

Strategic Plan

2014/15 – 2017/18

Approved by BOT:
12/10/14

FLORIDA

POLYTECHNIC
UNIVERSITY

FLPoly.org

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Florida Polytechnic University's Strategic Plan, outlined in these pages, articulates a bold and clear vision for the next four years to advance Florida's 12th state university and its only higher-education institution focused on educating students in science, technology, engineering and mathematics. Florida Polytechnic University was founded in 2012 on the visionary idea that a technology-rich, industry-inspired education will cultivate a new generation of leaders, extend knowledge and catalyze the economy.

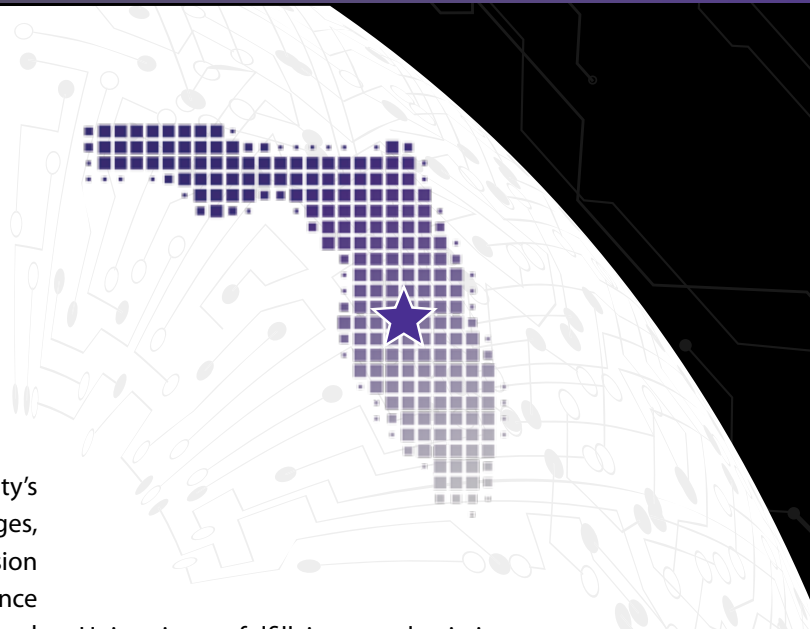
The Strategic Plan's four goals, supported by objectives and strategies, focus our energies and resources on the challenges and opportunities that the State University System of Florida's first polytechnic university is distinctively positioned to address. The plan clarifies areas critical for growing the University and the state's economy. Working together, we will engage our industry partners and community to foster a culture of collaboration and problem solving that integrates classroom learning with real-world experiences.

We define Florida Polytechnic's focus through 2017-18 and enable the

University to fulfill its stated mission to prepare 21st century learners as innovative problem-solvers and high-tech professionals through interdisciplinary teaching, applied research, and local, regional and global partnerships.

Florida Polytechnic University stands committed to position graduates for a future where knowledge, adaptability and advanced technology skills are key for prospering in the rapidly changing economy. This Strategic Plan enables us to track our efforts and measure our outcomes in achieving the goals that support the University's vital mission during these critical early years.

Dr. Randy K. Avent



The University

Florida Polytechnic University was established on April 20, 2012, as a 21st century institution of higher learning dedicated to the in-demand fields of science, technology, engineering, and mathematics (STEM) and founded on the principle that innovation occurs when research and creativity are applied to real-world challenges and opportunities. Florida Polytechnic University is the 12th and newest member of the State University System of Florida and is markedly more specialized than its 11 sister institutions because of its exclusive focus on STEM disciplines and hands-on learning and research. It is Florida Polytechnic University's belief that a university entirely focused on innovation and building close industry partnerships will be more than an institution of higher learning, it will be a powerful economic engine for the community, the state and the nation.

Florida Polytechnic University's cutting-edge, digitally integrated campus is strategically located in Lakeland at the heart of Florida's High Tech Corridor, which includes 23 counties and three fellow State University System institutions. Lakeland is easily accessible from two of Florida's largest metropolitan areas, Tampa Bay and Orlando, with combined populations of nine million people and nearly 12,000 (70 percent of the state's) high-tech companies, creating opportunities for multiple business, industry and academic collaborations. In addition, the region has more than 20 local and regional economic development organizations, 14 community and state colleges, 12 regional workforce boards, and multiple industry-specific organizations. Five of Florida's state and community colleges are located within 50 miles of the campus and are a direct source of transfer students and future enrollments.



The Florida High Tech Corridor identifies the following industries that can be supported by Florida Polytechnic University graduates:

1. **Agro-technology**
2. **Aviation and Aerospace**
3. **Digital Media and Interactive Entertainment**
4. **Information Technology**
5. **Simulation and Training**
6. **Modeling**
7. **Optics and Photonics**
8. **Sustainable Energy**
9. **Life Sciences**
10. **Medical Technology**
11. **Microelectronics**
12. **Nanotechnology**

These industries are strengthened by innovative programs such as techPATH, which cultivates tomorrow's workforce, and a Matching Grants Research Program (MGRP) that can serve as a direct benefit to Florida Polytechnic University students and faculty.



UNIVERSITY GOVERNANCE

Florida Polytechnic University is led by a Board of Trustees appointed by the Governor and the Board of Governors of the State University System of Florida. The University's Board of Trustees consists of 13 trustees, with six trustees appointed by the Governor, five trustees appointed by the Board of Governors, and two trustees serving by virtue of their offices: the president of the Florida Polytechnic University Student Government Association and the president of the Faculty Senate.

UNIVERSITY ALIGNMENT

Florida Polytechnic University is committed to responding to the State's growing need for STEM talent and to helping drive Florida's high-tech economy forward. Students will be immersed in a cutting-edge polytechnic environment, rich in applied research. Florida Polytechnic University's degree programs and concentrations are industry-engaged, providing graduates with job-ready skills and experience. Thus, the University's unique mission, curriculum, and relationship with industry align the University with the State University System of Florida Board of Governors' primary areas of focus:

1. Teaching and Learning
2. Scholarship, Research and Innovation
3. Community and Business Engagement

ECONOMIC ENRICHMENT

In response to the State University System of Florida Board of Governors' goal to increase the number of STEM degrees awarded in state to meet economic and workforce needs, Florida Polytechnic University is committed to placing students in high-tech jobs

through a cutting-edge curriculum dedicated to applied research in science, technology, engineering, and mathematics.

This motivation for academic quality and economic development inspired the Board of Trustees of Florida Polytechnic to adopt a two-college model: the College of Engineering and the College of Innovation & Technology. Within these colleges, two graduate degrees and six undergraduate degrees with 19 areas of concentration were identified through careful research and analysis of what competing institutions provide as well as what the evolving high-tech market demands. In addition to innovation and research, Florida Polytechnic University's curriculum emphasizes business applications, finance, management, and leadership to ensure graduates are prepared to meet challenges of the 21st century and help businesses compete in a global market.

Cutting-edge Degree Programs and Concentrations

COLLEGE OF ENGINEERING

Bachelor of Science

- Computer Engineering
- Electrical Engineering
- Mechanical & Industrial Engineering

Master of Science in Engineering

Concentrations

Control Systems; Digital Logic Design; Digital & Hybrid Systems; Electrodynamics; Embedded System Design; Geometric Dimensioning & Tolerancing; Machine Intelligence; Magnetics; Motion Intelligence; Nanotechnology; Multifunctional Materials; Semiconductors

COLLEGE OF INNOVATION AND TECHNOLOGY

Bachelor of Science

- Advanced Technology
- Computer Science & Information Technology
- Science & Technology Management

Master of Science in Innovation & Technology

Concentrations

Virtualization; Cyber Gaming; Health Informatics; Information Assurance & Cyber Security Logistics; Materials & Supply Chain



INDUSTRY-INSPIRED ACADEMICS

Florida Polytechnic University recruits innovative faculty members who possess both outstanding academic credentials and relevant industry experience. Faculty members are agile, industry-connected and able to respond efficiently to changing market and research conditions. They engage in an integrated teaching approach to support interdisciplinary learning and industry problem-solving as soon as students begin their university experience.

Florida Polytechnic University builds strategic partnerships directly with high-tech businesses and industry leaders, giving them the opportunity to help shape the skills and knowledge of future innovators and potential employees by participating in advisory board activities, internship programs, product development, job placement programs, joint research and joint teaching endeavors.

SPIRIT OF INNOVATION AND APPLIED RESEARCH

The students committing to Florida Polytechnic University's inaugural class embody the University's mission and vision. They are trailblazers. They have world-changing ambition. Their spirits are raised by the opportunity to explore the unknown, to try something new and to be the first. Those rare, raw qualities – qualities attributed to history's most revered explorers, inventors, architects, and problem solvers – will be shaped into applicable skills at Florida Polytechnic through the University's immersive, hands-on, industry-inspired curriculum and applied research opportunities.

UNIVERSITY MISSION

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of

science, technology, engineering and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research and collaborative local, regional and global partnerships.

UNIVERSITY VISION

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

STRATEGIC PLAN GOALS

The Florida Polytechnic University's Strategic Plan focuses on people, programs and partnerships. Developed after months of collaboration with key stakeholders, the Plan outlines the following four goals, in support of the University's Mission and Vision:

1. Deliver core STEM education in fast-growing high technology areas.
2. Build environment that encourages problem-driven applied research for near-term impact.
3. Form industry and community partnerships for mutual benefit.
4. Create efficient organization with sound financial growth, stability and administrative practices.



vision, core values and strategic position for the next three years. The plan was presented to the Board of Trustees and unanimously approved on February 21, 2014. A list of participants involved in the strategic planning process can be found in Appendix C.

The Strategic Plan outlines the University's goals, objectives and strategies for 2014-2017 to guide the processes of planning, budgeting and assessment to support the institutional mission, enhance student learning and ensure success.

STRATEGIC PLAN GOALS

The goals articulated below, supported by the objectives and directives, are guideposts for all departments/units at the institution to plan for and accomplish their own strategic directives that align with the University's mission and Strategic Plan.

GOAL 1: Deliver core STEM education in fast-growing high technology areas.

Objective 1.1:

Develop and implement Enrollment Management initiatives to manage student recruitment, matriculation, retention and graduation.

Directives:

1.1.1 Seek to increase the number of qualified, completed applications resulting in increased yield and retention rates at all levels.

1.1.2 Demonstrate service excellence in key areas of enrollment management – recruitment, admissions, registration and financial aid.

1.1.3 Facilitate access to library learning resources and materials through a dynamic online library and main campus location.

1.1.4 Develop the Academic Success Center as a central hub of student success by providing a variety of services and opportunities that supplement and reinforce what is being presented in the classroom by Fall 2014.

1.1.5 Create an adaptable, efficient and effective process to matriculate high-achieving high school, transfer and graduate students.

Objective 1.2:

Recruit and retain qualified faculty who are professional practitioners and scholars in their respective fields.

Directives:

1.2.1 Attract and maintain adequate full-time faculty with the highest caliber of professional and academic experience in cutting-edge STEM disciplines to meet responsive curriculum needs and student demand requirements.

1.2.2 Provide professional development programs to attract and retain a high-quality faculty, which would result in and help to ensure a student body that is diverse, successful and high-achieving.

Objective 1.3:

Leverage technology to provide unique, advanced, accessible and highly sought after learning and working experiences for students, faculty and staff.



Strategic Plan continued

Directives:

1.3.1 Integrate advanced technology throughout the campus, and take a streamlined approach to identity management, human resources, student records, asset management, utility and cost controls.

1.3.2 Create a seamless classroom environment by using lecture capture systems to record and re-create each lecture or lab experiment, making it possible for students to replay lectures as needed on and off campus.

1.3.3 Build at least 10% of the course content through the Learning Management System (LMS) that integrates classroom materials on and off campus.

1.3.4 Deploy, provide functional integration and customize a Student Information Systems (SIS) that is accessible to students and faculty anywhere.

1.3.5 Offer delivery of industry-induced programs and courses in face-to-face, hybrid and online modality at undergraduate and graduate levels.

Objective 1.4:

Prepare students for careers in high-tech industries to work and live successfully within a multicultural global community.

Directives:

1.4.1 Ensure all faculty members in programmatic disciplines have documented syllabi that incorporate hands-on engineering and technology-based learning with industry-driven applications.

GOAL 2:

Build an environment that encourages problem-driven applied research for near-term impact.

Objective 2.1:

Build infrastructures to support hands-on student-integrated creative learning opportunities and faculty research.

Directives:

2.1.1 Provide an academic environment for faculty to engage in applied research and respond to fast-paced changes in technology conducive to student achievement, experiential learning and preparation for careers in high-tech industries.

2.1.2 Ensure faculty development and participation in global partnership models, theory, research, and scholarly cross-disciplinary activities and knowledge-building in science, technology, engineering and mathematics.

GOAL 3:

Form industry and community partnerships for mutual benefit.

Objective 3.1:

Cultivate and maintain regional business and industry partnerships for increased student opportunities.

Directives:

3.1.1 Establish industry partnerships with STEM-related businesses for mutual benefit to provide opportunities for joint research, product development, internships, jobs and advisory boards for information and feedback on academic programs.



Strategic Plan continued

3.1.2 Establish 50 industry partners in the first year (2013-14) and continue to increase to 150 partners by 2018.

3.1.3 Convert a minimum of 100 industry partnerships into opportunities for joint research, teaching, product development, internships and job training/placement by academic year 2018.

Objective 3.2:

Create ongoing exchange programs of information with industry leaders and business partners.

Directives:

3.2.1 Identify through business partners and industry leaders the knowledge and skills needed by graduates to succeed in the industries related to STEM programs.

3.2.2 Provide the public, industry partners and community leaders with an annual economic report tied to the University.

GOAL 4:

Create efficient organization with sound financial growth, stability and administrative practices.

Objective 4.1:

Recruit, train and retain quality staff that matches constituent needs and industry demands.

Directives:

4.1.1 Provide professional development and training programs throughout all levels of the University to attract and retain a high-quality staff, which would result in and help to ensure a staff-to-faculty ratio of 1.5 or less by 2016.

Objective 4.2:

Manage campus facilities to accommodate University constituents, foster campus life and support University engagement.

Directives:

4.2.1 Complete the Innovation, Science and Technology Building and Phase I of the Wellness Center, combined with a clinic, dining services and bookstore operations with student activities, by Fall 2014.

4.2.2 Complete Phase I of the University's student housing plan to accommodate up to 219 students by Fall 2014.

Objective 4.3:

Gain regional accreditation for validating educational quality, institutional excellence and stakeholder accountability.



Directives:

4.3.1 Develop internal work plan to ensure that procedures, policies, standards and curriculum comply with the core requirements and standards for accreditation by August 2014.

4.3.2 Ensure academic programs are built with the capacity to improve student learning and make continuous improvements.

4.3.3 Successfully complete and submit the Application for Candidacy to the regional accreditation agency during the 2014-2015 academic year.

4.3.4 Schedule a regional accreditation advisory visit, and respond to all recommendations resulting from this visit within two weeks.

4.3.5 Prepare to submit all final required reports and documents for regional accreditation upon graduating the first class in 2016.

Objective 4.4:

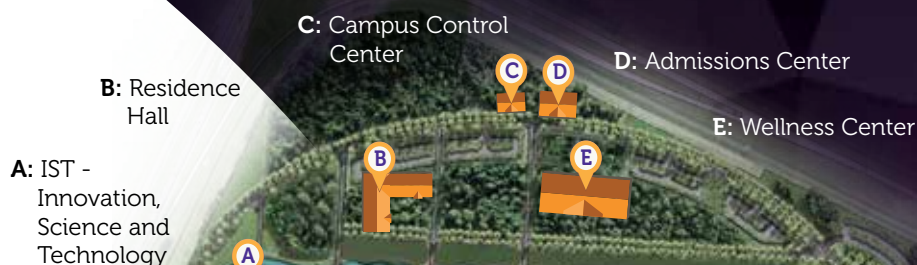
Develop and implement extramural funding programs and relations to support University growth and financial viability.

Directives:

4.4.1 Increase annual philanthropic support to the University to \$29 million over the next five years.

4.4.2 Implement a "Moves Management Program" by the end of calendar year 2015, resulting in stronger external relationships and increased outreach efforts among University stakeholders.

4.4.3 Increase the Foundation Board to 32 diverse members by 2015.



Objective 4.5:

Promote effective standards for financial integrity, efficiency, responsibility and accountability.

Directives:

4.5.1 Develop systems and controls to manage resources allocated for all educational processes, faculty and staff scholarship, training and development.

4.5.2 Audit reports from internal and external auditors result in no significant findings and less than 10 audit findings each year.



Strategic Plan Goal Five

STRATEGIC PLANNING IMPLEMENTATION

Florida Polytechnic University has undertaken the implementation of the Institutional Effectiveness Strategic Plan – articulated through a collaborative effort by University, industry and community stakeholders – after it was reviewed and approved by the Board of Trustees. Achieving Florida Polytechnic University's Strategic Plan enables the University to fulfill its mission through its inaugural phase of operations. The Strategic Plan provides the steps to support the vision of the Florida State Legislature to develop a university dedicated to science, technology, engineering and mathematics (STEM), in order to grow and sustain the state's economy well into the future. Based on the objectives and directives in the Strategic Plan, Florida Polytechnic University is fulfilling the five goals outlined within these pages, thus enabling the University to respond to the growing demand in Florida and the nation for a highly knowledgeable STEM workforce. Using this Strategic Plan as the framework, each college,

academic unit and administrative unit has developed its own sets of goals, objectives and strategies for supporting the University's mission and ensuring continuity and adherence to the overall Strategic Plan. A thorough assessment and review of the Strategic Plan and its benchmarks will be conducted annually. The Annual Reports will be given to the Board of Trustees, published on the University website and made widely available on campus. Together with the Board of Trustees, campus community, industry partners and University supporters, Florida Polytechnic University looks forward to developing the key resources and support as it implements the Strategic Plan and its innovative goals to energize and propel higher education and the economy in the 21st century.



PLANNING-BASED BUDGETING PROCESS

Florida Polytechnic University planning and resource allocation process, including the development of the Operating Budget and the Capital Budget, is driven by the University's mission, vision, and strategic goals. The process is transparent and provides for input and inclusion from all levels of the University.

The University's resources, both operational and capital, are allocated to the colleges and departments in support of key initiatives that will be undertaken to achieve the objectives and directives for meeting the strategic goals of the University.

The most recent executed budget includes resources for:

1. Recruiting and hiring full-time faculty highly skilled in the STEM disciplines.
2. Providing an academic environment for faculty to engage in applied research.
3. Supporting the University's efforts and activities for obtaining regional accreditation.
4. Achieving projected student enrollment.
5. Building an infrastructure that inspires a technology-rich innovative and interdisciplinary learning environment.
6. Fostering industry partnerships for increased student opportunities. Because the needs and priorities of the University will change over time, the planning and resource

allocation process is an evolving process that will require continuous monitoring and improvement as the University matures.

The Budget Process

The University's all sources budget process starts in the late summer/early fall timeframe of each year. During that time, the University is required to submit a Legislative Budget Request (LBR) to the Board of Governors (BOG) at the State University System (SUS). The LBR is the mechanism for requesting specific funding needs for operations and capital for the upcoming budget year. The President, Provost, and the Executive Budget Council (EBC) hold regular meetings to identify operational and capital needs that should be included in the LBR. The LBR is reviewed and approved by the Executive Budget Council, the President, the University's Board of Trustees (BOT) Finance & Audit Committee, the BOT Operations Committee, the BOT Strategic Planning Committee and the University Full Board of Trustees.

The President, Provost, and the Executive Budget Council continue the planning process by identifying critical operational investments and strategic initiatives that should be funded from new resources and/or reallocation of existing funds. The Council also reviews revenue assumptions, projections and strategies for generating new revenue streams.

Florida Polytechnic University is in a unique position as the state's only STEM-based university.



The budget process includes the following funding sources:

- **State Funds** (general revenue and lottery)
- **Tuition**
- **E&G Carry Forward**
- **Student Fees**
 - Technology Fees
 - Equipment Fees
 - Facility Fees
 - Supply/Material Fees
 - Health Fees
 - Athletic Fees
 - A&S Fees
 - Parking/Transportation Fees
 - Financial Aid
 - Public Education Capital Outlay (PECO)
 - Capital Improvement Trust Fund (CITF)
 - Contracts & Grants (Direct Costs)
 - Facilities and Administration (Indirect Costs)
 - Auxiliaries
 - Concessions
 - Other Unrestricted Funds

Program/Unit Level Budgeting

At the start of the budget process, Finance and Planning provides each unit with budget worksheets, which include preliminary allocations as the starting point for the upcoming budget year, the prior year's actual expenditures and the year-to-date expenditures. This information is used by the department to analyze its resources and determine if a budget request for new resources is needed. The information is also used to prepare for the departmental budget reviews. The Executive Budget Council holds budget reviews with each department during the spring of each year. The purpose of the reviews is to discuss the current year's expenditures and discuss future needs of the departments. The University utilizes the bottom-up

approach to budgeting with each unit preparing a request for funding based on its operations and key initiatives for the upcoming year. The request must be prioritized and tied to the University's Strategic Plan. Each unit forwards the request to its vice-presidential area for inclusion in the overall budget request for that vice-presidential area. Each vice presidential area prepares a prioritized consolidated budget requests for new resources and/or reallocation of resources for presentation to the Executive Budget Council. The Council reviews the requests and make recommendations to the President for approval. Once allocation decisions are approved by the President, Finance and Planning communicates the allocations along with budget instructions to the departments.

The departments complete the budget forms and submit the information electronically to Finance & Planning for review and consolidation. All budgets are consolidated and presented to the Executive Budget Council and the President for final review and approval. The consolidated budget is officially presented to the Board of Trustees for approval in May, and the detailed operating budget is submitted to the Board of Governors in August of each year for approval at its September meeting.



The Finance and Planning Office constantly monitors and assesses financial performance through monthly review of budget to actual. Quarterly, Finance and Planning Office distributes reports to the Board of Trustees. As a part of the quarterly reviews, significant variances are researched and explained and accounts are reconciled. Each department is held accountable for its budget.

Capital Budgeting

Resources for capital (excluding equipment which is included in the operating budget) are allocated by the Board of Governors for specific projects. The funds are managed by Finance & Planning based on the project.

Annually, Finance and Planning requests feedback from the departments on the process and use the information to make improvements.

BUDGET TIMELINE

July – August

- University submits Legislative Budget Request to the Board of Governors (BOG)
- University submits final detailed operating budgets and position data to the BOG
- Monthly financial/budget presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees.

September

- BOG approves the University's Operating Budget
- Monthly financial/budget reports presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees



October – December

- The President determines and communicates the priorities for the coming year
- Finance and Planning develops budget worksheets, instructions, base budgets and the budget calendar
- Monthly financial/budget reports presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees

January – February

- Finance & Planning presents budget worksheets, instructions, base budgets and budget calendar to the Executive Budget Council for review and approval
- Finance & Planning distributes budget forms to departments
- Departments prepare budget plans, including new initiatives and submit the plans to their respective Vice President

January – February cont.

- Each VP area prepares a prioritized consolidated request for new resources and new positions based upon the departmental budget plans
- Finance & Planning prepares revenue projections for tuition and fees based on projected enrollment
- Monthly financial/budget reports presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees

March – April

- Florida Legislature Session begins
- Budget Workshop for departments
- Monthly financial/budget reports presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees

May

- Florida Legislative Session ends
- Legislature finalizes Appropriation Bill
- The Educational and General Budget is sent to the Governor for approval
- Internal budget hearings with the President and Executive Budget Council are held with each Vice President presenting their prioritized budget request for approval (see attachments)
- University finalizes all sources budget
- President authorizes the final budget plan for the University
The VP areas and departments are notified of new resources



May cont.

- VP areas/departments submit budget details to Finance & Planning for loading into the financial/HR systems
- Monthly financial/budget reports presented to Executive Budget Council
- Monthly financial/budget reports presented to Board of Trustees

June

- Present Preliminary Operating Budget to Board of Trustees Strategic Planning Committee, the Operations Committee and the Finance and Audit Committee for approval
- Present Preliminary Operating Budget to the Full Board of Trustees for approval
- Finance & Planning loads budgets into the financial/HR systems
- President and Executive Budget Council identify critical operational and capital needs for the LBR

PLANNING FOR INSTITUTIONAL EFFECTIVENESS

The Florida Polytechnic University's Strategic Plan consists of a mission, vision, core values, and goals. This plan further establishes the overall objectives and directives for the University and serves as the foundation for annual operations planning at all levels of the University. The planning-based budgeting process is closely tied to University goals. Therefore, all functional cost centers prepare budget requests based on strategic priorities set for the upcoming year.

The Institutional Effectiveness planning process is designed to permeate every facet of the University and focus on assessing three key elements: The Strategic Plan (Institutional Level); Program and Student Learning Outcomes (Department/Unit Level); and Periodic Program Reviews (Academic and Administrative/Educational Support Services).

The following Institutional Effectiveness feedback loop shows the recursive path of improvement where programs/units continually work through this cycle to refine academic programs as well as administrative and educational support unit planning and service delivery. [see chart 1]

The University is accountable to both internal and external stakeholders for institutional effectiveness within each program and unit. Communicating the assessment plans, the evidence of assessment and improvement activities to enhance quality are critical for accountability. Planned communications include:

- End of Cycle Annual Report: Each year, following the end of the assessment cycle, each program/unit will develop an executive summary of the year's findings and actions taken. The Annual Report not only provides information on quality and effectiveness indicators, but reflects the progress against the articulated strategic goals and summarizes key performance data. This information supports the University's Annual Report to the Board of Governors.
- The results of the assessment are organized and published on the University's website.
- Presentations may be appropriate for various stakeholders, including the Board of Trustees, Institutional Effectiveness Committee and program faculty.



[chart 1]

Assessment Process

Assessment is a systematic, ongoing cycle of setting goals and objectives, measuring attainment of these goals/objectives, and using the results to make informed decisions for continuous improvement. Assessment data provides information that is necessary to inform good decision making about what the administration should do in the future to enhance effectiveness of the University. This may be in many areas, including programmatic changes, classroom teaching modifications, support service adjustments, policy or procedural revisions, campus climate improvements and structural reorganization. Most importantly, assessment is a process to be used for institutional improvement and improvement in student learning. A successful assessment program must have dedication from faculty, staff, and administration. Therefore, the process of assessing and enhancing quality is a responsibility of the entire University community.

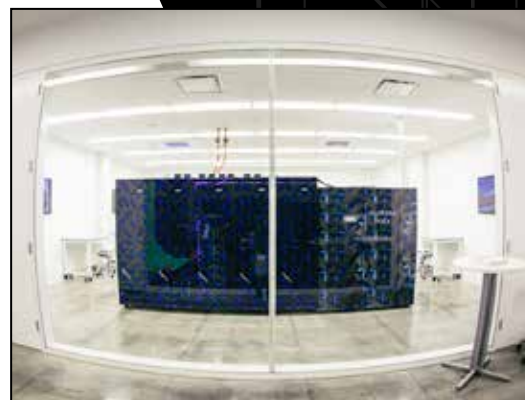
The University's Institutional Effectiveness Committee (IEC) is established to serve as a standing committee of shared governance. The members of IEC are generally assigned from each academic program, administrative unit and educational support unit of the University. These individuals are responsible for coordinating the assessment process and organizing individuals, tools and resources within their respective program or unit for completing the responsibilities of assessment. The IEC provides an objective overview and quality control of the outcomes assessment process and ensures that the requirements and standards of institutional effectiveness are being addressed. This process includes reviewing program and unit reports



to ensure the consistency and integrity of the assessment process, as well as helping respond to external requests for accountability.

Reporting on assessment activities and results is necessary to avoid sporadic assessment efforts. A regular reporting cycle provides the opportunity for feedback and easy compilation of accountability reports to accrediting agencies and other stakeholders. The reporting of assessment activities and results need not be a lengthy and onerous process. The primary purpose of reporting is to facilitate discussion and provide feedback on the impact of academic and non-academic programs for use in planning, decision making and resource allocation.

The University uses the Xitracs Assessment and Compliance Management System as a repository for institutional effectiveness related data. This System allows for the effective organization of all aspects of strategic planning, student learning assessment, program reviews, support/administrative unit assessment, accreditation and compliance. The System also allows for all assessment reporting to be completed in a simple and user-friendly interface for easy access.



APPENDIX B continued

The Office of Institutional Research and Effectiveness supports all programs and units with developing their assessment plans through the ongoing administration of the Xitracs System. This Office provides each Program/Unit access to and training for managing their assessment plans and data input on the system. The Office also audits the submission of assessments for validation and reliability as well as provides feedback to improve the plans and processes.

Assessment at the Institutional Level

As noted previously, assessment plans are closely integrated with the university's mission, the strategic plan goals and objectives, and operational budget. Therefore, individual program assessment and unit assessments start with institutional goals and objectives. The University identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

- **INTERNAL ASSESSMENT** – List Mission-Critical Internal Indicators of Performance

Identify Key Performance Internal Indicators (KPI) the University will assess primarily and monitor regularly. They form a core "To Watch" list and focus on areas that are measurable and most likely to assure the long-term success of the University in fulfilling its mission.

- **EXTERNAL ASSESSMENT**
Comparison Group (List Peer & Aspirant Institutions & Metrics)

The University will utilize benchmarking practices of identifying the key metrics and leading indicators for the industry, defining a peer

aspirant comparison group, and finding appropriate data analysis to assess the University's well being, improve results and achieve a competitive advantage.

Assessment at Program/Unit Level:

Academic program (major) assessment and administrative/educational support (unit) assessment is an ongoing well-defined systematic process that uses measured results to improve student learning outcomes and service quality.

Achieving the highest quality, as well as being responsive to student learning needs, requires faculty and staff participation in and ownership of the assessment process. Therefore, the key players, committees and structures must be identified. One or more persons may lead the process, but it is essential for all faculty and staff within the program or unit to assume the responsibility for designing, implementing and carrying out the assessment process including reviewing the results and implementing improvements.

In addition, it is critical to define the scope of the assessment plan. The definition needs to outline what the assessment will and will not include: What resources will be assessed (e.g., facilities, faculty, equipment)? Will processes be assessed? What are those processes to assess (e.g., pedagogy, advising, procedures, feedback processes)? What is the type of evidence and feedback available?



To assist in the program review, academic and administrative/educational support units will address five key questions:

1. Is the University meeting outlined goals?
2. Is the University making improvements?
3. Does the University meet or exceed external standards?
4. Does the University compare favorably to others (as applicable)?
5. Is the University meeting outlined goals and realizing projected returns/benefits from its investment?

The cycle of review of all programs and units will be conducted annually through the initial accreditation.

ANNUAL ASSESSMENT AT PROGRAM/UNIT LEVEL 5-STEP PROCESS PLAN

Step 1: Define the mission of the program or unit.

The program/unit mission is a broad statement of the directions, values and aspirations of the program or unit. It is a clear description of the purpose of the program/unit and the learning environment. The mission should be aligned with the College and the University mission.

Step 2a: Define the goals of the program or unit.

Goals are broad statements that describe the long-term program/unit targets or directions of development. They provide the basis for assessment and drive the outcomes of student learning or the support service. Goals are used in planning and should help move the program/unit to attain its mission.

Step 2b: Define the student learning outcomes of the program or outcomes expected from the unit providing academic support and service.

Student learning outcomes (SLO) describe specific behaviors that students in a program demonstrate after having completed the program. These outcomes are measurable targets with a time limit that must be met on the way to attaining a goal. Administrative and educational support units typically have process or satisfaction oriented outcomes.

Step 3: Identify and describe appropriate assessment instruments or methods.

Selecting the appropriate methods for assessment is an essential step to ensure the success of the assessment process. The assessment method will use direct measures of learning that specifically evaluate the competence of students in the program as well as indirect measures that are concerned with students' or customers' perceptions, experiences or opinions rather than knowledge and skills. A strong assessment methodology will ensure relevance, utility, reliability and validity. Determining how the data is collected, who collects the data, and where and how the data will be archived is also a part of the methodology plan.



Step 4: Data collection and analysis of results.

After the data has been collected, the results are analyzed, then summarized in a meaningful way to allow faculty and staff to review the results and determine what actions are needed to improve the program or unit. The details of the assessment results are retained by the program/unit, while the summarized data is documented within the assessment plan and retained by the Institutional Research and Assessment Office.

Step 5: Implement changes to enhance quality.

The objective of this step is to “close the loop” or to use the evidence to implement improvements to the program or unit in order to improve student learning or service and to prepare for the subsequent assessment cycle. These changes could be to the content of the curriculum, staffing, facilities, among others. In some cases the improvements are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps.

The implementation of changes will be monitored to determine whether the changes have had the desired effect. One way of achieving this will be to use the same assessment plan for another cycle and compare the actual results to the intended results. The assessment plan will constantly be evaluated to see if any changes in the goals, objectives, and/or methodology are providing the quantity and quality of information required to enhance the program or unit quality.

Assessment Schedule

Because program and unit assessments are on-going and generally follow budget and academic programming, the following timeline represents a typical annual process for academic and unit assessments.

ASSESSMENT SCHEDULE	
March	<ul style="list-style-type: none"> Budgeting process starts
April	<ul style="list-style-type: none"> Strategic Plan objectives are aligned with strategies (action steps) with metrics (2014). Strategic plan goals/objectives are measured and reported (future). Spring assessment of instruction data collected
May	<ul style="list-style-type: none"> Initial assessment plans are completed (2014). Program plans are integrated with syllabus development. Data is collected (future) Spring term (programs) Annual collection (administrative) Budgeting process ends Annual program or unit reports submitted BOG Work Plan approved by BOT
June	<ul style="list-style-type: none"> BOT approves budget Work Plan Presented to BOG
August	<ul style="list-style-type: none"> Proficiency (Gen. Ed.) tests are administered
November	<ul style="list-style-type: none"> Student assessment of instruction surveys administered BOG Annual Report approved by BOT Fall assessment of instruction data collected
December	<ul style="list-style-type: none"> Fall assessment data collected Annual Report submitted to BOG
January	<ul style="list-style-type: none"> NSSE survey (student engagement) administered

APPENDIX C

Participants in the Strategic Planning Process

Robert Gidel, Former Chair, Florida Polytechnic University Board of Trustees

Bob Stork, Trustee, FL Poly Board of Trustees and Chair of the Strategic Planning Committee

Don Wilson, Trustee, FL Poly Board of Trustees

Ralph Allen, Florida Poly Foundation Board Member

Ava Parker, FL Poly Chief Operating Officer

Dr. Ghazi Darkazalli, FL Poly VP of Academic Affairs

Lauren Willison, FL Poly Assistant Director of Admissions

Crystal L. Lauderdale, FL Poly Director of Marketing & Communication

Eric Callueng, FL Poly Director of Financial Aid

Gina Delulio, FL Poly VP & General Counsel

Jackye Maxey, FL Poly Director of Special Projects & Board Liaison

Jason Warren, FL Poly Coordinator of Accounting

Jeane Vincent, FL Poly Senior Graphic Designer

Sean Malott, FL Poly Director of Strategic Business & EDU Partnerships

Dr. Jorge Vargas, FL Poly Associate Professor

Maggie Mariucci, FL Poly Director of External Affairs & Interim Dir. of Foundation

Rick Maxey, FL Poly Director of Government Relations

Dr. Rob MacCusprie, FL Poly Assistant Professor & BOT

Kris Wharton, FL Poly Executive Assistant to COO

Scott Rhodes, FL Poly Executive Director of Admissions

Tom Hull, FL Poly Chief Information Officer

Kevin Calkins, FL Poly Assistant Director, Institutional Research & Assessment

Dr. Velmarie Albertini, FL Poly Academic Program Coordinator

Ray Galleno, FL Poly Executive Director of Business & Auxiliary Services

Heather Johnson, FL Poly University Registrar

Tony Delgado, Deputy City Manager, City of Lakeland

Tom Deardorff, Planning & Development Director for Polk County

John Small, Polk County School District – head of Career Academies

Alice Hunt, FL Poly Vision Co-Chair

Shelley Robinson, FL Poly Foundation Board Member

Robert Olszewski (facilitator), Emerson Management & Consulting Group, Inc.

John Hall, County Commissioner, District 5

Steve Scruggs, Executive Director of Lakeland Economic Council

Kathleen LeRoy, Polk County Superintendent of Schools

Scott Rhodes, Executive Director of Enrollment Services

Keith Merritt, Lakeland City Commissioner

Terry Brigman, City of Lakeland CIO
Gow Fields, Mayor of Lakeland

Tracy Garcia, Project Manager of Central Florida Development Council

Spiros Baintas, Senior Project Manager of Central Florida Development Council

Dr. Randy K. Avent, Florida Polytechnic University President, (December 2014)



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Florida Polytechnic University operates under the following administrative leaders:

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Ava L. Parker, Chief Operating Officer

Ghazi Darkazalli, Ph.D., PE, Provost and Vice President, Academic Affairs

Gina Delulio, Vice President and General Counsel

Tom Hull, Chief Information Officer

The Florida Polytechnic Board of Trustees has assembled a dynamic team to lead its university operations and implement its strategic vision of innovation and collaboration with industry. The current trustees are:

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Bob Stork, Chief Executive Officer, Communications International, Inc.

Don Wilson, Esq., Partner/Attorney Boswell & Dunlap, LLP

Rob MacCuspie, Ph.D., Assistant Professor & Director of Nanotechnology & Multifunctional Materials Programs, Florida Polytechnic University

Andrei Moss, Student Government Association President, Florida Polytechnic University



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Dr. Michael Tolentino, Director & Founder of Clinical Research, Center for Retina & Macular Disease

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