



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Academic & Student Affairs Committee Meeting

Wednesday, September 11, 2019

9:15 AM - 10:45 AM

Florida Polytechnic University, Student Development Center
4700 Research Way, Lakeland, FL 33805-8531

Dial In Number: 1-415-655-0001 | Access Code: 648 625 684#

Dr. Richard Hallion, Chair
Mark Bostick
Phillip Dur

Dr. Adrienne Perry, Vice-Chair
Dr. Victoria Astley

Henry McCance
Ryan Perez

AGENDA

- | | |
|--|--|
| I. Call to Order | Dr. Richard Hallion, Chair |
| II. Roll Call | Amy Devera |
| III. Public Comment | Dr. Richard Hallion, Chair |
| IV. Approval of the May 22, 2019 Minutes
<i>*Action Required*</i> | Dr. Richard Hallion, Chair |
| V. 2018-20 Academic & Student Affairs Committee Work Plan Review | Dr. Terry Parker, Executive Vice President and Provost |
| VI. Provost Report and Discussion | Dr. Terry Parker, Executive Vice President and Provost |
| A. Applied Research Center (ARC) Planning
<i>*Action Required*</i> | |
| B. BOT Choice Metric
<i>*Action Required*</i> | |
| C. Textbook Affordability Report
<i>*Action Required*</i> | |
| D. Revisions to Regulation FPU-2.005 Admission of International Students
<i>*Action Required*</i> | |
| VII. Closing Remarks | Dr. Richard Hallion, Chair |

Florida Polytechnic University
Board of Trustees

Academic and Student Affairs Committee Meeting

DRAFT MEETING MINUTES

Wednesday, May 22, 2019
8:30 AM-9:30 AM

SUN 'n FUN Fly-In, 4175 Medulla Road, Lakeland, FL

I. Call to Order

Committee Chair Hallion called the Academic and Student Affairs Committee meeting to order at 8:36 a.m.

II. Roll Call

Amy Devera called the roll: Committee Chair Richard Hallion, Committee Vice Chair Adrienne Perry, Trustee Victoria Astley, Trustee Henry McCance, Trustee Ryan Perez and Trustee Mark Bostick were present (Quorum).

Other trustees present: Trustee Frank Martin, Trustee Cliff Otto, Trustee Gary Wendt, Trustee Bob Stork, Trustee Louis Saco and Trustee Don Wilson

Staff present: Provost Terry Parker, President Randy Avent, Mrs. Kathryn Miller, Mr. Tom Dvorske, Mrs. Kris Wharton, Mrs. Kim Abels, Ms. Michele Rush, Mr. BenMatthew Corpus, Ms. Regina Delulio, Mr. Rick Maxey, Mr. David Calhoun and Ms. Amy Devera were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Henry McCance made a motion to approve the Academic and Student Affairs Committee meeting minutes of March 13, 2019. Trustee Ryan Perez seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2018-20 Strategic Planning Committee Work Plan Review

The 2018-2020 Work plan remains unchanged and no discussion occurred.

VI. **Provost Report**

Dr. Terry Parker reviewed activity aligned with the Work Plan, which included Admissions and Financial Aid, Student Services, four year graduation improvement plan, degree program additions and faculty hiring status, ABET accreditation, student and faculty diversity, Technology and Pedagogy and space planning.

A. Organizational Change

Provost Terry Parker reported to the committee that there has been a change to the Academic Affairs organizational model. Dr. Tom Dvorske is now the Vice Provost of Academic Affairs and Dr. Kathryn Miller is now the Vice Provost of Student Affairs. Admissions is now a direct report to Provost Parker's office. The University has also recently hired a Director of Research Services, Nicole Tardiff.

B. Admissions and Financial Aid

Provost Parker stated to the committee that inquiries and applications have been down all year long. Deposits are currently down three percent. Provost Parker briefly went over a graph that compared the difference between admits in Early May, 2018 to Early May, 2019. In total, the University is down ten deposits. Provost Parker reported the deposits for first time in college women are currently up, deposits for Latino students are around the same as last year and deposits for black students are up. Bridge is a program where the University has formed relationships with two high schools, Lake Wales and Jones, and students are brought in as non-degree seeking students. The non-degree students are not allowed to take on a full course load.

Trustee Gary Wendt asked if the University's enrollment would be the same as last year. Provost Parker stated that he originally predicted that the University would be down ten students, however, as of yesterday, the University was only down three students. The University added twenty new students due to the creation of the Bridge program. If the student succeeds in their first semester, they will be converted to degree seeking.

Chair Don Wilson asked how the Bridge students affect the SAT and completion rates for the University. Provost Parker stated that since they are non-degree seeking, they do not affect the numbers and are not included in the graduation rate.

Trustee Victoria Astley questioned what the GPA rate was to continue and Mr. BenMatthew Corpus stated that the students were given the same requirements as students who receive scholarships, which is a 2.75 GPA.

Trustee Henry McCance asked about the decrease in the number of the Graduate Program admissions and Provost Parker noted that there were late changes within the program that impacted admissions, but he expects the numbers to be made up within the next few weeks.

Trustee Frank Martin stated that advising for the non-degree students will be critical and should be done often. Provost Parker stated that we needed to be careful with advising. The University provides services and pathways, but the students should not be called out. He also explained that the students should blend in with the rest of the student body.

C. Student Affairs

Polycon is a student run event that was in its fifth year this year. There were about 1700 attendees for Polycon. The event brings a lot of visitors to campus. There has also been summer community activities such as dinners and evenings on the town. The Office of Disability Services has implemented and improved a policy that is an interactive process. For advising last spring, the University piloted a program called a

Students of Concern program. That program showed a 50 percent improvement which Provost Parker stated he is happy about. Currently, the University is having initial discussions about the campus bookstore going virtual. This is a longer discussion and will not be completed by Fall, but maybe next Spring.

D. Degree Program Additions and Faculty Hiring Status

Provost Parker stated that the degrees are currently being expanded at the University. The University has chosen to continue with the nearly common Freshman year. The common Freshman year allows students to enter FL Poly without knowing what degree they want to pursue. The University has a six credit hour Senior Capstone sequence in place and also put in place concentrations. Concentrations allows a small campus the ability to be diverse without having to be a large campus. Two of the three degrees that FL Poly is pursuing have been fully approved: Environmental Engineering and Engineering Mathematics. There is still a small amount of work that needs to be completed for the Engineering Physics degree before it can enter the state inventory.

Trustee Dick Hallion asked for elaboration on the Engineering Physics degree. Mr. Tom Dvorske explained to the committee that Physics of Space is a classic astro physics concentration, Physics of Medicine is pre-med and is for students who want to attend medical school and Physics of Energy is focused around energy and sustainability. Trustee Hallion stated that is encouraging and interesting to watch. Final ABET materials were submitted a few days ago and the outlook is positive. The degrees submitted to ABET were Computer Science, Computer Engineering, Electrical Engineering and Mechanical Engineering. Environmental Engineering and Engineering Physics will be two degrees that the University will want to accredit later. Provost Parker stated that you cannot get ABET accreditation until a student graduates and their transcript can be evaluated against the criteria. Mr. Dvorske confirmed that once accreditation is received, it will be back accredited to October 2017.

E. Faculty Hiring Status

Provost Parker stated that there has been a fair amount of success for hiring. The University is expecting twenty to twenty five new faculty members for the coming year.

F. Graduate Program

The University currently offers two graduate degrees: Masters of Science, Engineering and Masters of Science, Computer Science. Five tracks have been added to the degrees which include Computer Engineering, Electrical Engineering, Mechanical Engineering, Engineering Management, Computer Science and Data Science. What has been constructed is scalable. The new tracks have been configured to include two common courses and then four electives.

G. Space Planning

Provost Parker showed the plans for the center of the IST Commons to the committee. He showed the committee where new modular offices will be added to accommodate growth. Mr. David Calhoun confirmed the new offices will be comparable to the size of the current offices.

A reconsidered design for the Applied Research Center is being considered which would add more space in an efficient manner. This redesign adds approximately 9,000 square feet that could be used for a prototype shop, AV bays, student research project space and possibly labs that support FIPR.

H. Academic Affairs Initiatives

These initiatives line up with the strategic scorecard that President Avent talked about yesterday. Admissions is undergoing a top to bottom reconsideration of the operations. There is a Retention Initiative that will align the Student Affairs portion of the campus to academic portion of the campus. There is also an Academics and Instructional Quality Initiative that is under Mr. Dvorske. Provost Parker presented a funnel diagram that shows the Admissions Initiative. All of the little activities need to be strategically connected so that they flow. The Retention Initiative will improve campus wide retention by building a student culture of excellence and accomplishment, support student academic progress and success and educate the whole student with the Florida Poly Experience. There are two objectives under Academic Quality and Success which are: deliver a strong faculty instructional development program and enhance delivery through a stronger active learning methods.

VII. Academic Calendars

The Academic Calendars for 2020-2021 and 2021-2022 were presented by Provost Terry Parker.

Committee Vice Chair Adrienne Perry made a motion to approve the 2020-2021 and the 2021-2022 Academic Calendars. Trustee Henry McCance seconded the motion; a vote was taken, and the motioned passed unanimously.

VIII. 2019-2020 Faculty Handbook

The Faculty Handbook for 2019-2020 was presented by Provost Terry Parker.

Trustee Victoria Astley made a motion to approve the 2019-2020 Faculty Handbook. Trustee Henry McCance seconded the motion; a vote was taken, and the motioned passed unanimously.

IX. Closing Remarks and Adjournment

With no further business to discuss, the meeting adjourned at 9:29 a.m.



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Work Plan Review

Dick Hallion
Academic and Student Affairs Committee
Chair

September 11, 2019

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

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



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Provost's Report

Terry Parker

September 11, 2019

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

- **Admissions and Financial Aid**
 - **Short Discussion**
- **Student Affairs**
 - **Short Discussion**
- **Four year graduation improvement plan**
 - **Defer to end of presentation**
- **Degree Program Additions and Faculty Hiring Status**
 - **Short discussion**
- **Student and Faculty Diversity**
 - **No report**
- **Graduate Programs**
 - **Short update**
- **Technology and Pedagogy**
 - **Short note**

Other Items for Today

- **Accountability plan discussion**
- **Building update**
 - **Resolution approval**
- **BOT choice metric**
 - **Resolution approval or move discussion into full meeting**
- **Text Affordability Plan Approval**
 - **Resolution approval**
- **English Proficiency for International Admissions**
 - **Resolution approval**

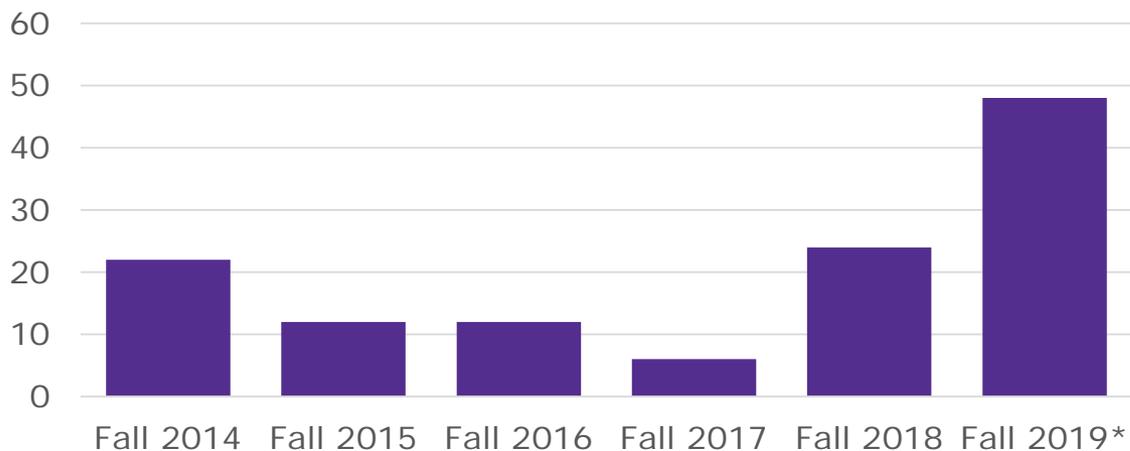


Our quality measures for the FTIC students are similar to those for Fall 2018

First Time Freshman		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Average SAT		1,250	1,200	1,200	1,269	1,287	1,275
Average ACT		26	26	26	27	28.8	28.4
Average HS GPA		3.80	3.98	3.78	3.95	4.03	4.00
Top Quartile HS Class		52%	46%	44%	57%	58%	57%
Gender	Males	86%	85%	88%	85%	86%	85%
	Females	14%	15%	12%	15%	14%	17%

Graduate Enrollment

Entering student headcount
401



FTIC – First Time in College

*As of First Day of Class



The Campus is more diverse than in prior years

Fall 2019 Enrollment – First Day of Classes*

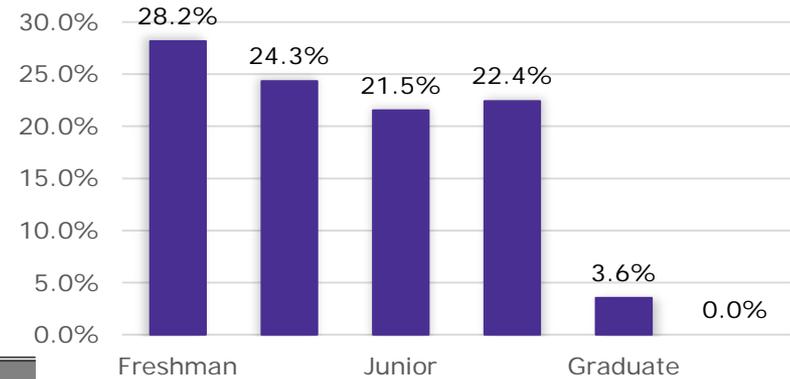
Total Registered Headcount	1352
Total Enrollment (Duplicated)	6,381
FTIC Retention Rate (Fall 2018 to Fall 2019)	70.4%

Headcount by Enrollment Status				
	Continuing Students	New Students	Readmits	Total
Undergraduate	929	375	0	1,304
Graduate	22	26		48
Total	951	401	0	1,352

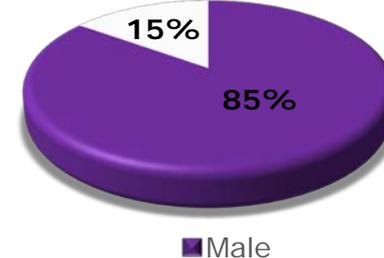
Race/Ethnicity*		
	Total Students	Percent of Total Headcount
American Indian or Alaskan Native	7	0.5%
Asian	68	5.0%
Black or African American	91	6.7%
Hispanic or Latino	290	21.4%
Native Hawaiian or Other Pacific Islander	5	0.4%
Non-Resident Alien	1	0.1%
Two or More Races	49	3.6%
White	822	60.8%
Race and Ethnicity Unknown	19	1.4%

*IPEDS Classifications

STUDENT RANK



GENDER



*August 21, 2019 at 5:30 PM

The entering class is more diverse than in prior years

- Entire enrolled (note numbers below change) class (FTIC, TR, GR)
 - 21.2% Latino compared to 16.3% last year
 - 7.5% Black/African American compared to 4.6% last year
 - 19.2% Women compared to 14% last year

FTIC

	2016	2017	2018	2019
APP STARTED	2611	1974	2243	2046
APPLICANT	1527	1207	1434	1241
ADMIT	1110	669	726	642
DEPOSIT	513	357	331	294
ENROLL	452	339	316	279

Grad

	2016	2017	2018	2019
APP STARTED	313	126	151	284
APPLICANT	141	56	78	124
ADMIT	23	18	41	55
DEPOSIT	16	13	30	35
ENROLL	11	7	23	26

FTIC – First Time in College, TR – Transfer, GR - Graduate

We have continued to add faculty

Department	B.S. Degrees	M.S. Degrees	Number of full time faculty			Student percentage in undergraduate degrees
			Fall 2017	Fall 2018	Fall 2019	
Computer Science	Computer Science	Computer Science	16	15	18	41.70%
Data Science and Business Analytics	Business Analytics, Data Science	Computer Science Engineering	6	9	9	6.30%
Electrical and Computer Engineering	Electrical Engineering, Computer Engineering	Engineering	11	11	14	19.90%
Mechanical Engineering	Mechanical Engineering, Environmental Engineering	Engineering	10	10	12	21.60%
Science, Arts, and Mathematics Division						
Natural Sciences	Engineering Physics		8	7	7	0.30%
Mathematics	Engineering Mathematics		7	7	8	0.10%
Arts and Humanities			5	6	6	
Total			63	65	74	

Student Affairs continues to support students with a wide range of activity

- **Establishing Values and Traditions**
 - Leadership. Collaboration. Innovation. Adaptability.
- **Community Outreach**
 - Summer Camps led by various FL Poly staff and faculty:
 - *Aerospace Center for Excellence (ACE); SEMI-High Tech University; Girl Scouts (CAMP CEO STEM); Summer STEAM Bootcamp (with Polk State)*
 - Pool Usage (*Auburndale High School Swim Team*)
- **Student Life**
 - Semester Event Calendar
 - Family Day—October 19, 2019
- **Advising**
 - Academic Improvement Program--89% students successful in summer 2019
 - Expanded Coach roles for freshman and transfer students
- **Healthy Campus**
 - Interactive Campus

We currently offer **NINE!** undergraduate degrees

- **ABET Accredited Degrees**
 - Computer Engineering
 - Computer Science
 - Electrical Engineering
 - Mechanical Engineering
- **Existing non-ABET Degrees**
 - Data Science
 - Business Analytics
- **“NEW!” Degrees**
 - Environmental Engineering
 - Engineering Mathematics
 - Engineering Physics

- *Degrees Under Development*
 - *Cyber Physical Security*
 - *M.S. Business Analytics*

ABET – Accreditation Board for Engineering and Technology

We offer Two graduate degrees but multiple tracks

- **Masters of Science, Engineering**
 - Robotics and Controls*
 - Electronic, Communication, and Control Systems*
 - Computer Engineering
 - Electrical Engineering
 - Mechanical Engineering
 - Engineering Management***
- **Masters of Science, Computer Science**
 - Computer Science
 - Analytics: Logistics**
 - Analytics: Big Data**
 - Data Science

- *Degrees include thesis or project*
- *Each degree includes two common courses*
- *New Tracks configured to include two common courses and then four electives*
- *Engineering Management targeted at working professionals*

Two New awards: G. Centeno, ~600k, A. Sargolzaei, ~200k

*- sunset in catalog after 2019-20 AY

** - sunset in catalog

*** - Project instead of thesis



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**Selected Slides (and new ones) from:
BOG Staff meeting regarding
Accountability Plan**

July 18, 2019

“Initiatives” within Academic Affairs

- Each initiative is a collection of activity that aligns with the “Strategic Scorecard” and is necessary to improve operational outcomes
- Initiatives are:
 - Admissions: a top to bottom reconsideration of our admission operation
 - *Status: underway, Champion: Ben Matthew Corpus*
 - Retention: a broad effort that aligns academic and student affairs touchpoints, policies, and activities to improve retention
 - *Status: Starting, Champion Kathryn Miller*
 - Academics and Instructional Quality: a focused effort to improve instruction and outcomes on the campus
 - *Status: Planning, Champion Tom Dvorske*

This slide was included in the May BOT meeting. The initiatives have been reformulated into “activities” in support of the accountability plan.

The Board of Governors accepted our Accountability Plan that was presented two weeks ago

- **Concerns noted earlier by the board were:**
 - Progression Rate
 - Graduation Rate
 - Enrollment Projections
 - Time to Degree
 - Research Volume
 - Number of Graduates
- **The BOG was reacting to these “metrics” as compared to the rest of the SUS**
 - There is an ongoing conversation regarding engineering degrees: compared to SUS Engineering programs the Florida Poly grad rates are good
- **Reaction from the BOG to the Revised Accountability Plan was very positive**

Performance Based Funding and Metrics: how are we different?

- **Discussion of the difficulties that are common to all institutions**
 - The four year effect -- you carry your mistakes for a full four years
 - The difficulty with changing because of culture and balancing “creativity versus locked down processes”
- **Discussion of the difficulties that are NOT common to all institutions (*the small and new effect*)**
 - Systems that we are building/fixing as we also operate
 - Challenges with strong curriculum change, lack of stable student flows through curriculum
 - Admissions challenges: establishing a brand (note lack of ABET), the effect of the press
 - The compounding difficulties of summer and fall 2018

The revised accountability plan was created with a data driven approach

- **Approach**
 - Deep dive on each of the focus areas
 - Export of SIS data into query-capable form
 - *SIS data used to answer critical questions and/or to produce rates for models*
 - Creation of a new enrollment model
 - Generate actionable programs that will improve performance metrics
 - *execute the programs as aggressively as possible*

SIS – Student Information System

Take-aways

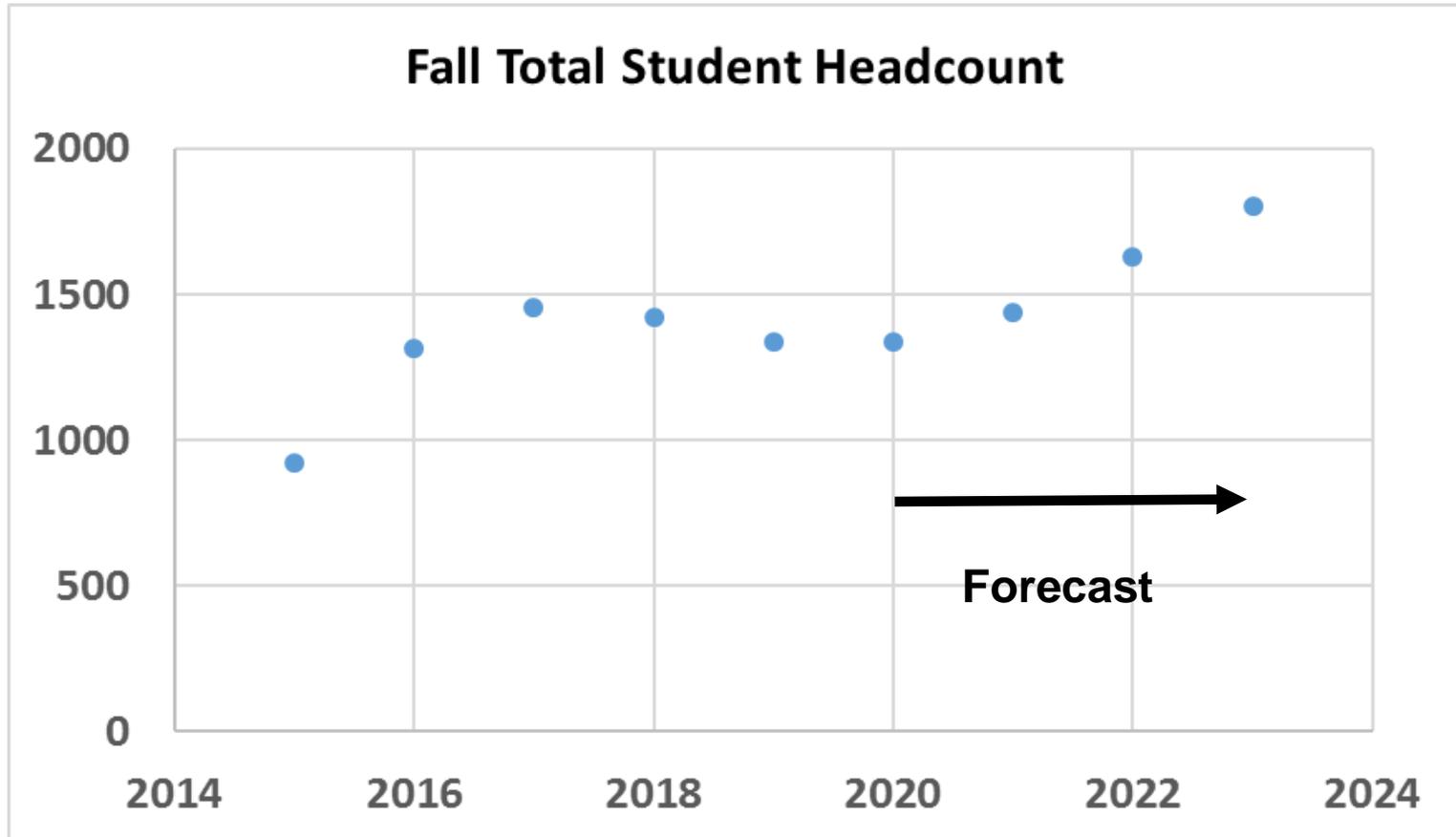
- **Key take-aways from the exercise:**
 - **Enrollment growth with quality is the most important thing for FL Poly right now**
 - **We will have to reprioritize some budget items to more appropriately prioritize growth**
 - **We should be able to move the needle on progression quickly**
 - **The other metrics will take more time**



How did our priorities change?

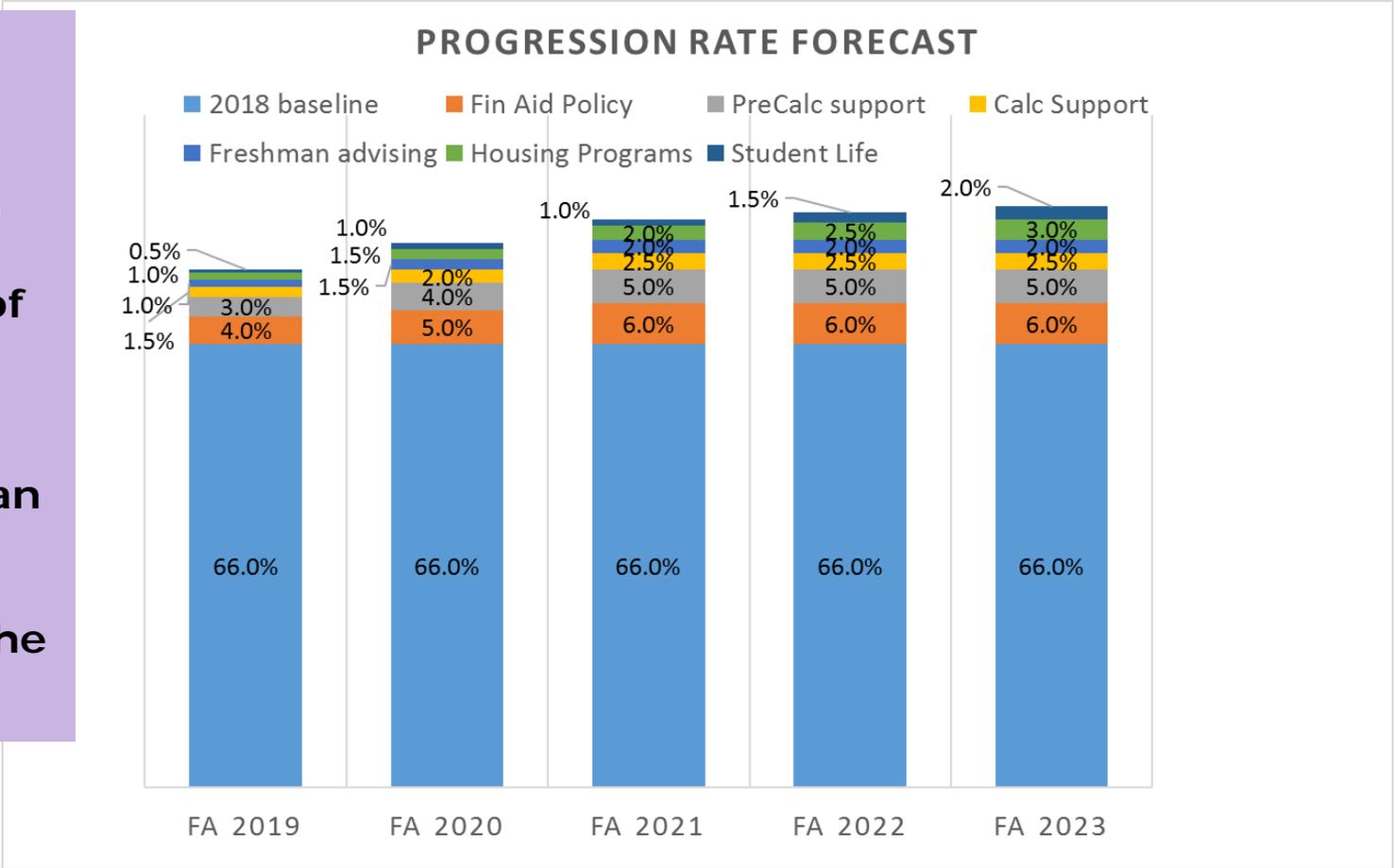
Prior Initiative	New Initiative	Key Tactics
Program “portfolio” growth	Enrollment Growth	Admissions, Retention
Graduate Program enhancements	Graduate Program enhancements	Focus on program quality
Transfer and articulation	Research productivity	Faculty hiring, research support

In order to grow, we need to focus on admissions and retention



For each area of concern, we identified opportunities for improvement

For Progression rate: Data mining of SIS based on correlations of "events" and lack of progression Result is a plan based on correlations observed in the student data.



Many of the metrics rely on student progress

There are a set of “activities” behind each forecast for improvement

- **Academic Progression Rate**
 - Financial Aid Policy change, Pre-calculus and calculus support, Freshman Advising, Campus Housing Support, Student Life improvements
- **Graduation Rates**
 - Course Withdrawal Policy, Course availability, Improved advising, Course support
- **Time to Degree**
 - 15 to degree campaign, active advising, term by term road maps, strategic use of summer
- **15+ Credit Hours**
 - 15 to degree campaign, term-by-term roadmaps, strategic use of summer, pre-calc and calculus support, Freshman advising
- **Research Volume**
 - Emphasized proposal production, low overhead to help cost competitive profile, faculty hiring

Statement of five year goals

- Campus enrollment “getting to” 2000
 - Four year graduation rate of 43% (and continuing to build to 50%)
 - Academic Progression Rate in the high 80% range
 - Annual degree production that approaches 400
-

End of Discussion Regarding Accountability Plan

The Applied Research Center will relieve much of the space pressure on campus



- ***BUT! we will fill it very quickly***

We are finalizing how to fit ALL of the functions required into the ARC

- Space needed for:
 - Prototype shop
 - AV bays
 - Student research project space
 - Research area for FIPR
- Planning
 - Considering how to best integrate this with the facility at minimal cost
- Adds up to 9,000 sf with funding from carryforward and possibly private sources

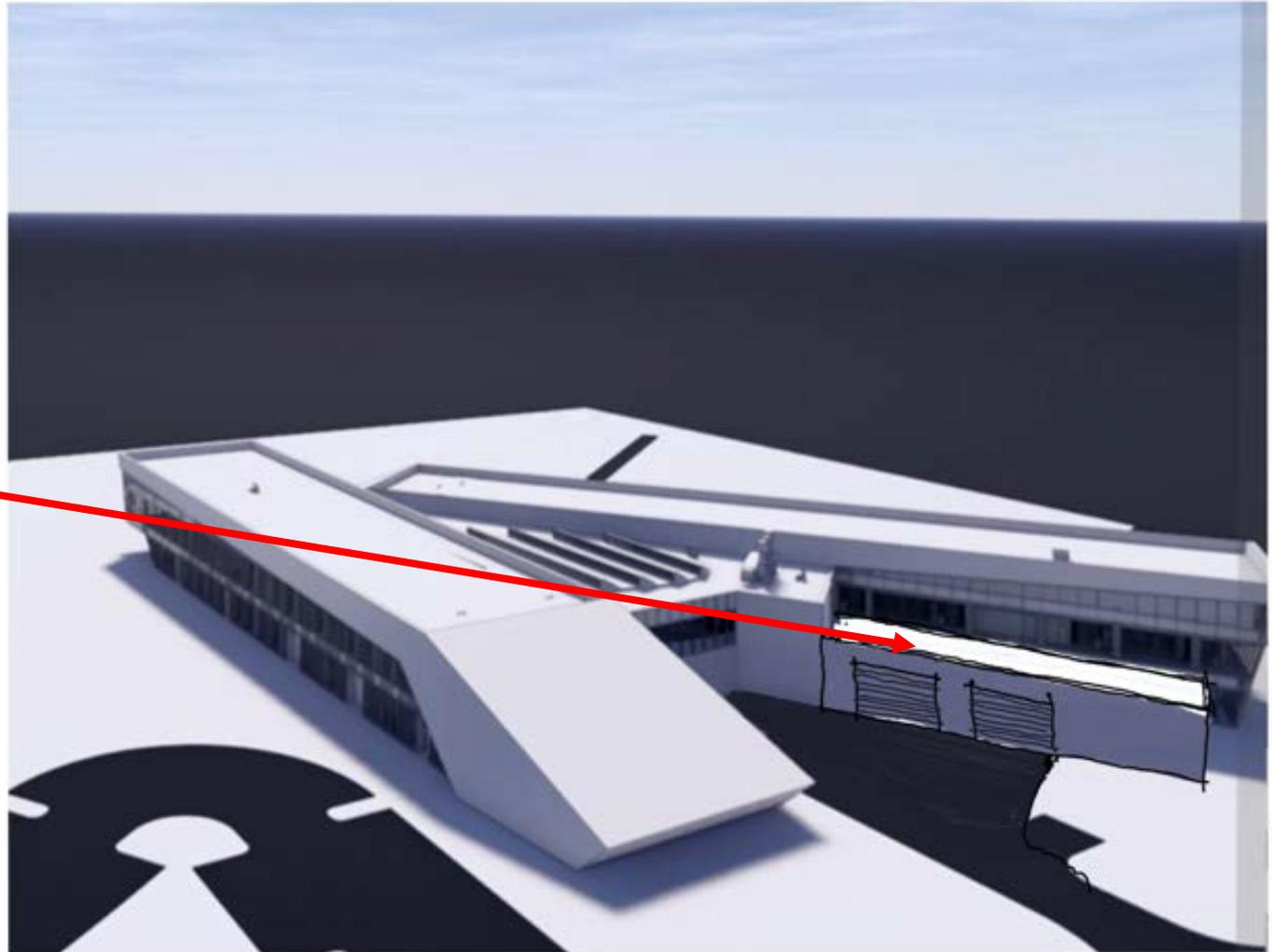


ARC – Applied Research Center, FIPR – Florida Industrial and Phosphate Research Institute, AV is autonomous vehicle

Prior considered locations for an ARC expansion

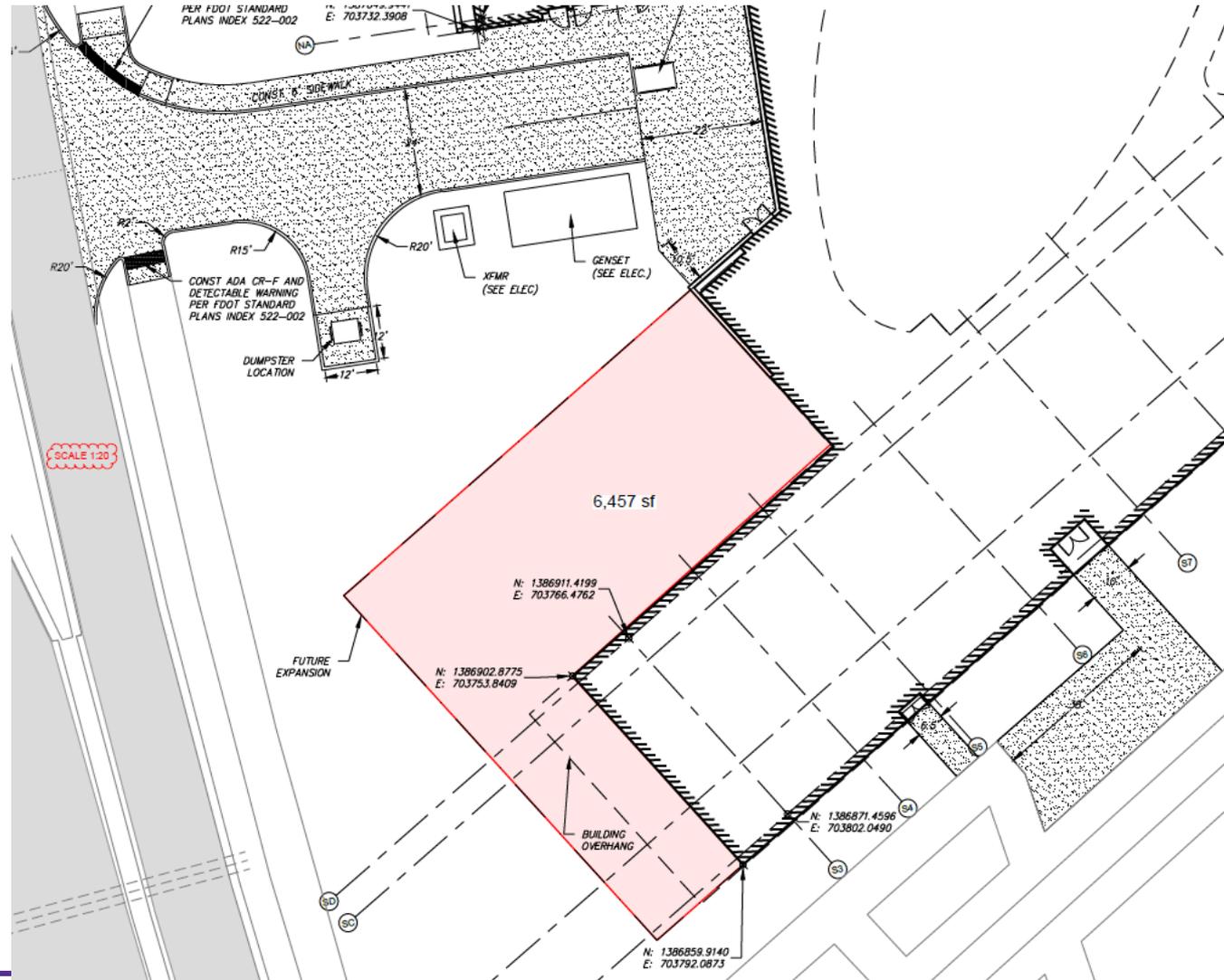
The “dirty” space for shop and low quality labs fits into the ARC footprint

- Additional lab and student project space



The “dirty” space for shop and low quality labs fits into the ARC footprint

- The labs are added to the area of the building near the delivery dock and other services
- Student Government has approved the use of Capital Improvement Trust Fund for machine shop, capstone, and student project space



To move forward we need Board approval

Proposed Resolution:

“The Florida Poly Board of Trustees supports the addition of approximately 8000 square feet in support of labs for Prototype shop, Vehicle bays, Student project space, and research space for FIPR.”

Formal approval for funding is within the Finance Committee meeting

FIPR – Florida Industrial and Phosphate Research Institute



Discussion of BOT Choice metric

- **FAMU:** *Percent of R&D Expenditures Funded from External Sources going to Number of Bachelor's Degrees Awarded to Transfers with AA from FCS*
- **FAU:** *Percent of Bachelor's Awarded to Hispanic and African Americans going to Total Research Expenditures (in \$Millions)*
- **FGCU:** *Bachelor's Degrees Awarded to Hispanic and African-Americans*
- **FIU:** *Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students, going to: Number of Post-Doctoral Appointees*
- **FSU:** *National Rank Higher than Financial Resources Ranking going to: Percent of Bachelor's Graduates Ever Enrolled in an Entrepreneurship Class*
- **NCF:** *Undergraduate Seniors in a Research Course going to Percent of FTIC Graduates Completing 3+ High Impact Practices*



Discussion of BOT Choice metric

- **UCF:** *Bachelor's Degrees Awarded Annually going to* Percent of Bachelor's Degrees Awarded to African American and Hispanic Students
- **UF:** *Licenses/Options Executed Annually going to* Six-Year Graduation Rates
- **UNF:** *Percent of Undergraduate FTE in Online Courses*
- **USF:** *Number of Postdoctoral Appointees going to* Six-Year FTIC Graduation Rates
- **UWF:** *Adult (25+) Undergraduates Enrolled going to:* Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practice

Summary: Each University Chooses a Metric where it can succeed and that captures a bit of its “character”

We believe a strategic choice metric for us is based on undergraduate student selectivity

Each Year the Board must Approve Our Textbook Accountability Report

- **Background:**
 - 45 days before the start of the fall and spring semester, the campus must show that 95% of course sections have adopted textbooks
 - Intent: provide suitable notice to students so that they can minimize their textbook cost
- **Report and supporting materials in supplemental materials**
- **Report summary**
 - We are compliant ✓

Suggested Resolution: The Florida Poly Board of Trustees approves the text book accountability plan that has been provided to them for the September 10-11, 2019 meeting.

Policy Revision: English Proficiency Requirement

- **The current policy was initially drafted in 2014 and is outdated.**
- **The new policy recommendations includes the most widely accepted standards for a stronger and more fitting English proficiency policy. Additions are:**
 - **(e) Proving they are from a country where English is the only official language.**
 - **(f) Establishing that a prior bachelor's, master's or doctoral degree was earned from a country or university where English is the only official language of instruction.**
 - **(g) A 510 Critical Reading SAT score or 20 ACT (English section).**
 - **(h) Presenting a minimum grade of "B" in both English Composition I and English Composition II, or the equivalent, taken at a regionally accredited, not-for-profit postsecondary institution in the United States.**
 - **(i) Completion of four years of English in an accredited high school in the United States, where English is the primary language of instruction.**
 - **(j) A documented English proficiency assessment and interview exam by qualified, full-time Florida Poly faculty and a full-time admissions representative.**



Revisions to Regulation FPU-2.005 Admission of International Students.

- The new policy aligns with SUS institutions and STEM focused universities.

Suggested Resolution: The Florida Poly Board of Trustees approves the revised policy FPU-2.005 Admission of International Students that has been provided to them for the September 10-11, 2019 meeting.

Key Messages for Today

- **Admissions and Financial Aid**
 - Success for 2019, lots of work for 2020
- **Student Affairs**
 - Continued Development in this Area
- **Four year graduation improvement plan**
 - Lots of activity
- **Degree Program Additions and Faculty Hiring Status**
 - **Success with ABET**, Additional Faculty have been hired
- **Student and Faculty Diversity**
 - No report
- **Graduate Programs**
 - Moving the focus to research growth
- **Technology and Pedagogy**
 - Small push for greater standardization of practice



Key messages for today (continued)

- **Accountability plan discussion**
 - Lots of activity to improve campus function
- **Building update**
 - Fitting the “dirty labs” into the ARC
- **BOT choice metric**
 - Discussion and adoption
- **Text Book Accountability Plan**
 - Discussion and adoption

**Florida Polytechnic University
Board of Trustees meeting
September 11, 2019**

Subject: Approval of the Annual Textbook and Instructional Materials Affordability Report

Proposed Action

Section 1004.085, Florida Statutes, requires each state university to submit an annual report to the Chancellor of the State University System on textbook and instructional materials affordability.

Background Information

The template for the annual report meets the required reporting components and provides consistency for each university. The information details the textbook and instructional materials for high enrollment general education courses and ways to reduce the cost of these materials. In addition, the report lists all courses (general education and major courses) that do not require or recommend a textbook. Often these courses use open source materials or textbooks that cover both the lecture and lab portion. The report also provides the percent compliance for posting textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class with the University's plan to improve this compliance.

Supporting Documentation: Annual Textbook and Instructional Materials Affordability Report (fall 2018 & spring 2019 with 2017-18 given as a comparison).

Prepared by: Tom Dvorske, Vice Provost, Academic Affairs and Kevin Calkins, Director of Institutional Research

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30**

Florida Polytechnic University Fall 2017 & 2018, Spring 2017 & 2018
University Submitting Report Semester(s) Reported*

Date Approved by the University Board of Trustees		Signature of Chair, Board of Trustees	Date
	9/4/2019		9/4/2019
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

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

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

a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.

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

General Education

Department Chairs work with faculty within their program to decide what textbook or instructional materials will be utilized across each course sections. This is communicated through FacultyEnlight to the vendor (Barnes & Noble).

High Enrollment

Out of 35 general education courses, 10 are high enrollment (top 10%). These courses are:

- Academic and Professional Skills
- Analytic Geometry and Calculus 3
- Chemistry 1
- Chemistry 1 Laboratory
- English Comp.1: Expository and Argumentative
- Legal, Ethical, and Management Issues in Technology
- Physics 2

- Physics 2 Laboratory
- Precalculus Algebra/Trigonometry
- Technical Writing

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

Fall 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Art Appreciation	2
First Year Experience	8
Physics 1 Lab	5
Physics 2	5
Physics 2 Lab	12
Statistics 1	3

Spring 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Art Appreciation	2
Biology Lab	2
Physics 1 Lab	13
Physics 2 Lab	7
First Year Experience	2

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History to 1877	2
Physics Lab 1	4
Physics Lab 2	13
Statistics 1	3

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History to 1877	2
Physics Lab 1	16
Physics Lab 2	8

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.

Barnes and Noble offers 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.

Barnes and Noble offers a limited price-match program whereby it matches prices for BN.com and Amazon.com.

Florida Poly offers Financial Aid book advances for students unable to afford required and recommended course materials. The Office of Financial Aid continually monitors student financial need including the cost of textbooks and supports students with appropriate aid so that they may start the first day of class with textbook in-hand.

b) With the implementation of the initiatives, has there been any reduction in the 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.

University bookstore only reports savings from year to year and not term to term. Results are as follows:

<i>Term</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>
<i>Dollars Saved</i>	<i>\$74,598</i>	<i>\$48,053</i>	<i>\$49,839</i>
<i>% Saved</i>	<i>21.4%</i>	<i>16%</i>	<i>17.79%</i>

Dollar changes in savings due to reduction in sales.

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 instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

To comply with the 45-day posting, beginning in fall 2019 each academic department marks the calendar date 50 days before the first day of class each term. Two months prior to the 50 day mark, each department Administrative Liaison will begin communicating weekly with the Department Chairs, Vice Provost for Academic Affairs and individual faculty with adoption deadline reminders. To facilitate this process, weekly class schedules are coordinated with the Barnes & Noble Bookstore's FacultyEnlight adoption data to show which courses/sections lack appropriate instructional materials.

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 Office of Audit and Compliance closely monitors the compliance of the 45-day posting and reviews findings with the Board of Trustees and the Academic Affairs administration. Beginning in the fall 2019 term, the responsibility for compliance shifted from Auxiliary Services to Academic Affairs Office of the Provost. At the 45-day mark, the list of adopted instruction materials is locked down and changes (exceptions and non-exceptions) are documented with follow-up for continuous improvement.

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 complies if all textbooks and instructional materials in the course section have been entered by the deadline.

<i>Required & Recommended Instructional Materials</i>	<i>Fall 2018</i>	<i>Spring 2019</i>
<i>Course Sections Offered</i>	266	235
<i>Course Sections in Compliance</i>	263	233
<i>Percent Compliance</i>	98.8%	99.1%

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.

<i>Required & Recommended Instructional Materials</i>	<i>Fall 2018</i>	<i>Spring 2019</i>
<i>Course Sections Offered</i>	266	235
<i>Course Sections Not in Compliance</i>	3	2
<i>Percent Not in Compliance</i>	0.011%	0.008%

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

Exceptions to the late adoption for Florida Poly would only be for additional sections and/or a course being added to meet student demand. Unfortunately, Barnes & Nobel reports did not effectively capture why changes were made in the instructional materials as an appropriate exception. Beginning in fall 2019, Academic Affairs now captures this data.

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Supporting Materials**

Methodology applied for fall 2018 and spring 20191 page

Text Book Affordability Exceptions1 page

Methodology Applied for fall 2018 and spring 2019

Prepared by Tom Dvorske, Vice Provost of Academic Affairs

Changes to # of Sections Offered:

I reduced the number courses/sections from the previous draft by eliminating duplicates (i.e. same section but multiple time offerings), independent studies, internships, thesis, project, cancelled courses, courses with 0 registered.

To determine courses without adoption:

I went by the last reports AA received from the bookstore of “courses without adoptions.” This is a simple excel file based on our schedule that shows courses for which no adoption exists. It is supposed to be delivered every Tuesday, but that is not consistent. All our action in academic affairs is guided by this list. If a course is on the list, we push it out to Admins, Chairs, and faculty to submit the order. From our perspective, this is our official tracking of adoptions/postings.

I pulled these lists from email and double-checked them with the file from the Registrar showing the date(s) on which the courses were created. I applied the following rules:

- If the course already existed and the “non-adoption” was due to a section being added, I removed it from the non-adoption list. This is in compliance with regulation and policy.
- Similarly, if a course was added after the deadline, I omitted it from consideration. Again, in compliance with policy.
- I double-checked courses on my last lists from the bookstore with the file “F18+W19(2019-02-11),” which shows texts ordered and adoption date according to the bookstore. This was the file provided to David Blanton in February 2019. I used this to double-check the “adoption” date and despite the evident lack of reliability, I went with the adoption date on this file to confirm what I already suspected.

One reason why I doubt the validity of the bookstore’s file “F18+W19(2019-02-11)” is that some of the courses offered in each term do not appear on their list at all. A second reason is that the bookstore prefers we submit our orders through FacultyEnlight; however, the bookstore does not report out of Enlight but keys in the information from Enlight into another system then provides reports out of that.

Conclusion

Moving forward, Academic Affairs will take steps to ensure that we monitor our own schedule and track adoptions entirely through departmental admins. Narrowing the funnel will enable us to monitor and track more closely and ensure appropriate compliance.

Related, we will communicate with the bookstore at the outset, which courses do not carry adoptions (noted above) so that they do not continue to appear on subsequent reports. We will continue to request that the bookstore send weekly reports, but rather than rely on these, we will go by our own tracking methods.



TO: Dr. Terry Parker, Provost and Executive Vice President for Academic Affairs

FR: Dr. Tom Dvorske, Vice Provost for Academic Affairs

DT: August 29, 2019

RE: Textbook Affordability Exceptions

The purpose of this memo is to formally establish institutional practices that have been in effect since 2014 or allowable by Policy or Regulation. The Board of Governor's regulation and Florida Poly policy allow for exceptions explicitly related to courses or sections added after the deadline as well as other justifications determined by the Provost.

The following relevant regulation and policy language follows:

BOG 8.003 Textbook and Instructional Materials Affordability

(h) ... Any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

FPU-5.003 Textbook and Instructional Materials Selection and Affordability

(4)...Textbook and instructional materials information for courses added after the posting deadline must be posted immediately as such information becomes available; a course or section added after the posting deadline is exempt from this posting requirement. Requests for exceptions to the posting deadline must be submitted in writing to and approved by the Provost or designee prior to the posting deadline.

In addition to these exceptions allowed by regulation and policy, I recommend that we include the following:

- Existing courses offered as Independent studies to facilitate student progression;
- Regular independent studies;
- Thesis, Project, Internship courses as these do not require textbooks;

Moreover, to clarify: if a course is added after the deadline and includes multiple sections, the course and all its sections should be considered exempt.

Furthermore, I recommend that courses for which materials are recommended be omitted from consideration. Faculty typically do not intend for this type of material to be made available via the bookstore, and we have always maintained an agreement with the bookstore that only required textbooks would be posted. In some recent instances, the bookstore has posted this material.

I believe that these exceptions fall well within the letter and spirit of the textbook affordability regulation and ask for your approval.

**Florida Polytechnic University
Board of Trustees
Academic and Student Affairs Committee
September 11, 2019**

Subject: Revisions to Regulation FPU-2.005 Admission of International Students

Proposed Action

Recommend approval of proposed revisions to University Regulation FPU-2.005 Admission of International Students.

Background Information

Florida Board of Governors regulation 6.009 Admission of International Students to State University System (SUS) Institutions requires the University to have a regulation that, among other things, requires international applicants to meet English proficiency requirements, BOG regulation 6.009 allows Universities to determine the methods that an international applicant proves English proficiency. FPU- 2.005 Admission of International Students provides information related to the admission of international students to the University.

This regulation is being revised primarily to clarify and add additional methods that applicants may use to demonstrate evidence of English proficiency and to provide a process for the applicant to change program preference.

The notice of amendment for this regulation was posted on the University's website on August 12, 2019. No comments were received.

Supporting Documentation:

DRAFT FPU-2.005 Admission of International Students

Prepared by: Melaine Schmiz, Assistant General Counsel

THE FLORIDA POLYTECHNIC UNIVERSITY BOARD OF TRUSTEES

FPU-2.005 Admission of International Students.

(1) Minimum Eligibility Requirements. The minimum eligibility requirements for international students seeking admission to Florida Polytechnic University are as provided in the Florida Board of Governors regulation 6.009 Admission of International Students to State University System (SUS) Institutions. In addition, international applicants who satisfy the Board of Governors' minimum requirements must also meet the regular admission requirements as set forth by the University.

(2) Laws and Regulations. International students are obligated to follow the laws and regulations set by the United States Citizenship and Immigration Services and the United States Department of State.

(3) Academic Eligibility. An international applicant must be academically eligible for admission to the program at the level of admission requested by the applicant. Review for other programs in which the applicant may be eligible must follow a formal request from the applicant to change program preference. A formal request from the applicant to change program preference must be received prior to reviewing the applicant for other programs in which the applicant may be eligible. An international applicant must demonstrate the required level of academic preparation as evidenced by official copies of any academic records needed to ascertain the comparability of the level and quality of the student's previous education and achievement to that required for other students. Academic documents must be translated into English and evaluated by reputable credential evaluator.

(4) Proficiency in English. Students whose first language is not English may be required to demonstrate English proficiency by one of the following means:

- (a) A qualifying Test of English as a Foreign Language (TOEFL) score of 500 on the paper based test, 173 on the computer-based test, or 61 on the iBT Internet-based test;
- (b) A score of at least 6 on the International English Language Testing System (IELTS) exam;
- (c) A score of 77 on the Michigan English Language Assessment Battery (MELAB)
- (d) Completion of the associates or higher degree at a regionally accredited American college or university, or any government recognized college or university where English is the primary language of instruction subject to the approval of the AVP for Admissions and Financial Aid or his/her designee.
- (e) Proving they are from a country where English is the only official language.
- (f) Establishing that a prior bachelor's, master's or doctoral degree was earned from a country or university where English is the only official language of instruction.
- (g) A 510 Critical Reading SAT score or 20 ACT (English section).

- (h) Presenting a minimum grade of “B” in both English Composition I and English Composition II, or the equivalent, taken at a regionally accredited, not-for-profit postsecondary institution in the United States.
- (i) Completion of four years of English in an accredited high school in the United States, where English is the primary language of instruction.
- (j) A documented English proficiency assessment and interview exam by qualified, full-time Florida Poly faculty and a full-time admissions representative.

(5) Certificate of Eligibility. In order for an official at Florida Polytechnic University to issue a Certificate of Eligibility (Form I-20 or a DS 2019) to an international applicant, the student must provide documentation showing sufficient resources to cover tuition, fees, room and board, health insurance, and other living expenses while enrolled at the university.

(6) Medical Documentation. Prior to registration, each international applicant accepted for admissions must submit a health history form and appropriate medical documentation including, but not limited to, immunizations as required by FPU 2.001.

(7) Medical Insurance Coverage. No international student in F or J non-immigrant status shall be permitted to register, or to continue enrollment without complying with the minimum requirements set forth in Florida Board of Governors regulation 6.009.

Authority: FBOG regulations 1.001, 6.009

History: New 1.2.14; Revised