

2019
Accountability Plan

**FLORIDA
POLYTECHNIC
UNIVERSITY**

REVISED PLAN – APPROVED BY THE UBOT

8/12/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

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

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

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



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MISSION STATEMENT

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



STATEMENT OF STRATEGY

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

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

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



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

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

Florida Polytechnic University's greatest strengths are:

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

Opportunities for Improvement include:

- Enrollment: The university must continue to grow. New staffing and improved operations in admissions enable us to target top candidates in Florida and keep them in the state; adding three new degree programs in fall 2019 provides students and the state with more STEM-focused educational opportunities; increased emphasis on attracting transfer students including a recent agreement with Polk State College (with a new 2+2 agreement); and a pending favorable ABET decision demonstrates the quality of our academics.
- Academic Progress Rate: Several efforts are underway to improve this rate, including changes in institutional aid and course withdrawal policies; better training for Success Coaches, increased academic support for high DFW and gateway courses.
- Time to Degree: Efforts include a partnership with Complete College America's 15 to Finish to drive toward a culture of completion and incentivized summer pathways are just a few of the initiatives underway.
- Degrees Awarded: Our mission culminates and graduating highly skilled technology leaders. All of our initiatives – emphasis on enrollment, increased transfer agreements, industry-relevant curriculum, and more – drive towards growth in degrees awarded and economic impact.

Summary: Addressing the Challenges

Aggressively addressing these challenges and taking advantage of opportunities will position Florida Poly to achieve five years goals which are: a campus population of 2000 students, a four year graduation rate of 43% (and continuing to build to a 50% rate), an APR in the high 80s, and annual degree production that approaches 400.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Growing Undergraduate Enrollment

As the University enters its next phase (post SACSCOC and ABET accreditations) the focus will be on growing undergraduate enrollment over the next three years. Areas of intended growth include:

- a. FTICs: The market for students interested and qualified to pursue core-STEM degrees in Florida suffers significant losses to out-of-state competition. Targeted recruitment and relationship building with careful financial packaging will enable Poly (and Florida) to keep this talent in-state.
- b. Transfer Students: new agreements in place with more planned; stronger transfer-welcoming presence on University via web (catalog) and on-campus mechanisms to facilitate credit evaluation and degree program advising.
- c. Growing Program Portfolio: For fall 2019, we've added three new programs. With careful planning and market-research, we intend to grow our portfolio of programs to meet industry demands and provide greater options to attract Florida's talented students that become highly effective graduates.

2. Graduate Program Enhancements

Building on our recently formed Graduate Division, we have focused the tracks in our graduate degree programs to clarify program foci in a manner that is attractive and communicates to both prospective students and employers. These restructured programs derive from our undergraduate portfolio and include a professional-oriented engineering management track. Through stronger program coherence and better recruitment messaging we can grow both our Master's in Engineering and Master's in Computer Science in appropriately selective ways, while supporting the faculty's growing research agendas.

3. Growing Research Productivity

The University plans to grow its research volume and over the last half-year has submitted multiple NSF-grants and earned one in the range of \$600,000 in collaboration with USF. In addition, several actions are underway to further research growth:

- a. Increased proposals to foundations;
- b. Maintain a purposely low overhead rate to remain cost competitive;
- c. Targeted hiring (already underway) of faculty who bring extramural funding or show strong propensity for doing so. In the next year, we will focus strongly on building our environmental engineering faculty, where funding portfolios will be a strong consideration.



Graduation Rate Improvement Plan

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

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

Academic

1. Priority advising and registration of all new students began in fall 2018 to ensure they start on the correct path for degree completion. The Academic Success Center closely advises each student on his or her best pathway to graduation.
2. Faculty mentors connect students to career goals. Common exams and syllabus to ensure all sections of critical courses prepare students at a consistent and rigorous standard.
3. “Gateway” courses are provided off-cycle to allow students a chance to recover from class withdrawals and failures. The delivery of summer courses are arranged to provide a pathway to “catch-up” for students getting off track. This includes the development of 3-year course rotations.
4. Implemented Schedule Wizard in spring 2019 to make it possible for students to have access to every possible iteration of a class schedule in seconds – making it easier for students to register. This also optimizes the available course offerings.
5. Academic Affairs Support Services group identifies and recommends major and minor initiatives and actions for implementation, monitors their progress and reports results/findings, identifies gaps and integrates processes into the university's ongoing continuous efforts to increase retention and graduation rates.

Curricular

6. Common Freshman Year (CFY): for nearly all majors the freshman year of required courses is the same, creating peer cohorts and providing students time to acclimate to our rigorous STEM curriculum without having the burden of potential lost credit if they change majors.
7. Continue to develop and implement policies and practices to ensure timely feedback to students and early-alert systems.

Financial Aid

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



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

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

FACULTY ACHIEVEMENTS

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

PROGRAM ACHIEVEMENTS

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

INSTITUTIONAL ACHIEVEMENTS

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



PERFORMANCE BASED FUNDING METRICS

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

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

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

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL
APPROVED GOALS	12,000	12,000	11,500	11,500	.
PROPOSED GOALS	12,000	11,500	11,500	9,000

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	36.6	.	.	.	.
APPROVED GOALS	37	37	34	38	.
PROPOSED GOALS	37	37	39	41

Note: Our first FTIC cohort (2014-18) had no proceeding students. Initial projections include higher than expected course withdrawals and limited course availability which are being addressed to improve this rate. Early projections show that we will have difficulty achieving the proposed goals, particularly in the next two cycles, but we are aggressively working the problem to reach them moving forward.



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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	73.0	76.8	65.1	71.7	.	.	.	.
APPROVED GOALS	.	.	74	75	75	76	77	79	.
PROPOSED GOALS	76	77	80	83

Note: For 2019, the retention to progression gap has dropped to its lowest level (3%) indicating the University is retaining the students who are succeeding (GPA>2.0). We will miss the goal for 2018-2019; however, we have engaged in several internal studies that have provided insight into campus issues we are now proactively addressing with multiple initiatives that forecast expected retention improvements.

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

6. Percentage of Bachelor’s Degrees Awarded within Programs of Strategic Emphasis

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

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	30.3	.	.	.	.
APPROVED GOALS	15	28	29	29	.
PROPOSED GOALS	28	29	29	29

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

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	96.3	.	.	.	.
APPROVED GOALS	68	70	70	80	.
PROPOSED GOALS	70	70	80	80

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

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



KEY PERFORMANCE INDICATORS

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

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

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

Note: The University has submitted its first survey for inclusion in US News and World Report's Rankings.

Freshmen in Top 10% of High School Class

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

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	3.6	.	.	.	.
APPROVED GOALS	5.5	5.25	5.0	.
PROPOSED GOALS	4.7	4.7	4.6	4.5

Note: The 2017-18 rate was somewhat artificial as no students entered prior to our initial 2014 cohort and therefore any graduates would, at most, have finished in four years. Initial projections were conducted with limited data and unknown variables. After a deeper analysis of the variables at play and an improved knowledge of our FTIC progression rates, we are now able to adjust our projections and proposed goals.

Six-Year FTIC Graduation Rates [full-time and part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL
APPROVED GOALS	62	64	.
PROPOSED GOALS	47	54	54

Note: Proposed goals reflect more accurate predictions than were possible in the first three years of the University's operations. Initial projections were not based on any historical data and therefore are unreliable.



Bachelor’s Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	18	197	.	.	.	.
APPROVED GOALS	.	.	.	13	160	310	370	370	.
PROPOSED GOALS	250	320	320	330

Note: A detailed examination of FTIC and transfers who are on sequence across student levels provides us with a more accurate picture of likely degrees awarded. These numbers, while not as strong as approved goals, are better than the originally proposed goals. We are optimistic that our solutions will result in a greater number of degrees awarded, although a major part of our efforts will take some time to show results

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

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

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

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

Percent of Adult (Aged 25+) Undergraduates Enrolled

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

Percent of Undergraduate FTE in Online Courses

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



KEY PERFORMANCE INDICATORS (CONTINUED)

Percent of Bachelor's Degrees in STEM & Health

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

Percent of Graduate Degrees in STEM & Health

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

Scholarship, Research and Innovation Metrics

Total Research Expenditures [\$ in Thousands]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	212	204	438	1,202	.	.	.	.
APPROVED GOALS	600	524	374	427	.
PROPOSED GOALS	1300	750	1,000	1,200

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	21*	.	.	.	.
APPROVED GOALS	81	80	80	81	.
PROPOSED GOALS	27	69	81	81

Note: The percentage of research expenditures for 2014-16 are not available due to insufficient data collection. The 2017-18 and 2018-19 data is accurate and reflects our maturity and small size. Future projections will advance our research volume based on additional faculty and their plans for research engagement.



Institution Specific Goals

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

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

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

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

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

3. Percent of Undergraduates Who Completed an External Internship Program

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



ENROLLMENT PLANNING

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

	2014	2015	2016	2017	2018	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
ACTUAL	522	887	1,282	1,439	1,389	.	.	.	.
APPROVED GOALS	.	.	.	.	1,441	1,426	1,447	1,484	.
PROPOSED GOALS	.	.	.	.	.	1,283	1,279	1,366	1,546
GRADUATE									
ACTUAL	24	37	31	17	33	.	.	.	.
APPROVED GOALS	.	.	.	.	23	23	23	24	.
PROPOSED GOALS	.	.	.	.	.	51	59	72	83

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

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	396	699	1,044	1,155	1,137	1,006	1,002	1,071	1,214
FCS AA Transfers	35	61	69	86	96	75	75	81	92
Other AA Transfers	3	4	11	15	14	13	13	13	15
Post-Baccalaureates	13	21	27	33	21	25	25	27	30
Other Undergraduates	75	102	131	150	121	164	164	174	195
Subtotal	522	887	1,282	1,439	1,389	1,283	1,279	1,366	1,546
GRADUATE									
Master's	24	37	31	17	33	51	59	72	83
Research Doctoral	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0
Subtotal	24	37	31	17	33	51	59	72	83
TOTAL	546	924	1,313	1,456	1,422	1,334	1,338	1,438	1,629

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

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

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	30	33	35	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	34	40	42	44

Note: Analysis indicates seniors often take fewer than 15 (often 12) credits needed for graduation. Transfer students also require pre-requisite courses prior to being on track for a fall load. Another factor is students who are not progressing academically (DFW in key gateway courses) impairs their ability to progress with 15 credit load. Solutions to support improvements in Time-to-Degree and Academic Progress Rate also address this metric.



ENROLLMENT PLANNING (CONTINUED) Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	.	461	655	746	693	611	560	544	573	646
UPPER	.	26	179	454	628	589	560	567	597	673
GRAD I	.	16	20	9	7	27	45	53	66	75
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	502	854	1,209	1,328	1,227	1,165	1,164	1,236	1,394
NON-RESIDENT										
LOWER	.	13	24	31	26	34	42	47	57	72
UPPER	.	1	5	11	14	18	41	49	59	75
GRAD I	.	4	4	4	4	2	2	2	2	2
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	18	33	46	44	54	85	98	118	149
TOTAL										
LOWER	.	473	679	777	719	645	602	591	630	718
UPPER	.	27	185	465	642	607	601	616	656	748
GRAD I	.	20	24	14	11	29	47	55	68	77
GRAD II	.	0	0	0	0	0	0	0	0	0
TOTAL	.	520	888	1,255	1,372	1,281	1,250	1,262	1,354	1,543

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

Percent of Credit Hours by Method of Instruction

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

Note: Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element#2052.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cyber Physical Security	29.0	No	No	No	100	2020

Florida Polytechnic University will investigate and develop a new set of Bachelor programs to sufficiently sustain the institution within our STEM-focused mission. Sample degrees that may be considered are; Civil Engineering, Biomedical Engineering, Chemical Engineering, and Statistics. These degrees, or other similar degrees, will be fully considered in terms of market need and the resources required in delivering the degrees.

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.0203	Yes	Majors: USF & FSU. Tracks or concentrations: UCF, FIU & FAU	No	40	2020

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2020-22

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

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

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Additional Master's programs will be investigated and developed to sustain Florida Poly's STEM-focused mission. Like the bachelor programs, the master's programs will consider the best fit within the System to meet market needs and the resources required in delivering these degrees.						

DOCTORAL PROGRAMS