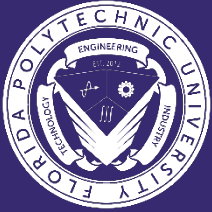


OPERATIONAL GOALS 2021-22

FLORIDA POLYTECHNIC UNIVERSITY

Report
to the Board of Governors
on Operational Goals FYE22

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May 2021



Operational Goals FYE22

INTRODUCTION

In keeping with the balanced scorecard approach reflected in Figure 1, we succeeded in **Degree Alignment** by putting processes in place to ensure our degrees are based on state workforce needs. With the University approaching its fifth year of operations since achieving SACSCOC initial accreditation, we will be going through a reaffirmation process next year that will include a Compliance Certification and Quality Enhancement Plan (QEP). This reaffirmation process will be less forgiving than our original accreditation; thus, we must spend considerable effort on a new Curricular Quality process to ensure we retain accreditation.

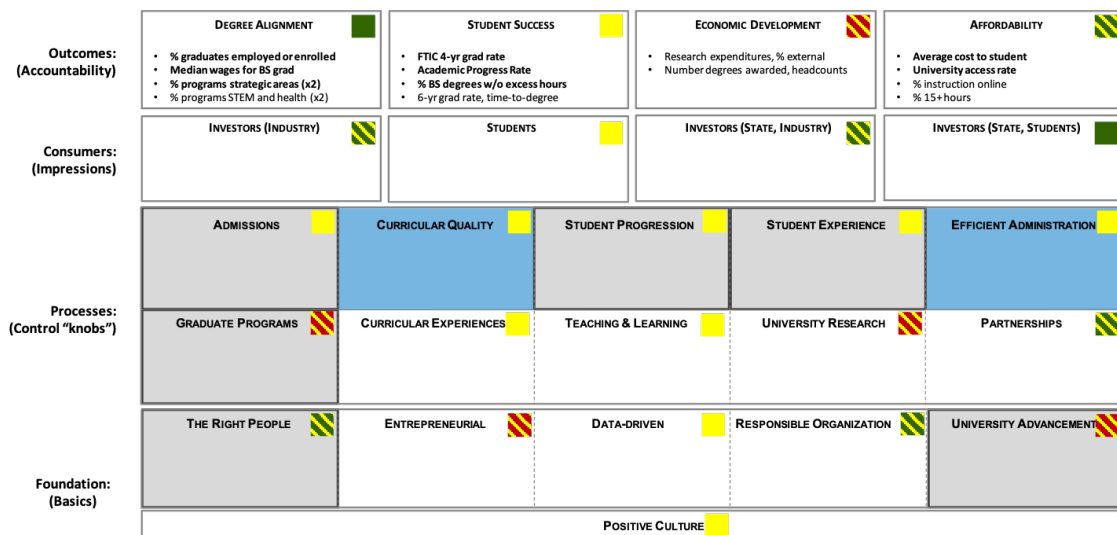


Figure 1: The balance scorecard for Florida Poly.

While we made progress on initiatives around **Student Success** that are typically difficult for engineering programs (e.g., retention and graduation rates), there are several factors out of our control that threaten that progress. For instance, the pandemic forced academic delivery models nationwide to be more remote, resulting in students that were disengaged. This disengagement excessively affects engineering programs because of their rigor and the need for students to take challenging prerequisite courses that often have high DFW rates their first semesters. We should expect this trend to continue into FYE22, since most of our entering freshman will have missed over a year of in-person high school instruction. Additionally, new performance measures around two-year graduation rates will disproportionately hurt us as State colleges simply do not offer the courses needed for our transfer students to graduate

with an engineering degree within two years. As a result, we need to maintain our strong focus on both Student Progression and Student Experience processes with a focus on addressing these critical issues.

Economic Development was a compelling reason for creating Florida Poly, and as a new University, that has been one of our least impactful areas. Making progress in this goal means, at a minimum, that we grow the University through a continued focus on the Admissions process. Universities also help economies grow through research and strong faculty that attract and retain industry. Our studies show that rural areas with technical research universities grow at a rate nearly 400% faster than ones without. For this reason, we need to continue our processes around faculty hiring and professional development as part of developing the Right People at the University. Finally, an effective faculty research program requires graduate students and a strong Graduate Program. With so much focus on building our undergraduate program, which is our proposed “University of Distinction” vector, the graduate program has not received the quality of attention it deserves. While it is not likely to be a strong focus next year, it is one in which we do need to pay attention.

Finally, with strong financial support from the state and generous philanthropy, we have done well in keeping our institution **Affordable**. But with mounting economic pressures on universities from declining state revenue projections and unpredictable events like the pandemic, it is imperative that universities build and maintain a financial resiliency plan. This year we will add a new process around Efficient Administration that focuses on ensuring the University operates efficiently so we can maximize investment in the academic enterprise. We will also continue to focus on University Advancement with a goal of enhancing our revenues from philanthropy, auxiliaries, and state sources.

Figure 2 shows the budgeted expenses for each of the areas we will focus on in FYE22. This table flows out of a new budgeting process we began this year in which we identify recurring operational funds (e.g., University Operations and Academic Operations) and nonrecurring project funds (e.g., Admissions, Student Progression, ...). Note that University Operations and Academic Operations are roughly equivalent in size. Additionally, the academic nonrecurring projects are also roughly equivalent in size to the operational nonrecurring ones.

OUTCOMES

Our four University priorities are tracked by outcome metrics that align to the State University System’s Performance Based Funding (PBF) metrics and Key Performance Indicators (KPI). Those are shown in Figure 1. Additionally, each process has internal benchmark metrics that provide insight into how those processes drive the outcome metrics. Those internal metrics are being developed and refined as we focus on each process. Work this year on a centralized data hub will use those internal metrics to build a dashboard accessible throughout the University.

Figure 3 shows the FYE22 outcome metric goals for each priority, as well the FYE21 goals, the SUS averages, and our peer performances. COVID will continue to have a negative effect over the next few years on our goals. Some of those effects are predicted, e.g., a decline in Median

Wages or the University Access Rate, while some are based on existing data, e.g., Academic Progress rate or the 4-year Graduation Rate.

	Faculty	Staff	Expenses	TOTALS
Academic Operations	\$ 9,827,499			\$ 9,827,499
University Operations		\$ 6,042,838	\$ 4,410,158	\$ 10,452,996
Admissions		\$ 1,396,390	\$ 1,967,852	\$ 3,364,242
Student Progression		\$ 1,005,179	\$ 394,849	\$ 1,400,028
Student Experience		\$ 1,523,211	\$ 775,608	\$ 2,298,819
Curriculum		\$ 605,048	\$ 96,405	\$ 701,453
Graduate Program		\$ 271,150	\$ 985,705	\$ 1,256,855
Efficient Administration		\$ 3,908,986	\$ 3,651,940	\$ 7,560,926
Right People		\$ 668,541	\$ 265,850	\$ 934,391
University Advancement		\$ 990,196	\$ 214,900	\$ 1,205,096
Other		\$ 778,628	\$ 229,650	\$ 1,008,278
TOTALS	\$ 9,827,499	\$ 17,190,168	\$ 12,992,917	\$ 40,010,584

Figure 2: Breakdown of expenses for both recurring and nonrecurring project costs in FYE22.

	FY21	Peers	SUS Average	FY22
RANKING				
USNWR Regional				<40
USNWR Engineering				<60
DEGREE ALIGNMENT				
% Graduates Employed or Enrolled	74.1%		70%	75%
Median Wages for BS Graduates	\$ 56,300		\$ 41,836	\$ 54,000
% BS Programs in Strategic Emphasis	100.0%	79%	60%	100.0%
% Grad Programs Strategic Emphasis	100.0%	67%	54%	100%
STUDENT SUCCESS				
FTIC 4-year Graduate Rate	34%	37%	47%	41%
Academic Progress Rate	77%	82%	84%	66%
% HS students in top 10%	32%		22%	30%
% BS Degrees w/o Excess Hours	82%		79%	80%
6-Yr Graduation Rate	50%	65%	63%	56%
Time-to-Degree	4		4.3	4.4
ECONOMIC DEVELOPMENT				
% BS with 2+ Workforce Experiences	85%			84%
Research Expenditures (\$K)	\$ 1,091			\$ 1,013
Number BS Degrees Awarded	293	867		251
Number Grad Degrees Awarded	15	554		26
UG Headcount	1267	4161		1390
G Headcount	48	1482		67
AFFORDABILITY				
Average Cost to Student	\$ (7,540)	\$ 22,265	\$ 6,374	\$ 2,000
University Access Rate	34%	26%	38%	32%
% 15+ Hours	27%			32%
% Instruction Online(FTE %, 10% UG, 7% GR)	17%			17%

Figure 3: Outcome metrics for FYE22 with comparisons to FYE21, peers and SUS averages.

OPERATIONAL PLAN¹

The goal of the **Admissions** process is to increase the number, quality, and diversity (racial, gender and geographic) of our student population. To build and grow a qualified student body we will continue to develop key relationships with high school calculus and physics teachers, as well as state college faculty, and we will grow the calculus learning assistant program. We will leverage our new focus on University teams and will aggressively brand the new exclusive Alexander Scholars Program. To recruit a diverse student body, we will hire a northeast recruiter, leverage out-of-state waivers, re-engage our international partner, grow the pipeline programs, and design and develop a market for a co-branded MIT summer program targeted at underrepresented groups. Finally, to continue our branding and national rankings, we will increase online and digital enrollment marketing channels, develop, and design a series of high-end printed marketing pieces, develop a relevant social media STEM blog on critical engineering/computer science topics, and develop a year-long multi-platform plan for targeting the US News ranking influencers.

The goal of **Student Progression** is to help students succeed while at Florida Poly (e.g., APR, graduation rates, ...) and after (e.g., high-demand majors, hard & soft skills, ...). To this end, we will grow key positions that influence retention and graduation rates by increasing math and natural sciences faculty and academic leadership. We will increase instructional support to our faculty by providing summer support for efforts around assessment and instruction, improving their orientation program, and providing more funds to hire student graders. We will increase the presence of academic support services by centrally locating them in the Commons and rebuilding our Academic & Professional Skills class around engagement. Additionally, we will implement a QEP effort around retention through peer-mentoring. Finally, we will provide increased opportunities for broader engagement around leadership by moving the Presidential Ambassador program into Student Affairs and building a broader base of student engagement programs.

Student Experience creates a student-facing experience that results in a high Net Promotor Score (NPS) while not being a “helicopter university.” This year’s student experience will increase opportunities for students to belong through several campus events and recreational programs. We will continue to provide robust services that support the student body including international student programming, key wellness services, and participating in a new integrated state-wide library system. We will also continue to provide robust services that prepare students for their careers including career development and coaching, placement services through career fairs and industry “meet ups”, professional experiences through internships, entrepreneurship programs and competitions, and multi-disciplinary senior capstone projects. Finally, we will continue to grow and mature our athletic and student affinity group opportunities.

Curricular Quality will focus this year on maintaining our regional accreditation through the five-year reaffirmation process. This process includes both a compliance certification as well as a Quality Enhancement Plan (QEP).

The goal of the **Graduate Program** is to grow and mature a program that values research and professional education. To grow this program, we will hire a Graduate Program Coordinator, reconfigure and increase stipend and tuition support for targeted programs, and provide pathways for faster degree acquisition through project and/or non-thesis professional education. We will also conduct market analyses for existing programs, like our new MS in Engineering Management, and new programs like Industrial Engineering.

Efficient Administration has the goal of becoming more financially sustainable and resilient by reducing administrative overhead and increasing our efficiency. This year, we will begin implementing an improved Student Information System (SIS) that will better integrate academic learning systems and administration. We will also begin an important effort to centralize our education data hub so we can consolidate and manage data for improved reporting and more effective data-based decisions. We will continue to lower administrative burdens by enhancing our Enterprise Resource Planning (ERP) systems, and we will maintain a strong technology and crisis support capability across the institution. Finally, we have unfunded initiatives to improve our budget formation and tracking processes and restructured our organization to make it less “top heavy” and improve operations.

The **Right People** process this year will center on creating faculty excellence around the tripartite mission of teaching, research, and service. We will continue to identify critical needs in faculty that protect delivery while growing our capacity and reputation, and we will recruit those faculty through targeted advertising in key journals with competitive salaries and startup packages. We will formalize professional development across the institution, to include staff, and we will provide training grants, centralize mandatory training, and pursue tuition reimbursement agreements. Finally, we will create an innovative faculty mentoring program using carefully selected senior faculty from other institutions to help mentor our junior faculty through remote meetings.

University Advancement has the goal of securing support and funding to keep the University independent and growing with a strong reputation. We will rebuild our Government Affairs office this year with new personnel and will grow interactions with legislators through site, district, and session visits. These visits will highlight our Return on Investment (ROI) and will inform key leadership of our rankings, growth trajectory, and how we are meeting their personal agendas for higher education. We will expand the Executive Leadership Initiative and use that to build strategic relationships, and we will make organizational changes in Auxiliaries that will improve our financial position. Finally, we will grow partnership relationships through corporate roundtable strategies including featured employees, pre-career fairs, and corporate impact summaries.

Finally, we will continue working with the potential property developer to share our vision for the larger campus and help shape the development of the surrounding property. We will complete the Applied Research Center, begin construction on a new campus FIPR facility, develop a plan for increasing the Campus Control Center footprint to replace trailers while adding a campus loading dock and garage space. It is also important that we continue to build

community, city, county, and Economic Development Council (EDC) relationships in these good times to help us achieve our vision.

¹**Disclaimer:** *While we will work on each process to achieve its overall goal, the individual tasks that are described may sometimes change in response to unplanned changes in the academic year and class.*