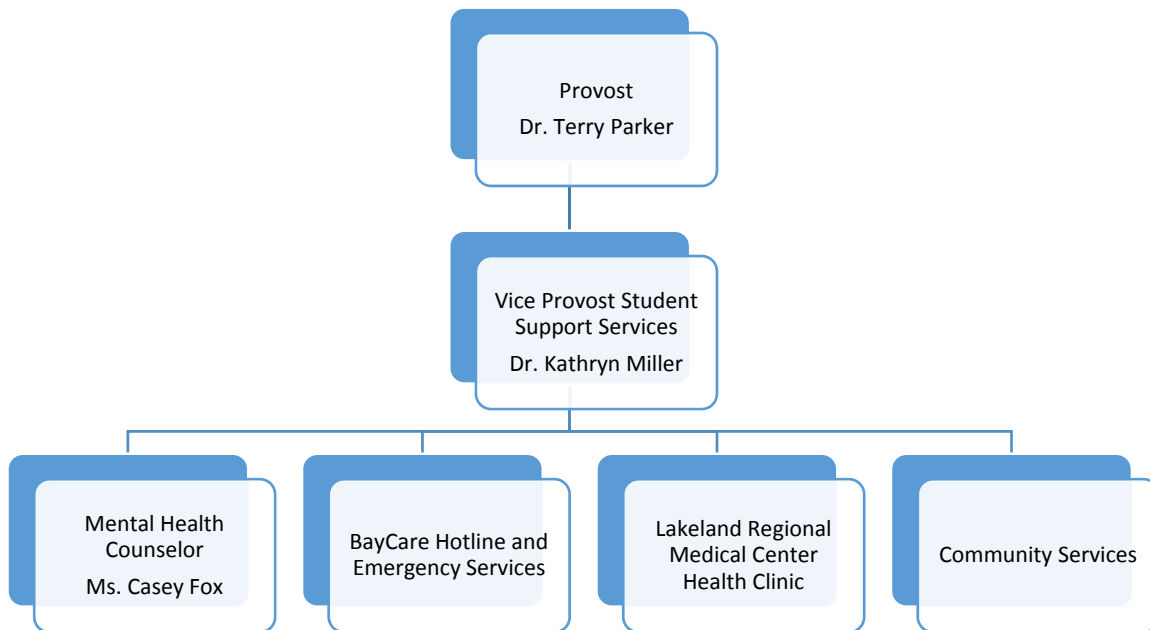
## NOVEMBER

M	T	W	R	F
5	6	7 Makerspace Workshop IST-1028 5-7	8 Academic Mentor Program ODS/Testing Center 3-5	9
12	13	14	15	16
19 iLead Florida Poly (Part 2 of 4) 6-8	20	21	22	23
26	27	28 Makerspace Workshop IST-1028 5-7	29 Academic Mentor Program ODS/Testing Center 3-5	30

## Executive Summary of Mental Health Care Delivery Model change at Florida Poly

**Background:** Florida Poly has adopted a network-based, tiered-service model for Mental Health Counseling. This new model guarantees service response times and provides better management of emerging difficulties with students. The model relies on a network service provider (Baycare) and a university employed Case Manager. The transition to this model started on June 26<sup>th</sup> and the single campus mental health counselor was laid off.

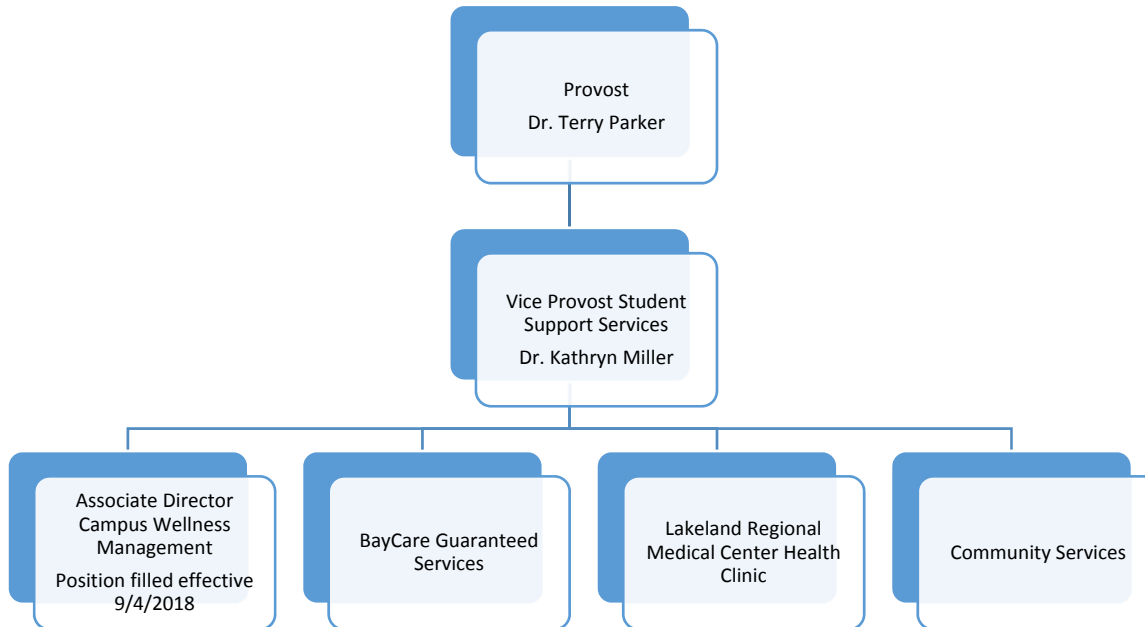
**The Old Model:** Historically Florida Poly provided counseling services in a traditional manner with a single mental health counselor. With a single Mental Health Counselor on campus, students would seek appointments with her directly via email. When the Mental Health Counselor was absent, her email directed students to a hotline, Baycare, Peace River Crises response, and National Suicide Prevention lifeline.



*Organization Chart for the “Old Model”*

**The New Model:** The “new model” focuses on improvements in overall care by establishing a contractual relationship with a network mental health provider and by adding a university employed Case Manager. The network relationship provides diversity in staff available to students and also provides guaranteed response times to student needs. The Case Manager provides first point of contact service for students and also leads the CARE team that monitors emerging difficulties with students or student groups.

When the single Mental Health Counselor position was eliminated, the university informed all students that they could get support by: 1) calling 863-874-8652, 2) the BayCare Student Assistance Program, (call 800-878-5470 (24/7) or email [baycaresap@baycare.org](mailto:baycaresap@baycare.org)), 3) email [Care@Floridapoly.edu](mailto:Care@Floridapoly.edu). Faculty were also provided with this information. An organization chart that shows the Network Model is provided in the following figure.



### *The New Model*

**Details of the New, Network-based, Mental Health Counseling model.** The tiered-service model provides 24/7 phone support for all students, and, in addition, guarantees that students who self-identify or otherwise identify mental health concerns will be seen by a mental health professional within 6-72 hours, depending on the level of need:

- **Emergent** – Person is experiencing acute symptoms and may be at-risk to self or others. A telephone assessment can be made to determine risk and a face-to-face appointment will be made available within 6 hours of the initial contact.
- **Urgent** – Person is experiencing moderate symptoms, which are causing disruption in his or her life. A face-to-face appointment will be made available within 24 hours of first contact.
- **Routine** – Person requests to speak to a counselor about a problem or issue affecting his or her mental health. A face-to-face appointment will be made available within three (3) business days of first contact.

As a part of this change in delivery model, we have added a University Employee: The Associate Director, Campus Wellness Management. This position functions in a case manager capacity and will serve as the primary point of contact for faculty and staff who express concerns regarding students; will utilize non-clinical student consultation to improve the level of behavioral functioning for students of concern. This position will be a first point of contact to assess student behavior situations and ensure that students are connected with resources in a timely manner. The position also supports students who return to campus after a critical experience.

The new model works to provide mental health support to all Florida Poly students and does not limit access due to a single Mental Health Counselor's availability. Students have access to a variety of service providers who specialize in a wide range of mental health issues.



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

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

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

### Academic & Policy/Procedure

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

### Curricular

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



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

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

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



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

Certification: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair, University of Board of Trustees)

**Board of Governors Four-Year Graduation Rate Improvement Plan Dashboard**  
**Florida Polytechnic University**  
**Board of Trustees**  
**9/5/2018**

<u>Item/Brief Description</u>	<u>Date</u>	<u>Unit(s) Responsible</u>	<u>Progress</u>	<u>Notes</u>
P1. Cohort Tracking	5-Sep	IR/ASC		IR tracks persistence (term-to-term); all FTIC have been registered for fall; priority registration for spring--process in progress
P2. ASC Advising	5-Sep	ASC		ASC advises students based on degree plan--
P3. FTIC Registration	5-Sep	Registrar		FTICs are automatically registered for incoming fall term. The common freshman year enables this so students enter regardless of major and can start out on-track. This is the second year we've done this.
P4. Demand-based registration	5-Sep	Registrar		My sense is that this is well on its way
P5. Trailer Sections	5-Sep	Departments		Progress begun on P5-7. Continue to develop over fall term.
P6. Summer Catch-up	5-Sep	Departments		
P7. 3-yr Course Rotation	5-Sep	Departments		
P8. EM Team	5-Sep	Vice Provosts		
C1. Common First Year and Foundations Sequence	5-Sep	Vice Provost A&I		Reviewed course content and redeveloped for fall term offerings; spring term pending more review; hired FYE instructor/coordinator to shape content and ensure quality and consistency across sections. Curriculum focused on Academic and Professional skills, teamwork, project design, leadership.
C2. Feedback	5-Sep	Vice Provost A&I		Implemented Attendance tracker in LMS, est. guidelines for turnaround time on tests and substantial assignments.
F1. Aid v Work	5-Sep	Financial Aid		Must start in fall semester
F2. FA Literacy	5-Sep	Financial Aid		Must start in fall semester
F3. FSAG to 15 credits	5-Sep	Financial Aid		Must start in fall semester

## Code

## Four-Year Improvement Plan (2018)

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

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

#### Academic & Policy/Procedure

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7. Developing 3-year course rotation to assist in planning that includes repair pathways and summer fast-lanes.
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  - c. Foster campus enculturation through co-curricular engagement and career positioning and exploration.
2. Developing and implementing policies and practices to ensure timely feedback to students and early-alert systems.

- P1. Tracking
- P2. ASC Advising
- P3. FTIC Registration
- P4. DBR
- P5. Trailer Sections
- P6. Summer Catch-up
- P7. Course Rotation
- P8. EMCommittee

- C1. CFY
- C2. Feedback

- F1. Aid v Work
- F2. FA Literacy
- F3. FSAG

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

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

1. Aid packages to incentivize students to limit work during the school year to 20 hours or less.
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## **Executive Summary: Florida Polytechnic University's Entrepreneurship Program**

The Entrepreneurship program has five goals at this stage of development: (1) Establish curricular support for entrepreneurship (2) Generate sustainable co-curricular activity (3) Support startup activities at Florida Poly (4) Support Florida Startups with Florida Poly talent and (5) Keep STEM graduates in Florida. For the next year, from September 2018 to September 2019, these goals will be supported by four parallel lines of activity.

### **In the Curriculum**

To date we have one active entrepreneurship class, ENT2112 Entrepreneurship Opportunity Analysis, with about 40 students taking this class every semester. A new Entrepreneurship Certificate program has been approved at the committee level and is set to launch Summer 2019 with a 4-course sequence taken over two summers. Over the course of this next year we will work refining syllabi, integrating into the Department of Data Science and Business Analytics, identifying instructors and marketing to students in preparation of this launch. The goal is to have 20 students complete the first two courses by August 2019.

### **Along Side the Curriculum**

The Phoenix Nest is a scalable, web-based platform that tracks participants through the stages of creating a viable business. Conceived of and developed by Justin Heacock, Entrepreneurship Coordinator, it is Poly's answer to the capital intensive, often results-challenged, start-up incubators that many institutions have created. The Phoenix Nest provides many of the benefits of a physical incubator – team formation, entrepreneurship education, connection to mentors, access to prototyping spaces – but is scalable to 100's if not 1000's of participants by tracking their actual progress toward a viable venture and focusing resources (like mentoring and money) on those who have made measurable progress. A beta release of the platform will occur in September of 2018 with a goal to have 50 students participate and 100 ideas submitted by the end of calendar year 2018. The goal is that, out of those students, at least 10 students (3 teams) to be in pilot user stage - meaning they have an active startup - by August 2019.

We will also establish a regular Entrepreneurship speaker series with accompanying networking events for students and faculty. There will be four of these events over the course of the next year. These events do not typically have measurable outcomes, but can significantly enhance the chances of success of Florida Poly startups as students and faculty build relationships with leaders in the business, entrepreneurship and investment communities.

### **Hands-on Experience**

Currently, students are exposed to entrepreneurship through club activity, occasional lectures, and competitions. To date, Poly students have won over \$30,000 at state and local entrepreneurial competitions for their ideas. Moving forward, we would like to support Florida startups with Florida Poly student interns, which will require active vetting and mentoring to be successful for both the students and the startups. We plan to identify one or two specific opportunities over the next year and employ them to develop scalable policies and procedures for student internships with early stage startups.

## Growing Florida

The federal government makes billions of dollars available to small businesses each year through the SBIR/STTR grant program. Florida Poly will develop an outreach program to help identify potential startup companies in Florida that could be successful recipients for these grants in collaboration with Florida Poly research talent and facilities. This will bring new dollars to Florida while supporting Florida small businesses and startups with Florida Poly talent. We intend to identify at least one strong opportunity and work with a company and Florida Poly faculty to submit an SBIR proposal by Fall of 2019.

We currently have a semi-private office for our entrepreneurial students in Catapult, the business incubator in Lakeland, and we have had engagements with Tampa Bay Wave, Tampa's technology incubator and accelerator. Over the coming year, we will develop policies and procedures for directly engaging with vetted startups from these and other organizations such that Florida Poly faculty and students can productively engage and gain value from assisting these Florida early-stage startups.

## Timeline and Milestones

