



**BOARD OF TRUSTEES
ACADEMIC & STUDENT AFFAIRS COMMITTEE MEETING**

Tuesday, October 31, 2017
12:30 PM

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

Dr. Sandra Featherman, Chair
Rear Admiral Philip Dur

Dr. Richard Hallion, Vice-Chair
Henry McCance
Bob Stork

Dr. Jim Dewey
Jacob Livingston

AGENDA

- | | | |
|-------|--|---------------------------------|
| I. | Call to Order | Dr. Sandra Featherman,
Chair |
| II. | Roll Call | Maggie Mariucci |
| III. | Public Comment | Dr. Sandra Featherman,
Chair |
| IV. | Approval of June 8, 2017 Minutes
Action Required | Dr. Sandra Featherman,
Chair |
| V. | Provost's Report | Dr. Terry Parker |
| VI. | 2016-18 Academic & Student Affairs Committee
Work Plan Review | Dr. Sandra Featherman,
Chair |
| VII. | Textbook and Instructional Material Affordability Report
Action Required | Mark Mroczkowski |
| VIII. | Closing Remarks and Adjournment | Dr. Sandra Featherman,
Chair |

DRAFT

**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MEETING MINUTES
Florida Industrial and Phosphate Research Institute
1855 W. Main St., Bartow, FL 33830
June 8, 2017 @ 10:30 AM**

I. Call to Order

Committee Chair Sandra Featherman called the Academic and Student Affairs Committee meeting to order at 10:27 a.m.

II. Roll Call

Maggie Mariucci called the roll: Chair Sandra Featherman, Trustee Philip Dur, Trustee Jim Dewey, and Trustee Jacob Livingston were present (Quorum).

Other trustees present: Board Chair Frank Martin, Trustee Mark Bostick, and Trustee Don Wilson.

Staff present: President Randy Avent, Dr. Terry Parker, Mr. Mark Mroczkowski, Mr. Kevin Aspegren, Ms. Gina DeLulio, Ms. Maggie Mariucci, and Mr. Rick Maxey were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Jim Dewey made a motion to approve the Academic and Student Affairs Committee meeting minutes of March 15, 2017. Trustee Jacob Livingston seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2016-2018 Academic and Student Affairs Committee Work Plan Review

The Work Plan was reviewed with no additional comments or recommendations.

VI. Provost's Report

Dr. Terry Parker presented a report on the following:

Admissions: The mean ACT score for 'intent to enroll' is up by over one point and female 'intent to enroll' is up by 2 points. The goal for FTIC was 290 students, and the University is currently at 331. The final total enrollment (FTIC, transfer and graduate students) for fall 2017 will be 380-400.

Dr. Parker stated there is a correlation between ACT Math scores and retention. ACT test scores are a better predictor of student success than SAT scores. Overall test scores for incoming students continue to improve from year to year.

Student Life: The Student Affairs department has been reorganized. Student Life now resides under Vice Provost Enrollment, Scott Rhodes, while Student Services is under Vice Provost Academic Support Services, Dr. Kathryn Miller.

Faculty Hiring: the University targeted faculty positions in alignment with need. Dr. Parker reviewed the number of faculty acceptances to date.

Existing Degree Improvements: ABET is a program content accreditation; it is not a process and procedure accreditation. To achieve ABET accreditation, the University's programs must align with national standards. Curriculum and degree titles have been updated accordingly, and in compliance with SACSCOC regulations, and go into effect with the fall 2017 semester. Students have the option, but are not required, to change to the newly aligned degrees. To date, 336 students have changed to the new degrees, predominantly in the engineering degrees. Liberal arts classes, which develop communication and critical thinking skills in Florida Poly students, will be expanded.

New Degrees and Changes to Degrees: The University cannot create new degrees or change degrees until accredited by SACSCOC. Dr. Parker reviewed current programs and how they have been revised to align with ABET requirements but still meet SACSCOC guidelines. The program CIP codes have remained the same; only three degree titles have been revised.

Graduate Degrees: The University has two formal graduate degrees. Dr. Parker recommends these degrees include concentrations, while not changing the degree names. Starting fall 2017, each graduate degree will include two concentrations.

Dr. Parker and Trustee Featherman have discussed the following additions to the Committee's Work Plan:

1. Block Tuition: This will require Board of Trustees action in September.
2. Student and Faculty Diversity: Florida Poly has a strong foreign national cohort in the faculty; however, traditional diversity (African Americans, Hispanics, gender), should be improved.
3. Graduate Programs
4. Technology and Pedagogy

VII. Degree Name Changes

Dr. Parker requested Board permission to change names of three degrees once the University is accredited.

Trustee Philip Dur made a motion to recommend to the Board of Trustees the following degree name changes, conditional on, and not effective until, formal SACSCOC accreditation, as follows:

- 1. Mechanical & Industrial Engineering to Mechanical Engineering**
- 2. Computer Science & Information Technology to Computer Science**
- 3. Advanced Technology to Data Analytics**

Trustee Jacob Livingston seconded the motion; a vote was taken, and the motion passed unanimously.

Trustee Livingston asked if block tuition affects part-time students. Dr. Parker forecasts block tuition will be defined as a band of credit hours, i.e. "14 to 17 credit hours." Students taking less than full-time hours will pay by the credit hour.

Dr. Parker confirmed the earliest date for ABET accreditation is projected to be 2018-2019. The University can request that ABET back accredit two years presuming that students are graduating under the approved curriculum.

VIII. FPU-3.002 Student Government and Student Organizations

Ms. Gina DeJulio presented a revised regulation FPU-3.002 which removes the requirement that SGA officers be enrolled in the summer semester term while in office. The revision also adds the requirement that SGA officers be in good standing under the student code of conduct. The regulation was noticed on the website and no comments were received.

Trustee Jacob Livingston made a motion to recommend approval of the revised regulation, FPU-3.002 Student Government and Student Organizations to the Board of Trustees. Trustee Jim Dewey seconded the motion; a vote was taken, and the motion passed unanimously.

IX. FPU-3.009 Reasonable Accommodations for Religious Observances, Practices and Beliefs

Ms. DeJulio presented a revised regulation FPU-3.009 which specifies the actual grievance process that students would use if they believe they have been unreasonably denied a religious accommodation. A statement was also added that the University does not take religious practice or beliefs into account when making admissions determinations. The regulation was noticed on the website and no comments were received.

Trustee Philip Dur made a motion to recommend approval of the revised regulation, FPU-3.009 Reasonable Accommodations for Religious Observances, Practices and Beliefs to the Board of Trustees. Trustee Livingston seconded the motion; a vote was taken, and the motion passed unanimously.

X. Closing Remarks and Adjournment

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

AGENDA ITEM: V

**Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
October 31, 2017**

Subject: Provost's Report

Proposed Committee Action

Information only. No action required.

Background Information

Dr. Parker will provide the committee with a report on academic and student affairs.

Supporting Documentation:

Presentation

Prepared by: Dr. Terry Parker, Provost



FLORIDA POLYTECHNIC
UNIVERSITY

Provost's Report

Terry Parker
October 31, 2017



Our discussion today

➤ **Workplan Items**

- **Admissions and Financial Aid**
- **Student services**
 - **Mental Health**
- **Block Tuition**
- **Degree Program Additions and faculty Hiring budget**
- **Student and Faculty Diversity**
- **Graduate programs**
- **Technology and Pedagogy (maybe)**

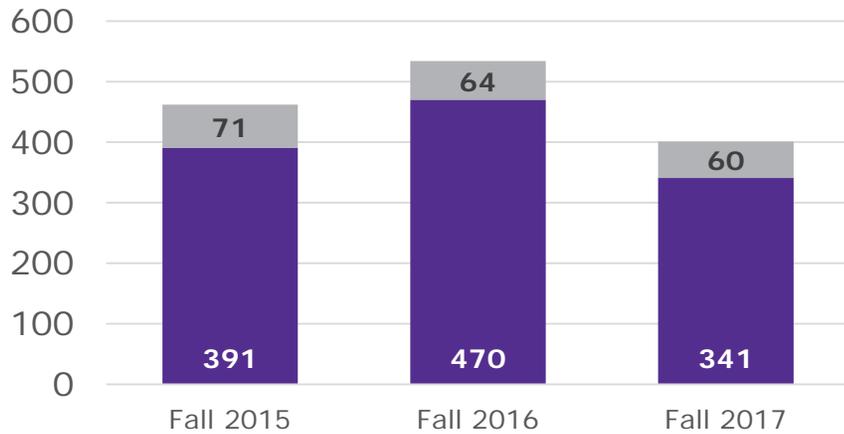
➤ **Other Items**

- **Entrepreneurship**
- **Student satisfaction survey from Noel Levitz**
- **International students and strategy**

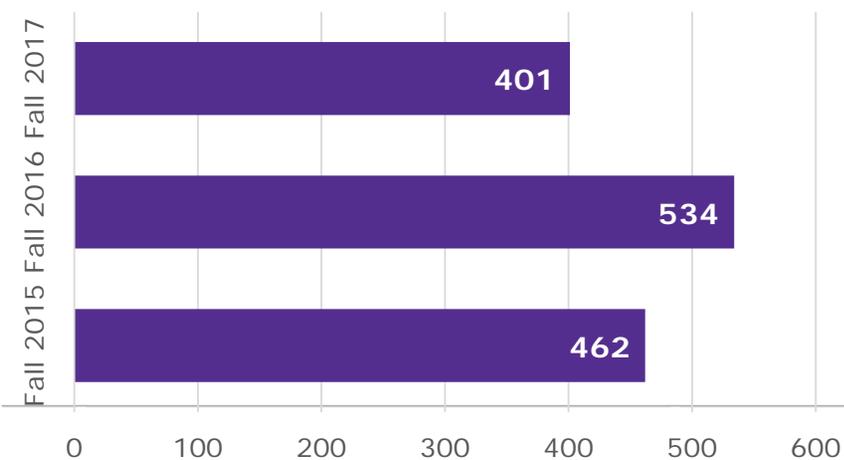


This year's class is smaller but diverse

Entering Class Size by Gender



Entering Class Size

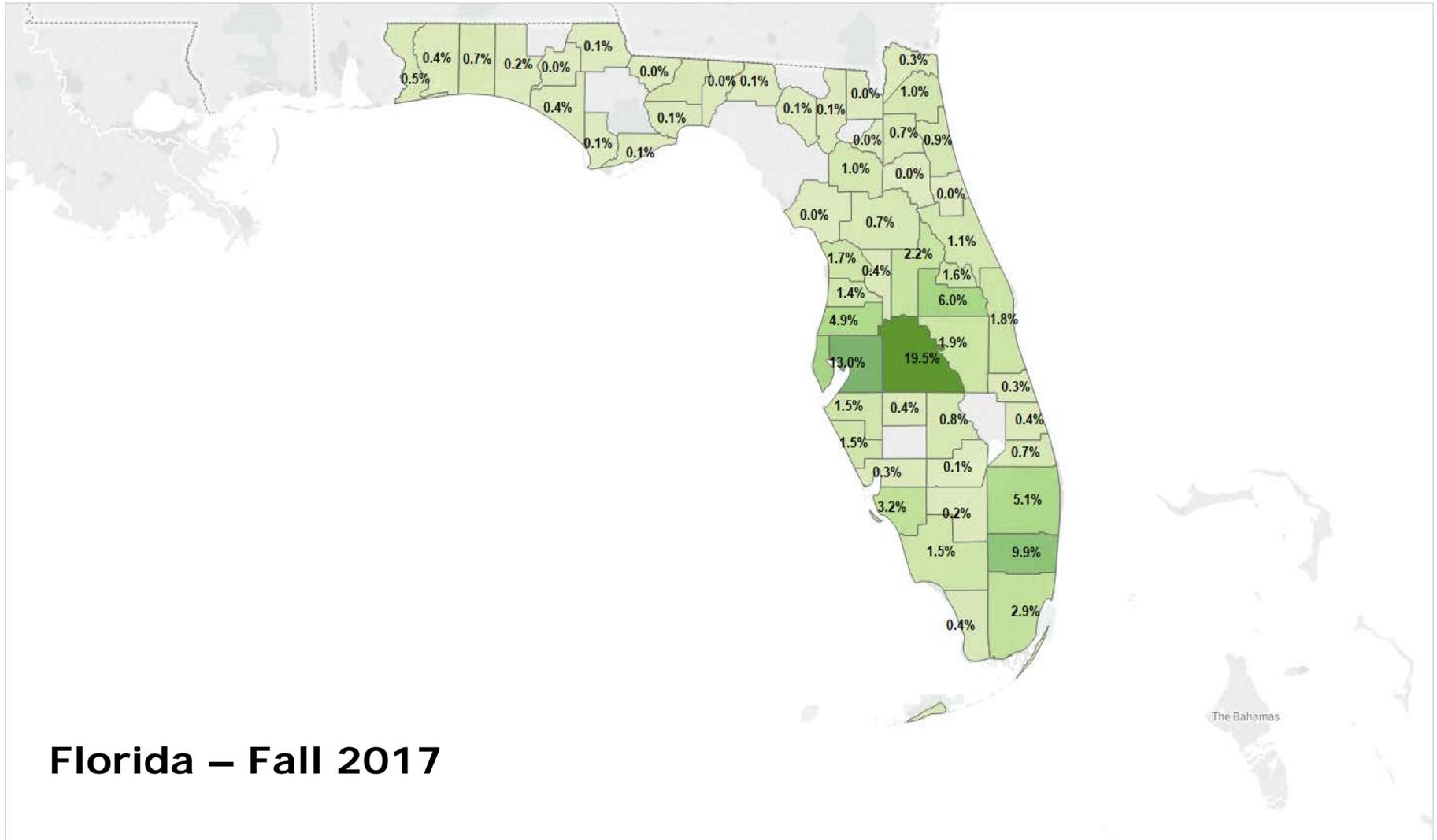


Term	Percent Female	Percent Hispanic	Percent Black	Percent Asian
Fall 2015	15%	20%	6%	5%
Fall 2016	12%	20%	4%	3%
Fall 2017	15%	18%	6%	6%

Race/Ethnicity	Number Students	% of Total
American Indian or Alaskan Native	1	0.2%
Asian	22	5.5%
Black or African American	24	6.0%
Hispanic/Latino	73	18.2%
Native Hawaiian or Other Pacific Islander	0	0.0%
Nonresident Alien	16	4.0%
Two or More Races	14	3.5%
White or Caucasian	247	61.6%
Race/Ethnicity Unknown	4	1.0%



Student representation from the counties in the state is broadening with time





Highlights for this year's incoming class

- **Fall 2017 test averages up: ACT 27.5 from 26.4 SAT 1248 from 1200**
- **Incoming female students: up to 15% compared to 12% last year**
- **Incoming Black Students: up to 6% compared to 4.0% last year. National average (6.1%)**
- **Hispanic Students: Total population above the national avg. at 18 %, National average is 12.5%**

Targets for next year: small increase in admissions standards, 375 to 400 new undergrads, 10 to 20 graduate students, increase in diversity of incoming class, will allow limited growth in targets with no decline in admissions standards

Florida counties with the largest representation in the entering class

County	Fall 2015	Fall 2016	Fall 2017
Broward	11.9%	8.4%	8.7%
Hillsborough	16.9%	11.6%	11.0%
Orange	4.3%	6.2%	7.7%
Palm Beach	5.6%	4.9%	7.5%
Pinellas	7.6%	6.2%	5.7%
Polk	15.4%	13.5%	15.7%



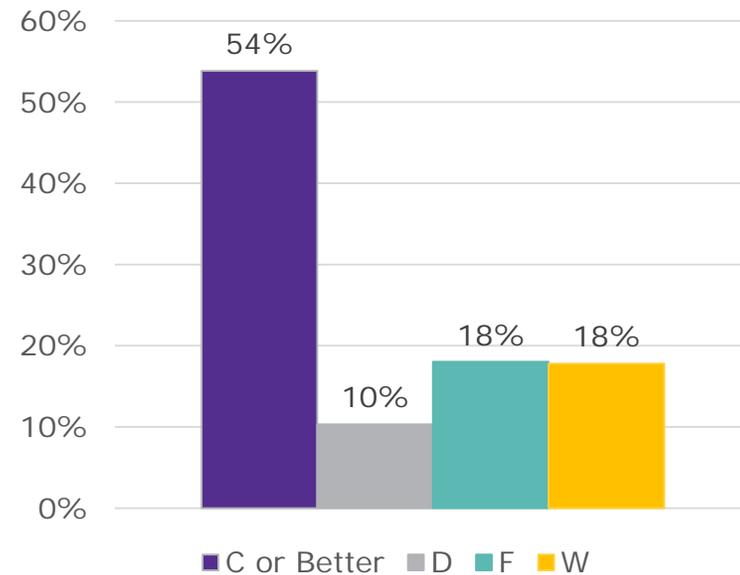
We have significantly changed our management of Freshman math

Term	Pre-Calculus	Calculus I	Calculus II	Calculus III	Total
Fall 2016		432 (89%)	41 (8%)	11 (2%)	484
Fall 2017	172 (49%)	118 (33%)	50 (14%)	13 (4%)	353

Number of Registered Students (Percent of Total for the term)

- **Freshman to Sophomore retention remains a key metric**
- **Math continued to be a barrier to success**
- **Placement based on an accepted pre-calculus course completion or testing out of pre-calculus**
- **Results indicate this was strongly needed**
- **The result: TWO SIGNIFICANT changes for the incoming freshman**

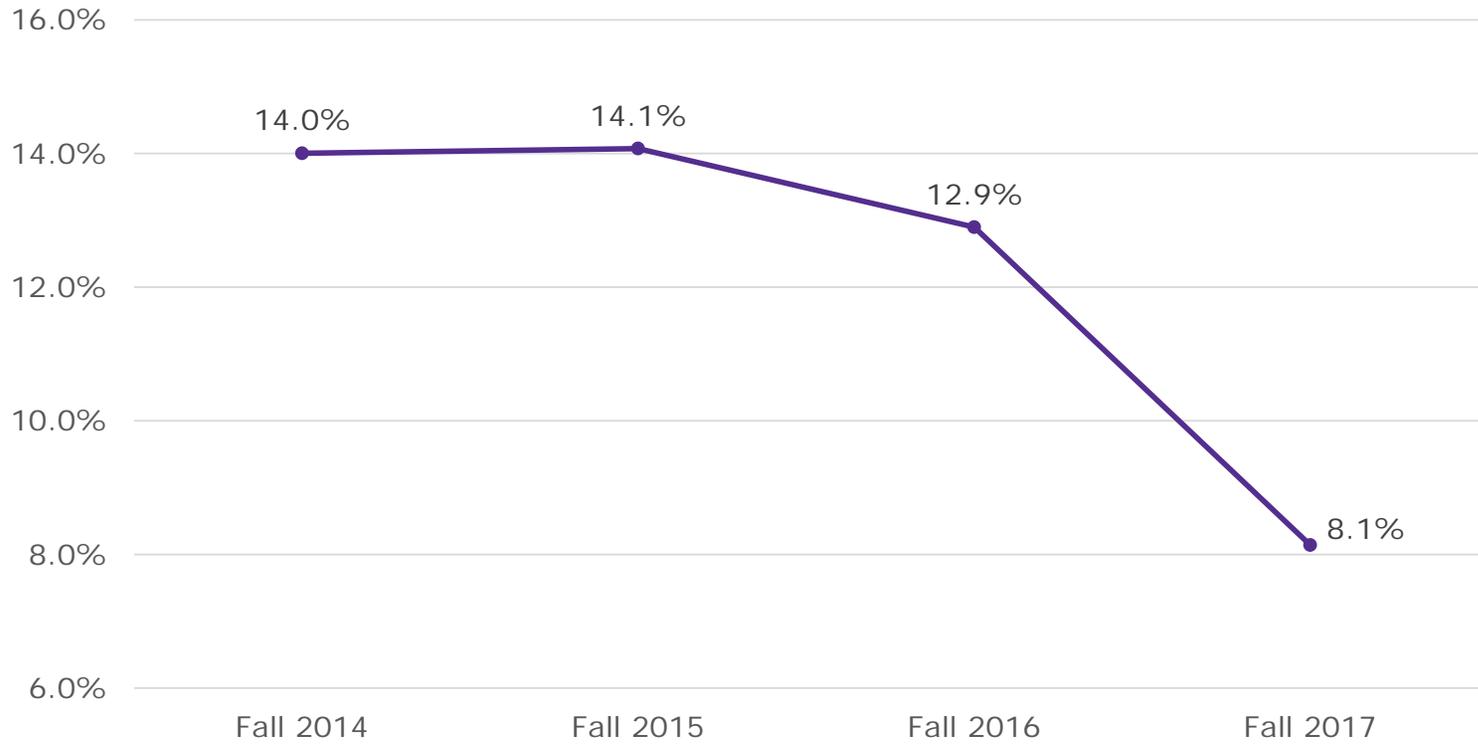
Fall 2016 Calculus 1 Grade Distribution





Despite strong changes, summer melt was smaller: how did we do this?

Summer Melt Trend (Deposit to Matriculation)



Excludes Graduates and Non-Degree

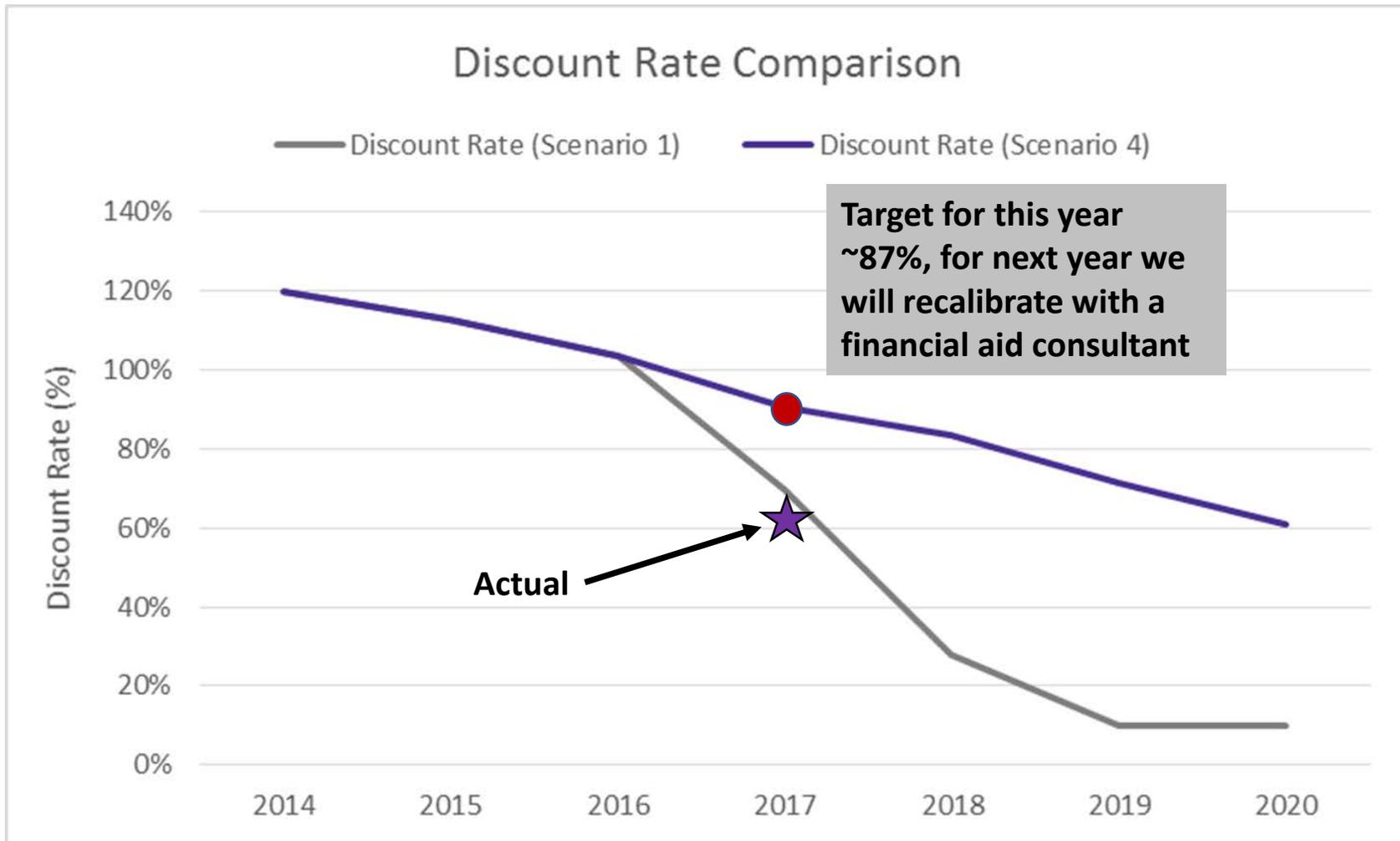


Admissions is a multi-year effort that shapes our future

- **Goal: Recruit a highly qualified and highly diverse student body whose interests align with the University's STEM Degree mission.**
- **Strategy elements**
 - Data analysis
 - Marketing incentives
 - Structured communication
 - Personal communication
- **Tactics**
 - **Quality: packaged aid that places Florida Poly in a competitive position**
 - **Quality: Collaborate with pre-college programs and high schools to identify prospective recruits.**
 - **Quality: Work with local marketing agency to create personalized communication plan targeting underrepresented students.**
 - **Diversity: Offer summer programs that expose underrepresented middle school students to STEM.**
 - **Diversity: Create a diversity website on the undergraduate admissions website to direct prospective students to resources and support.**
 - **Diversity: admissions and campus programs targeted at creating and presenting a welcoming environment and culture**



Early in the fall we will again reevaluate our discount rate





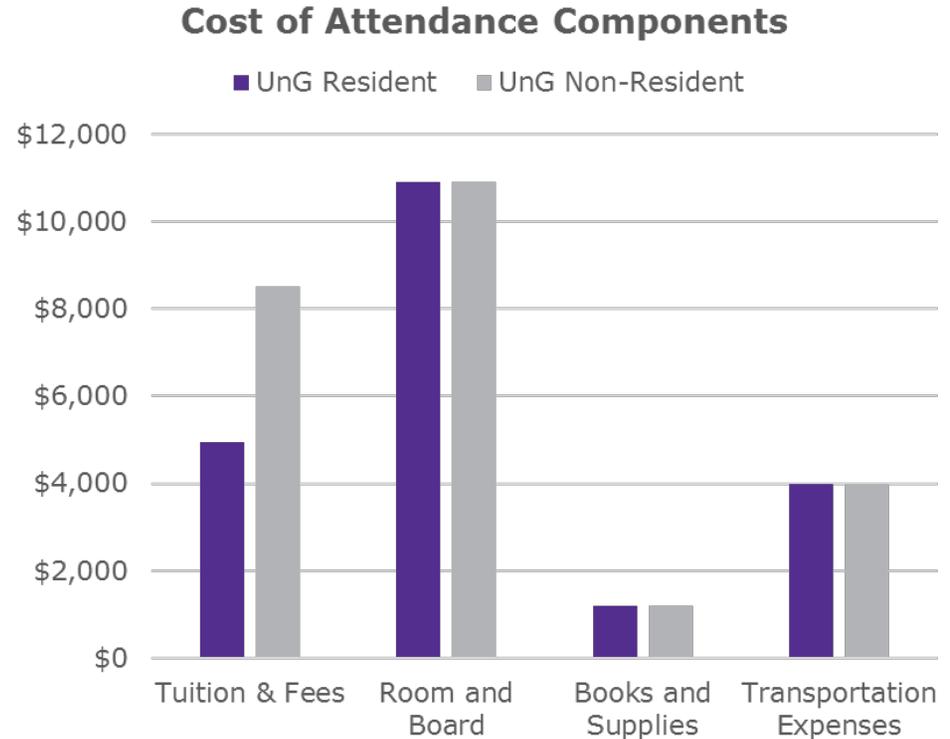
Student Services

- **Disability services**
 - A continuing challenge to balance student need with institutional resources
- **Career services**
 - Coupled to our internship efforts
 - 150 internships over the summer for 113 companies
 - Challenge for the coming year will be job placement for a much larger graduating class
- **Academic Success Center**
 - Focus on transactional advising and success skills
 - High focus area in terms of producing results
- **Health services**
 - Physical health managed with Lakeland Regional Medical Center
 - Mental health: one full time counselor, one part time counselor and Baycare 24/7 hotline
 - New Student Services Center opened this fall (Counseling, Disability Services, Testing Services)
- **Registrar's office**
 - Adding a top level position to improve overall function



Block Tuition is being revisited again at the state level

- **The concept:**
 - Students “buy” a full time registration instead of paying by the credit hour
- **The intent:**
 - Provide an incentive to register for 30 credit hours annually to enhance four year graduation rates
- **The challenge:**
 - Little evidence that creating a 30 credit hour tuition model will create increased graduation rates
 - Institutional finance: if this is a discount, how do institutions balance their books
 - Summer session requires incremental funding to pay faculty
 - A “one-size-fits-all” approach will likely harm many students in the system



Based on undergraduates taking 30 credit hours in Fall & Spring.

Our response: Wait for clarity and advocate for institutional flexibility



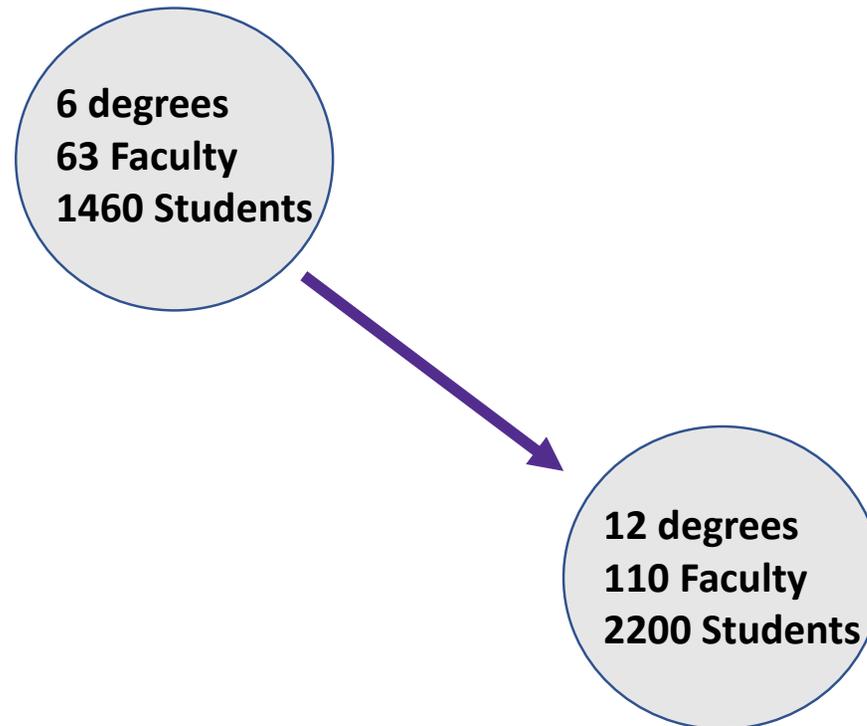
Degree Program additions and faculty hiring budget

- **We have received \$4.8M in recurring funds for hiring faculty**
- **This allows us to:**
 - **Strengthen our faculty**
 - **Add programs**
- **Currently, we offer 6 degrees with 63 faculty (23:1 student to faculty ratio)**
- **Degree expansion, roughly by a factor of 2**
 - **Hanover Study regarding our degrees compared to peers and competitors**
 - **Approximately 6 new faculty per degree program**
- **Challenges:**
 - **Degree choice and approval process**
 - **Space: faculty offices, teaching labs, research space**
 - **Growth Rate: growing aggressively but with quality**
- **Actions:**
 - **Hanover research to identify new degrees**
 - **Continuing focus on building quality in existing faculty**
 - **Targeted use of funds (nonrecurring) to build capacity**



A range of challenges to growth are present beyond budget availability

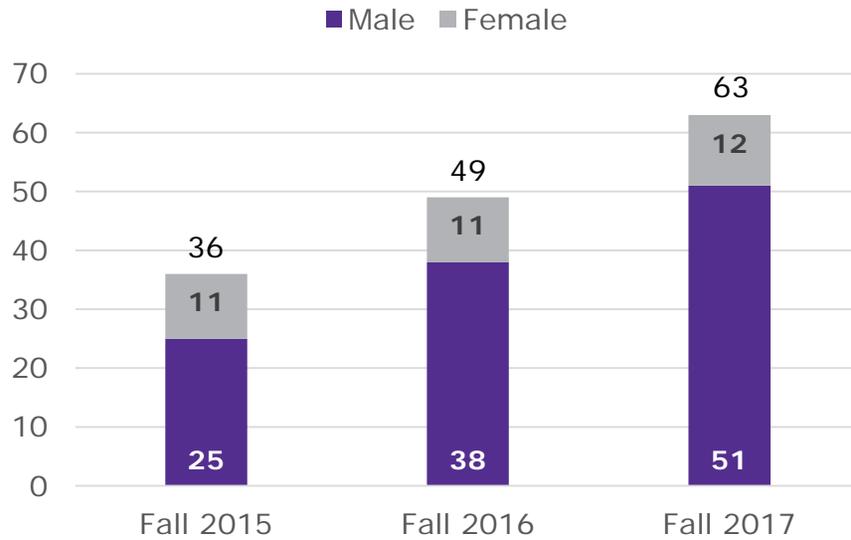
- **Degree choice**
 - Must be responsive to marketplace and address SUS degree control concerns
 - Must be logically additive to the campus
- **Space is an increasing concern**
 - Every person that we hire now produces a displacement somewhere in our space allocation
 - ALL aspects of space (teaching, office, research) are important now
- **Growth with quality requires time**





Faculty Diversity

Faculty by Gender



Excludes Visiting Assistants

Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017*
Asian	5	12	15
Black	1	1	1
Hispanic	1	2	2
Native Hawaiian or Other Pacific Islander	1	0	0
White	24	34	39
Unknown	4	0	6

Increasing Faculty Diversity will require:

- Stronger recruiting for all positions
- Agile recruiting for opportunities



Graduate Programs

- **Current Degrees:**
 - Masters of Science in Engineering
 - Masters of Science in Innovation and Technology
- **Activity for the Year:**
 - Focus on graduating “old” students with quality theses or projects
 - Focus on “program flow” to produce a quality sequence of courses
 - Focus on recruiting for next year
- **Strategy:**
 - Use existing broad degree names and then produce “tracks” that are specific to a discipline or area
- **This will take time**



Technology and Pedagogy

- **Largely dormant area**
- **Near term activity**
 - **Computing labs**
 - **Acquiring technology and pedagogy support**
- **Long term activity**
 - **How and with what purpose we move into the online space**



Entrepreneurship started at Poly in 2016 with a state appropriation

- **This was a \$2.5M non-recurring appropriation from the state**
- **Our expectations must be realistic**
 - **Successful startups take time and have a high failure rate**
 - **Tech startups are much more than a simple application of an idea**
- **Goals**
 - **Student Engagement: co-curricular activity, high impact visiting speaker, seminar series**
 - **Support of startup activities: implicit support via co-curricular activity, explicit support via services**
 - **Support of Florida Startups with Florida Poly talent: undergrad interns, career placement, faculty consulting where appropriate**
 - **Keep STEM graduates in Florida: Place students for first jobs with small and medium businesses**
 - **Curricular Effort: Courses directly related to Entrepreneurship**



How we will continue this effort

- **Traditional centers are focused on space**
 - Meeting space, maker space, machine shop space, collaboration space
- **Our effort will be on outcomes**
- **Spending to date: approximately \$370,000, largely in personnel costs**
 - Remainder of funds exist in carryforward
- **The Plan:**
 - Continue to focus on goals and focus personnel on goals
 - Satisfy space needs within existing footprint but do not directly assign space
 - Work to have accomplishments that justify recurring funding in coming years
 - Use a fraction of the funds for space upfit or acquisition that supports center mission



Noel Levitz (Spring 2017)

- **National survey – 63 questions; results compared with Four-Year Public**
- **Response rate = 28%**
- **Respondent demographics are representative of the student body**
- **Females over-represented by 4%**



Noel Levitz – Expectations

Student expectations with their college experience and enrollment decision:

- **85% rate their expectation about college experience has been met at Florida Poly (82% nationally)**
- **83% are somewhat satisfied to very satisfied with their experience at Florida Poly thus far (71% nationally)**
- **80% would enroll if they had to do it over again (70% nationally)**
- **87.6% do not plan to transfer**



Noel Levitz – Strengths & Challenges

STRENGTHS

Faculty availability and fair treatment

Campus environment

Tuition

CHALLENGES

Registration process

Valuable course content

Excellent course instruction

Assistance in career goals

- **Strengths are areas where Florida Poly students rate as very important and with higher satisfaction as compared to national results**
- **Challenges are areas rated as very important but with less student satisfaction as compared to national results**



Noel Levitz –Address challenges with an emphasis on Quality

Challenge	Action Plan(s) / Estimated Timeline	Re-assess
Registration process	<ul style="list-style-type: none"> • Focus group / Fall 2017 • New University Registrar / Fall 2017 	Future Noel Levitz
Valuable course content	<ul style="list-style-type: none"> • Focus group / Fall 2017 • Changes to curriculum / Summer 2017 	Future Noel Levitz
Excellent course instruction	<ul style="list-style-type: none"> • Focus group / Fall 2017 • Awareness of Student Assessment of Instruction among faculty / Summer 2017 	Future Noel Levitz
Assistance in career goals	<ul style="list-style-type: none"> • Focus group / Fall 2017 • Workshop Series / Fall 2017 • Career Days / Fall 2017 • Industry Field Trips and Involvement / Fall 2017 & Spring 2018 	Future Noel Levitz



The key messages for today

- **Admissions and Financial Aid**
 - **A quality incoming class with improvements in diversity**
- **Student Services**
 - **Steady effort on maintaining quality services**
- **Block Tuition**
 - **We will discuss in December**
- **Degree Program Additions and Faculty Hiring Budget**
 - **In the planning stages**
- **Student and Faculty Diversity**
 - **Efforts underway**
- **Graduate Programs**
 - **Focus on improvements**
- **Technology and Pedagogy**
 - **Very early in our efforts**



The key messages for today

➤ Entrepreneurship

- We are working toward a set of goals

➤ Student Satisfaction Survey from Noel Levitz

- Data collection is driving an emphasis on quality in Academic Affairs

➤ International Students and Strategy

- We are advocating formalizing a relationship with an international recruiter

AGENDA ITEM: VI

**Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
October 31, 2017**

Subject: 2016-18 Academic & Student Affairs Committee Work Plan Review

Proposed Committee Action

Information only. No action required.

Background Information

At the December 7, 2016, Academic and Student Affairs Committee meeting, the committee reviewed and voted on the committee work plan. The work plan has been updated to include their recommendations, if any.

Supporting Documentation:
Work Plan

Prepared by: Dr. Terry Parker, Provost

Florida Polytechnic University
Academic and Student Affairs Committee
Work Plan 2016-2018

March 15, 2017	June 7-8, 2017	September 13, 2017	December 6, 2017
<ul style="list-style-type: none"> • Faculty hiring program • Differentiating programs (entrepreneurship, health informatics, other initiatives) 	<ul style="list-style-type: none"> • Existing degree improvements • Admissions: the admission profile of the future 	<ul style="list-style-type: none"> • New degrees and changes to existing degrees • Student life: the experience beyond the classroom 	<ul style="list-style-type: none"> • Student success and retention: measures and next steps
¹ March 14, 2018	¹ June 6-7, 2018	¹ September 12, 2018	¹ December 5, 2018
<ul style="list-style-type: none"> • Faculty hiring program • Differentiating programs (entrepreneurship, health informatics, other initiatives) 	<ul style="list-style-type: none"> • Existing degree improvements • Admissions: the admission profile of the future 	<ul style="list-style-type: none"> • New degrees and changes to existing degrees • Student life: the experience beyond the classroom 	<ul style="list-style-type: none"> • Student success and retention: measures and next steps
¹ Tentative until approved by the Board of Trustees			

AGENDA ITEM: VII

**Florida Polytechnic University
Academic and Student Affairs Committee
October 31, 2017**

Subject: Textbook and Instructional Material Affordability Report

Proposed Action

Recommend approval of **Textbook and Instructional Material Affordability Report** to the Board of Trustees.

Background Information

According to the Florida Board of Governors, Section 1004.085, Florida Statutes, establishes requirements regarding the textbook and instructional materials adoption process at public colleges and universities in Florida. Each institution in the State University System is required to submit an annual report by September 30 of each year plus any extensions granted*, beginning in 2016, to the Chancellor of the State University System that addresses the following:

- The selection process for textbooks and instructional materials for general education courses identified with a wide cost variance and those with high enrollments;
- Specific initiatives of the University designed to reduce the costs of textbooks and instructional materials;
- University policies for implementing the posting of textbooks and instructional materials information for students; and
- The number of courses and course sections that were unable to meet the posting deadline in the previous academic year.

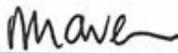
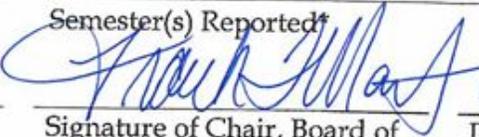
*We received an extension to October 13 for the initial filing and an additional extension for the BOT approved report following its next meeting.

Supporting Documentation:

Textbook and Instructional Material Affordability Report

Prepared by: Mark Mroczkowski

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30 (Extension to Oct. 13)**

Florida Polytechnic University	Fall 2017
University Submitting Report	Semester(s) Reported
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees
	
Signature of President	Signature of Vice President for Academic Affairs
10/12/17	Date
Date	Date
	10/12/2017
	10/02/17

*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

Definitions:

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

Methodology: Identify the average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

There is no cost variance for required or recommend textbooks and instructional materials among sections within a course because all sections use the same text(s).

Fall 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req. or Rec.	Average Cost	Dollar Variance
AMH 2020	<i>American History Since 1877</i>	1	4	<i>Req.</i>	\$57.74	\$0.00
ARH 2000	<i>Art Appreciation</i>	1	4	<i>Req.</i>	\$57.51	\$0.00
BSC 1010	<i>Biology 1</i>	1	4	<i>Req.</i>	\$197.95	\$0.00
BSC 1010L	<i>Biology 1 Laboratory</i>	1	5	<i>Req.</i>	\$13.40	\$0.00
CHM 2045	<i>Chemistry 1</i>	1	9	<i>Req.</i>	\$148.00	\$0.00
CHM 2045L	<i>Chemistry 1 Laboratory</i>	1	14	<i>Req.</i>	\$13.55	\$0.00
ECO 2013	<i>Principles of Macroeconomics</i>	1	1	<i>Req.</i>	\$141.64	\$0.00
ECO 2023	<i>Principles of Macroeconomics</i>	1	1	<i>Req.</i>	\$23.89	\$0.00
ENC 1101	<i>English Composition 1: Expository and Argumentative Writing</i>	1	10	<i>Req.</i>	\$60.57	\$0.00
ENC 2210	<i>Technical Writing</i>	1	3	<i>Req.</i>	\$66.68	\$0.00
ENC 2210	<i>Technical Writing</i>	1	3	<i>Req.</i>	\$11.63	\$0.00
MAC 2311	<i>Analytic Geometry and Calculus 1</i>	1	13	<i>Req.</i>	\$318.45	\$0.00
MAC 2312	<i>Analytic Geometry and Calculus 2</i>	1	5	<i>Req.</i>	\$318.45	\$0.00
MAC 2313	<i>Analytic Geometry and Calculus 3</i>	1	5	<i>Req.</i>	\$318.45	\$0.00
MAD 2104	<i>Discrete Mathematics</i>	1	4	<i>Req.</i>	\$191.29	\$0.00
MAP 2302	<i>Differential Equations</i>	1	2	<i>Rec.</i>	\$129.86	\$0.00

MAP 2302	Differential Equations	1	2	Req.	\$13.00	\$0.00
MAP 2302	Differential Equations	1	2	Rec.	\$144.72	\$0.00
MAS 2105	Linear Algebra	1	1	Req.	\$167.98	\$0.00
PHI 2010	Introduction to Philosophy	1	2	Req.	\$11.00	\$0.00
PHI 2010	Introduction to Philosophy	1	2	Req.	\$7.80	\$0.00
PHI 2010	Introduction to Philosophy	1	2	Req.	\$8.25	\$0.00
PHY 2048	Physics 1	1	6	Req.	\$148.00	\$0.00
PHY 2049	Physics 2	1	7	Req.	\$148.00	\$0.00
PSY 2012	General Psychology	1	2	Req.	\$168.26	\$0.00
STA 2023	Statistics 1	1	4	Req.	\$8.88	\$0.00

Explanation:

There is no cost variance for required or recommend textbooks and instructional materials among sections within a course because all sections use the same text(s).

Spring 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req. or Rec.	Average Cost	Dollar Variance
AMH 2020	American History Since 1877	1	4	Req.	\$57.74	\$0.00
ARH 2000	Art Appreciation	1	2	Rec.	\$57.51	\$0.00
BSC 1010	Biology 1	1	3	Req.	\$197.95	\$0.00
BSC 1010L	Biology 1 Laboratory	1	4	Req.	\$13.08	\$0.00
CHM 2045	Chemistry 1	1	3	Req.	\$150.60	\$0.00
CHM 2045L	Chemistry 1 Laboratory	1	3	Req.	\$30.05	\$0.00

CHM 4411	<i>Survey of Physical Chemistry</i>	1	1	Rec.	\$96.53	\$0.00
ECO 2013	<i>Principles of Macroeconomics</i>	1	1	Req.	\$144.66	\$0.00
ECO 2023	<i>Principles of Macroeconomics</i>	1	1	Req.	\$23.89	\$0.00
ECP 4031	<i>Benefit Cost Analysis</i>	1	1	Req.	\$150.81	\$0.00
ENC 1101	<i>English Composition 1: Expository and Argumentative Writing</i>	1	2	Req.	\$60.57	\$0.00
ENC 2210	<i>Technical Writing</i>	1	10	Req.	\$66.68	\$0.00
ENC 2210	<i>Technical Writing</i>	1	10	Req.	\$11.63	\$0.00
MAC 2311	<i>Analytic Geometry and Calculus 1</i>	1	2	Rec.	\$132.00	\$0.00
MAC 2311	<i>Analytic Geometry and Calculus 1</i>	1	2	Req.	\$177.75	\$0.00
MAC 2312	<i>Analytic Geometry and Calculus 2</i>	1	10	Rec.	\$132.00	\$0.00
MAC 2312	<i>Analytic Geometry and Calculus 2</i>	1	10	Req.	\$177.75	\$0.00
MAC 2013	<i>Analytic Geometry and Calculus 3</i>	1	2	Rec.	\$132.00	\$0.00
MAC 2013	<i>Analytic Geometry and Calculus 3</i>	1	2	Req.	\$177.75	\$0.00
MAD 2104	<i>Discrete Mathematics</i>	1	4	Req.	\$171.91	\$0.00
MAP 2302	<i>Differential Equations</i>	1	5	Req.	\$13.00	\$0.00
MAS 2105	<i>Linear Algebra</i>	1	1	Req.	\$145.66	\$0.00
PHI 2010	<i>Introduction to Philosophy</i>	1	2	Req.	\$11.00	\$0.00

PHI 2010	Introduction to Philosophy	1	2	Req.	\$7.80	\$0.00
PHI 2010	Introduction to Philosophy	1	2	Req.	\$8.25	\$0.00
PHY 2048	Physics 1	1	8	Req.	\$150.60	\$0.00
PHY 2049	Physics 2	1	6	Req.	\$150.60	\$0.00
PHZ 4404	Introduction to Solid State Physics	1	1	Req.	\$78.28	\$0.00
PSY 2012	General Psychology	1	2	Req.	\$168.26	\$0.00
STA 2023	Statistics 1	1	4	Req.	\$8.88	\$0.00

Explanation:

There is no cost variance for required or recommend textbooks and instructional materials among sections within a course because all sections use the same text(s).

b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

The process is that program coordinators for each disciplinary area collaborate with faculty to select a common text(s) for all sections of a course. There are no courses with wide cost variance.

c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

Fall 2016

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Embedded Operating Systems	1
Advanced Digital Signal Processing	1
Independent Study	1
Internship	1

Spring 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Systems Acquisition, Integration and Implementation	1
Digital Forensics	1
Ethical Hacking	1
Directed Independent Research	1

- d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

Academic Affairs encourages faculty and program coordinators to consider affordability in their textbook decision-making process. Discipline areas strive to select common texts for each course to ensure that there is limited variance of cost among sections.

- e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.

The process is the same for all general education courses regardless of enrollment. Program coordinators and faculty collaborate to select the text or texts that are used for all sections of a course. Academic Affairs encourages faculty and program coordinators to consider affordability in their textbook decision-making process. Discipline areas strive to select common texts for each course to ensure that there is limited variance of cost among sections.

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

- a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Rental, New and Used Options Barnes & Noble continues to offer cost savings options such as new, used, rental and digital textbooks with new titles added to each category. Students have the opportunity to save by purchasing textbooks in the various formats offered.

- For Fall 2016, Barnes & Noble had 61.6% of all titles available to rent and additionally, 42% of all titles have a digital option.*
- For Spring 2017, Barnes & Noble had 71.6% of all titles available to rent and additionally, 48.3% of all titles have a digital option.*

Barnes & Noble Price Match Program

Barnes & Noble is matching the prices for textbooks advertised by BN.com, and Amazon. This program does not include price matching items from textbook marketplaces such as Amazon Prime (membership deals) or Amazon Warehouse Deals and does not include offerings from peer to peer marketplaces, aggregator sites, digital books, publisher direct pricing or bulk purchases/ course fee pricing.

Financial Aid Book Advances

Students unable to afford required and recommended course materials may apply for a Florida Polytechnic University textbook scholarship or advance through the Office of Financial Aid, which continually monitors student financial need including cost of textbooks. This aid ensures that students can purchase their course materials prior to semester start and are prepared for class on the first day.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

Yes, there has been a reduction in cost of textbooks and instructional materials to the students. The price match program and financial aid book advances are new initiatives with the 2016-2017 academic year and had limited use. We have increased advertising of these options and anticipate greater use in 2017-2018.

The following cost reduction averages are based on Barnes and Noble reporting: Savings are based on difference of new textbook cost and cost savings options such as new, used, rental and digital textbooks. Students have the opportunity to save by purchasing textbooks in the various formats offered.

- The average reduction cost of for Fall 2016 was 12.4% for an average savings of \$15.75 per item. For Fall 2017, the average cost reduction was 19% for an average savings of \$15.72 per item.*
- The average reduction cost of for Spring 2016 was 19.3% for an average savings of \$23.98 per item. For Spring 2017, the average cost reduction was 23.9% for an average savings of \$23.18 per item.*

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

There is no cost variance of required or recommend textbooks and instructional materials among sections within a course because all sections use the same text(s). Academic Affairs encourages faculty and program coordinators to consider affordability in their textbook decision-making process. Discipline areas select common texts for each course, so as to ensure that there is limited variance of cost among sections.

3) University Policies for the Posting of Textbooks and Instructional Materials

- a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

Florida Poly regulation FPU-5.003 Textbook and Instructional Materials Selection and Affordability governs the institution's processes for ensuring compliance. This regulation was revised to comply with changes in the Board of Governors policy. Florida Poly's regulation includes selection considerations, procedures, deadlines etc. Email communication, face-to-face meetings, and weekly reports for sections without adoptions are communicated to program coordinators in advance of the deadline. Academic Affairs staff assist in the communication and ordering of textbooks to ensure deadlines are met.

- b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The policy is effective. Since implementation of the new regulation and changes in process, we will be able to demonstrate improvement between spring 2017 and fall 2017. The processes in place include regular, weekly reports on the progress toward 100% adoption along with simplified instructions for ordering, departmental communications to ensure multi-sections courses order the same texts, and so on.

- c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.
- *For Fall 2016 a total of 305 course sections or 70% for the 45-day adoption deadline.*
 - *For Spring 2017 a total of 255 course sections or 82% for the 45-day adoption deadline.*

We continue to work with faculty and the Provost office to have required and recommended textbook and instructional materials posted as timely as possible.

- d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course

section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

- *For Fall 2016 a total of 72 course sections or 30% of courses did not meet the posting deadline.*
- *For Spring 2017 a total of 39 course sections or 18% of courses did not meet the posting deadline.*

This is mainly due to the addition of new courses and the timing of the faculty hiring process. New procedures put in place during the summer of 2017 have resulted in approximately 100% of courses meeting the 45 day posting deadline for fall 2017.

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

Several courses qualified for exception but none were granted prior to the reporting deadline. Courses/sections would be granted an exception in cases where the course is newly developed or substantially modified and will be taught for the first time. In some cases, where a new faculty member is hired, an exception will be granted depending on the timeframe of the hire.