2019
Accountability Plan

FLORIDA POLYTECHNIC UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

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

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

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

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MISSION STATEMENT

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

STATEMENT OF STRATEGY

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

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

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

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*
What are your major capabilities, opportunities and challenges for improvement?

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

Opportunities for Improvement include:
- Deepening relationships with industry to continue supporting students as they connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving ABET program accreditation on the heels of being granted initial accreditation by SACSCOC.
- Focus on targeted improvements in academic programs while maintaining efficient use of resources.
- Enhance academic quality to graduate exceptional students to increase impact.
- Increase fundraising and endowments.
- Effectively use current space while increasing much needed research space and the ability to house program faculty and staff.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Growing and improving the undergraduate program portfolio

   This initiative is focused on two interrelated aspects of program quality and program growth with the intended outcome of raising the University's profile as a top destination for STEM and Engineering education. It begins with completing the ABET accreditation cycle for four existing programs and simultaneously enhancing the continuous improvement processes for non-ABET programs in parallel. This ensures a greater overall effectiveness in ongoing quality improvement for all of our programs. We are also growing our program portfolio with proposals to add Engineering Mathematics, Engineering Physics, and Environmental Engineering with the intent of implementing these for Fall 2019. ABET accreditation for these programs, where applicable, will also be sought. Finally, we are engaged in the research and development phases of adding core STEM programs and concentrations that will complement and enhance our existing programs, address industry and student demand, and grow the University's diversity.

2. Graduate Program Enhancements

   Building on our recently formed Graduate Division, we are taking a stronger look at the content of our existing degrees and working to grow the size and quality of our program offerings. Key to this initiative is positioning our current programs to leverage existing faculty strengths in interdisciplinary research areas. By developing curriculum in our engineering and computer science programs that focus on leading challenges, we grow our research foundation to help the University attract highly qualified faculty. Our realignment also includes the goals of improving processes around admissions, recruiting, and funding students to support their learning experience and ongoing career and educational goals.

3. Transfer and Articulation

   Over the first few years of the University's operations, we worked diligently to assess, review, improve, and stabilize our program offerings. Now that Florida Poly has developed a strong, largely common curricular foundation for all of its programs, we can work more confidently on developing critically needed transfer-articulation agreements with Florida State Colleges. Preliminary work and agreements are already in place and over the next three years we will strive to extend agreements throughout the state, develop a transfer student resource center and website, and evaluate our student support services to address the unique needs of this population.

Graduation Rate Improvement Plan

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

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

Academic

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

Curricular

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

Financial Aid

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

Key Achievements for Last Year (2017 –2018)

STUDENT ACHIEVEMENTS

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

FACULTY ACHIEVEMENTS

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

PROGRAM ACHIEVEMENTS

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

INSTITUTIONAL ACHIEVEMENTS

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

PERFORMANCE BASED FUNDING METRICS
FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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

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

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

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

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

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

4. FTIC Four-Year Graduation Rate

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	73.0	76.8	64.4	71.7	.	.	.	.
APPROVED GOALS	.	.	74	75	75	76	77	79	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*74*	*76*

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

PERFORMANCE BASED FUNDING METRICS (CONTINUED)
FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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

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

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	.	n/a	n/a	n/a	30%	.	.	.	.
APPROVED GOALS	.	.	.	.	15	28	29	29	.
PROPOSED GOALS	.	.	.	.	.	28	29	29	29

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

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

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	96	.	.	.	.
APPROVED GOALS	.	.	.	.	68	70	70	80	.
PROPOSED GOALS	.	.	.	.	.	70	70	80	80

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

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

KEY PERFORMANCE INDICATORS

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

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

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

Freshmen in Top 10% of High School Class

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

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	*	3.6	.	.	.	.
APPROVED GOALS	.	.	.	.	.	5.5	5.25	5.0	.
PROPOSED GOALS	.	.	.	.	.	5.0	4.75	4.65	4.5

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

Six-Year FTIC Graduation Rates [full-time students only]

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

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	18	197	.	.	.	.
APPROVED GOALS	.	.	.	13	160	310	370	370	.
PROPOSED GOALS	.	.	.	.	.	290	290	290	290

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

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

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

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

Percent of Adult (Aged 25+) Undergraduates Enrolled

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

Percent of Undergraduate FTE in Online Courses

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

Percent of Bachelor's Degrees in STEM & Health

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

Percent of Graduate Degrees in STEM & Health

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

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures [$ in Thousands]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	212	204	438	1,202	.	.	.	.
APPROVED GOALS	.	.	.	.	600	524	374	427	.
PROPOSED GOALS	.	.	.	.	.	524	374	427	500

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	96	86	67	21*	.	.	.	.
APPROVED GOALS	.	.	.	.	81	80	80	81	.
PROPOSED GOALS	.	.	.	.	.	80	80	81	81

Note*: FY 2017-18 was the first year to include the R&D expenditures from internal funding sources (faculty start-ups ($350K, FDOT grant ~$1.5M of state funding).

Institution Specific Goals

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

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

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

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

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

3. Percent of Undergraduates Who Completed an External Internship Program

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

ENROLLMENT PLANNING

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

	2014	2015	2016	2017	2018	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
ACTUAL	522	887	1,282	1,439	1,389	.	.	.	.
APPROVED GOALS	.	.	.	.	1,441	1,426	1,447	1,484	.
PROPOSED GOALS	.	.	.	.	.	*1,407*	*1,422*	*1,453*	*1,519*
GRADUATE									
ACTUAL	24	37	31	17	33	.	.	.	.
APPROVED GOALS	.	.	.	.	23	23	23	24	.
PROPOSED GOALS	.	.	.	.	.	*42*	*48*	*55*	*60*

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

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 *PLAN*	2020 *PLAN*	2021 *PLAN*	2022 *PLAN*
UNDERGRADUATE									
FTIC	396	699	1,044	1,155	1,137	*1,119*	*1,132*	*1,157*	*1,211*
FCS AA Transfers	35	61	69	86	96	*91*	*91*	*92*	*97*
Other AA Transfers	3	4	11	15	14	*11*	*11*	*11*	*11*
Post-Baccalaureates	13	21	27	33	21	*31*	*31*	*31*	*32*
Other Undergraduates	75	102	131	150	121	*155*	*157*	*162*	*168*
Subtotal	**522**	**887**	**1,282**	**1,439**	**1,389**	*1,407*	*1,422*	*1,453*	*1,519*
GRADUATE									
Master's	24	37	31	17	33	*42*	*48*	*55*	*60*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	**24**	**37**	**31**	**17**	**33**	*42*	*48*	*55*	*60*
TOTAL	**546**	**924**	**1,313**	**1,456**	**1,422**	*1,449*	*1,470*	*1,508*	*1,579*

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

Percent of Baccalaureate-Seeking, Resident Undergraduates Who Earned 15+ Credit Hours
(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	30	33	35	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*28*	*28*

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

		2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT											
LOWER	.		461	655	746	693	622	656	643	649	677
UPPER	.		26	179	454	628	595	526	515	521	543
GRAD I	.		16	20	9	7	10	28	41	53	59
GRAD II	.		0	0	0	0	0	0	0	0	0
TOTAL	.		**502**	**854**	**1,209**	**1,328**	**1,226**	**1,210**	**1,199**	**1,223**	**1,279**
NON-RESIDENT											
LOWER	.		13	24	31	26	33	49	48	49	51
UPPER	.		1	5	11	14	16	40	39	39	41
GRAD I	.		4	4	4	4	9	2	3	4	4
GRAD II	.		0	0	0	0	0	0	0	0	0
TOTAL	.		**18**	**33**	**46**	**44**	**58**	**91**	**90**	**92**	**96**
TOTAL											
LOWER	.		473	679	777	719	655	705	691	698	728
UPPER	.		27	185	465	642	611	566	554	560	584
GRAD I	.		20	24	14	11	19	30	44	57	63
GRAD II	.		0	0	0	0	0	0	0	0	0
TOTAL	.		**520**	**888**	**1,255**	**1,372**	**1,285**	**1,301**	**1,289**	**1,315**	**1,375**

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

Percent of Credit Hours by Method of Instruction

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

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

ACADEMIC PROGRAM COORDINATION
New Programs For Consideration by University in AY 2019-20
The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cyber Physical Security	11.0	Yes	No	No	100	2020

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.0203	Yes	No	No	40	2020

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2020-22
These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

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

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

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Additional Master's programs will be investigated and developed to sustain Florida Poly's STEM-focused mission. Like the Bachelor programs, the Master's programs will consider the best fit within the System to meet market needs and the resources required in delivering these degrees.

DOCTORAL PROGRAMS