BOARD OF TRUSTEES

Board of Trustees Meeting Agenda

Thursday, July 21, 2022
9:00 AM – 10:00 AM

Virtual via WebEx

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MEMBERS

Cliff Otto, Chair
Dr. Laine Powell
Melia Rodriguez
Lyn Stanfield

Mark Bostick, Vice Chair
Gary C. Wendt
Beth Kigel

Dr. Narendra Kini
Bob Stork
Dr. Susan LeFrancois

AGENDA

I.	Call to Order	Cliff Otto, Chair
II.	Roll Call	Kristen Wharton
III.	Public Comment	Cliff Otto
IV.	Approval of the May 24, 2022 Minutes *Action Required*	Cliff Otto
V.	Ratification of Amendment to Article 12 of the Collective Bargaining Agreement *Action Required*	Dr. Terry Parker EVP and Provost, and Alex Landback, Associate General Counsel
VI.	Pre-Development Agreement (PDA) with Capstone Development Partners *Action Required*	Dr. Allen Bottorff VP and CFO, and Kevin Mara, Brailsford & Dunlavey, Inc.
VII.	Student Success Plan *Action Required*	Dr. Terry Parker EVP and Provost
VIII.	Closing Remarks and Adjournment	Cliff Otto

Student Success Plan
Florida Polytechnic University
July 2022

I.   Executive Summary

This Student Success Plan is focused on advancement in areas guided by Performance-Based Funding (PBF) metrics where the University has underperformed. Florida Polytechnic University has developed six strategies that will strengthen the execution of our mission and advance performance on seven key performance metrics. Positioning Florida Poly to sustainably receive a score of at least 70 or more excellence points within the PBF system is central to this plan.

II.   University Mission and Background for Performance-Based Funding

Florida Poly's mission is to "Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences." Florida Poly is unique in the State University System (SUS) and was established to be the sole public university in Florida that grants 100% of degrees in Science, Technology, Engineering, and Mathematics (STEM). Florida Poly is a true polytechnic university, positioned to drive economic development by providing highly educated graduates to the workforce.

Having just completed its eighth academic year, the University has undergone a rapid building process **to establish** all elements of university operations from the ground up: infrastructure, personnel, students, policy, processes, and curricula. With our entry into Performance-Based Funding in the summer of 2021, Florida Poly began transitioning from a frenetic building phase into a tuning phase of its processes and procedures. This requires our scoring move from heavy dependence on improvement points to sustainable excellence points within the PBF system. Our tuning is motivated toward executing our University mission and improving student academic success. This will naturally impact our PBF scorecard positively by driving us toward excellence points across multiple metrics.

The table shows results from our two years in the PBF system (2021 and 2022) for the metrics addressed in this plan. Florida Poly PBF scores for each of the two years and then the change in scores across these years are included. The table also shows points awarded for excellence and improvement (note that improvement points are acquired for year-over-year improvement in a metric). The precipitous drop in

	PERFORMANCE-BASED FUNDING METRIC	POINTS	2021 Score	SCORE	2022 Score	SCORE	Variance from 2021 to 2022
			Scores based on Excellence or Improvement				
1	% of B.S. Grads Employed ($30K) or Cont. their Ed.	EXCELLENCE	74.1%	**10**	69.6%	**9 (norm)**	-1
		IMPROVEMENT		10		0	
4	Four-Year Graduation Rate *Full-Time FTIC Only*	EXCELLENCE	34.3%	0	38.2%	1	7
		IMPROVEMENT		0		7	
5	Academic Progress Rate (APR)	EXCELLENCE	76.6%	0	64.2%	0	-10
		IMPROVEMENT		**10**		**0**	
7	University Access Rate *Percent of UG w/ Pell*	EXCELLENCE	33.8%	7	33.1%	7	-1
		IMPROVEMENT		**8**		0	
8.A.	Percent of Freshmen in Top 10% of H. S. Class	EXCELLENCE	32.0%	2	33.0%	3	-7
		IMPROVEMENT		**10**		2	
9.A.	2-Year Graduation Rate AA Transfer	EXCELLENCE	4.2%	0	4.0%	0	0
		IMPROVEMENT		0		0	
9.B.1	2nd Year Retention for FTIC with a Pell-Grant	EXCELLENCE	87.8%	3	66.0%	0	-5
		IMPROVEMENT		**5**		0	
		Total		**83**		**66**	**-17**

score from 2021 to 2022 is driven by performance in the first year where improvement points provided 33 of the 83 points received. For year 2022, our performance was similar to the prior year (or, in the case of APR, impacted by COVID) showing that reliance on improvement points is unsustainable. Improvement points accounted for seven of the points received in 2022, and excellence points were the basis for our score. **This plan positions Florida Poly for sustained achievement, based on excellence points, to be above 70 points; Florida Poly will use this Student Success Plan to drive excellence scores upward in critical metrics, in support of the University mission.**

Academic Progression Rate (APR, for the FTIC cohort and for Pell, metrics 5 and 9.B), FTIC four-year graduation rates (metric 4), and three-year graduation rates for Associate of Arts Transfer students (metric 9.A[1]) are naturally difficult metrics across all our STEM peer institutions. Beyond our focus on these critical academic success areas, Florida Poly also seeks to transition metric 8.A (fraction of incoming FTIC students in top 10% of their high school class) to Metric 8 (Fraction of graduate programs in areas of strategic emphasis).[2] The plan below focuses on these metrics. W**e started student success activity in support of PBF improvement in summer 2021, in recognition of the longtime scales associated with academic progression and graduation rates.**

III.   The Student Success Plan

This Student Success Plan is designed to achieve a score of 70 or more excellence points by summer 2024 (noting that we expect our score to be above 70 in 2023 with the inclusion of improvement points). The Student Success Plan is based on six strategies that will create systemic change on our campus in support of improved student success performance, better achieving our mission of creating highly qualified graduates that support economic growth in Florida. The strategies are:

A. **Excellence and Achievement in the Freshman Year (PBF #4, PBF #5, PBF #9.B)**
B. **Student Culture: Supporting the Whole Student (PBF #1, PBF #4, PBF #5)**
C. **Graduate On Time (PBF #4, PBF #9.A)**
D. **Grow and Support the Graduate Program (PBF #8)**
E. **Provide Appropriate Support for Pell Students (PBF #7, PBF #9.B)**
F. **Promote Strong Employment Outcomes for Our Students (PBF #1)**

These strategies are briefly presented below with rationale for each strategy and an overview of critical elements necessary to execute the plan.

A. **Excellence and Achievement in the Freshman Year (PBF #4, PBF #5, PBF #9.B)**
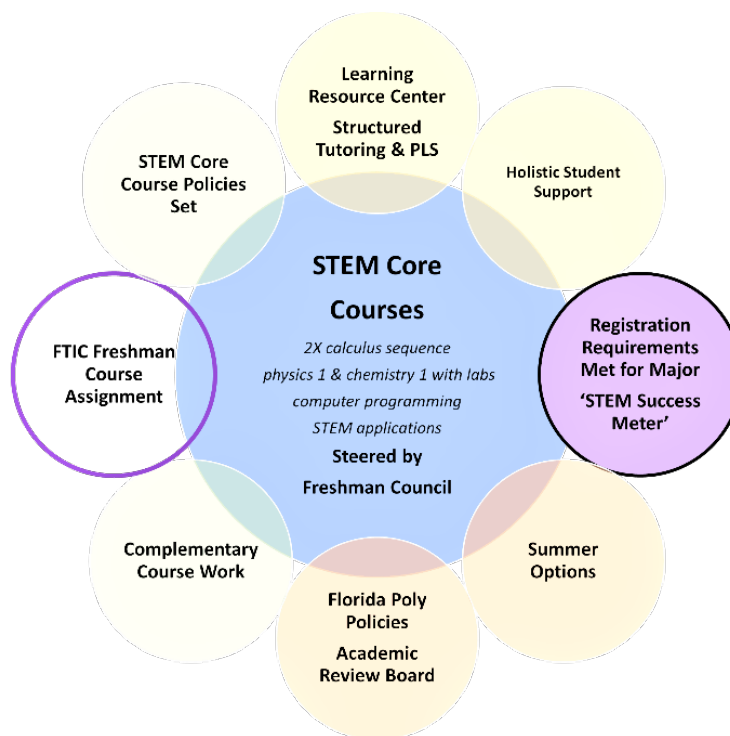
Student progression and on-time graduation are critical areas where the University struggles; the most important issue is low retention from the freshman to sophomore year (as measured by APR) of students. An analysis of FTIC students who do not return in their sophomore year shows poor academic performance as the root cause. Florida Poly selects students with strong potential for academic success based on high school GPA and standardized test scores, though too many admitted FTIC students fall short in their academic performance. Rationale for poor performance includes the rigors of an all-STEM curriculum (noting the nationwide failure rate for calculus 1 is over 30% and that other core freshman STEM courses have similar failure rates) and the destructive effect of COVID on student academic preparation and overall maturity.

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[1] Note that this metric is transitioning from a two-year rate to a three-year rate starting in summer 2023.
[2] Metric 8 is used for ten other universities in the SUS.

Our analysis shows that Florida Poly's fall 2020 cohort of FTIC students had an APR of 64%; our projection for fall 2021 FTIC students is significantly better with a 76% APR. This gain in APR is based in part on the Freshman Initiative, which we launched in fall 2021. The initial success of this effort gives us confidence to expand the Freshman Initiative into "Excellence and Achievement in the Freshman Year," which is a part of this Student Success Plan. This part of the plan includes strategic change in academic organization, learning support, and policy and procedure enhancements. These elements focus on creating freshman academic success and are shown graphically in the figure and are described below. The activities center around the critical freshman year courses (the STEM core) that a student must complete to be a degree-ready sophomore.

i. **_Freshman Council_**: The Freshman Council provides organizational consistency for critical freshman courses and acts as a virtual department. This Council will impact the entire first-year experience and culture with coordination and collaboration across the STEM core curriculum. Council leadership is provided by selected academic department chairs for courses delivered in the freshman year. The council, acting as the managing department for a key set of courses, is empowered to manage:

Figure content:

- STEM Core Course Policies Set
- Learning Resource Center — Structured Tutoring & PLS
- Holistic Student Support
- FTIC Freshman Course Assignment
- **STEM Core Courses** — _2X calculus sequence, physics 1 & chemistry 1 with labs, computer programming, STEM applications_ — **Steered by Freshman Council**
- Registration Requirements Met for Major 'STEM Success Meter'
- Complementary Course Work
- Florida Poly Policies — Academic Review Board
- Summer Options

- **Policies:** Common grade scale; similar percentages assigned to homework and exams; attendance policies; student-friendly exam schedule.
- **Effective and efficient learning initiatives:** Explicit use of course learning objectives in driving curriculum; focus on process, communication, and critical thinking; focus on using course resources and textbooks to learn; emphasis on active learning in highly engaged classrooms.
- **Student support:** Frequent feedback to students through formative assessment; strong academic support network through Peer Learning Strategists (PLS) and a centralized help center; regular solicitation of student feedback to support learning.
- **Broad feedback on overall success:** Progress metered via a STEM core GPA and completion count.

ii. **_Creation of the STEM Core Curriculum_**: The STEM core curriculum consists of two courses from the calculus sequence, physics 1 and chemistry 1 with labs, an introduction to computer programming, and an introductory course in STEM applications. FTIC students who matriculate through these courses over the fall, spring, and summer (if needed) of their freshman year are well positioned to confidently enter their selected degree programs as sophomores on track to graduate on time.

iii. **_Enhancing the Freshman Year with Hands-On, Team-Based Projects:_** To address issues around poor student engagement, we reconfigured one course in the fall of 2021 (as part of our Freshman

Initiative), and will reconfigure an additional course, for initial delivery in the spring of 2023. These courses are intensively hands-on and team-based, providing students with a realistic experience of an ultimate STEM career environment.

iv. ***Policy Enhancements:*** We have changed our policy execution to require students to progress toward their declared degree, augmenting the already in place traditional GPA-based probation and suspension controls. This more tightly controlled student progression has resulted in some student suspensions, but it allows us to focus resources on students who are making academic progress. In the fall 2021, as part of our Freshman Initiative, we added an Academic Review Board (ARB) with authority to mandate student remediation schedules. The ARB also asks students who demonstrate after one semester that they are not invested in their education to leave the University. While this may seem counter to attempts to boost retention, this promotes a culture of success in the student body. Finally, we have enhanced our financial aid policies to align with student success, and grade forgiveness policies to help students who stumble in their freshman year but then follow an appropriate repair path.

v. ***Student Support Services***: As a part of support services, we have restructured tutoring and academic support on the campus starting in fall 2021. This restructuring was driven by aligning departments and faculty for the key foundational courses with peer tutors/Peer Learning Strategists (PLS) familiar with the subject matter and trained in learning techniques. This activity, coupled with a designated place on campus for PLS, has been well received by students and faculty. We will continue with this academic support structure, with an ongoing relationship with an off-campus expert in freshman learning support. In addition, we are rebuilding our advising unit, starting with a new Assistant Vice Provost of Student Success position with direct reporting line to the Provost. Three new dedicated success coaches will also be hired (bringing the total to four). Strongly included in the mission of this success center is the "emotional and information support" that is necessary; students need a place to have their questions answered and a place to go with complicated, non-academic questions.

vi. ***Freshman Course Assignment and Registration Requirement***: At Florida Poly, we enroll all new students in their first semester of courses to ensure they begin on an appropriate path that will lead to optimal degree progression. As an enhancement to this initiative, starting with the 2021 FTIC cohort, we analyzed prior student admissions data and course performance data to develop schedule-based cohorts for students with varying levels of rigor. Using this data, students were registered for schedules where they are more likely to be successful. For the entering 2022 FTIC cohort, we have refined this practice with a strong focus on mathematics placement with a data-driven, multi-step process to account for our students' varying mathematical backgrounds. Mathematics placement directs registration into one of four basic cohorts that move through the STEM core curriculum together. The summer terms are reserved as repair paths for repeating courses (and utilizing grade forgiveness policies to improve GPA), with the goal of all FTIC students completing the STEM core by the beginning of their second year.

In addition to the care taken in assigning freshman year courses, we have also changed our practice to require all students to see a faculty advisor before they register for courses in the sophomore year (and beyond), and we have additionally put in place registration hold-based intervention mechanisms to require students to take key courses that are necessary for them to maintain academic progress and graduate on time.

B. Student Culture: Supporting the Whole Student (PBF #1, PBF #4, PBF #5)

Florida Poly strives to support the whole student and hone not only their academic talent, but their professional skills with guidance, engagement, and a wide range of opportunities to match the unique individuals in our student body. Leadership is a critical part of the whole student experience, as well as career development. Employers expect students to navigate the workplace seamlessly, knowing when to lead and when and how to contribute. We note that students often hear the word "leadership" and associate it with a position or title and say, "Not me. That's for some else." With over 80% of Florida Poly's student body expressing a preference to "actively participate" versus "stepping up to lead" this leaves a void in their professional skillset that hampers academically successful students from reaching their full potential in the job market and workplace. Thus, career and leadership functions must be seamlessly blended with academics for different types of traditional-age students who all desire to become productive and successful STEM professionals. An active and complete program in leadership supports retention, on-time graduation, and positive employment outcomes.

As a part of this Student Success Plan, we will hire a new Director of Career and Leadership, and also a program coordinator who will organize the full suite of leadership activities at the University. These individuals will work with a department chair who has over a decade of experience with leadership programs on another campus.

The ULead program was established in fall of 2021 and has provided training and experience for students through activities sponsored by Students Affairs. Expansion of leadership opportunities includes an Emerging Leaders Program, where **academic faculty nominate highly talented students** who need "teaming and leadership" training paired with practice, and a boost in confidence to allow their best professional self to shine for job interviews and in their future career. The curricular piece reaches out to all students by mapping experiential learning activities with a leadership component throughout the curriculum.

C. Graduate on Time (PBF #4, PBF #9A)

Providing students a comprehensive and timely advising experience is essential to ensure they efficiently complete the necessary coursework to graduate on time. To facilitate this integrated, holistic, and individualized advising support, Florida Poly will implement a comprehensive advising system which will become the key advising resource and tool. Facilitating progression in this strategically supported manner will lead to improvements in retention and degree completion for all populations of students, which will directly impact PBF #4 and PBF #9.A, as well as PBF #5 and PBF #9.B.

The improved academic advising system will provide key infrastructure needed to support the significant improvements to student advising that Florida Poly began to implement in fall 2021. Foundational elements of the new advising model and delivery approach (described previously) include mandatory pre-registration consultations between students and advisors; a strong move to faculty-based advising; defined and guided eight-semester student pathways to degree completion; and forward planning by academic programs to ensure they deliver sufficient course seat capacity on a per-term basis to meet the needs of students as they progress on their guided degree pathways. The creation of start-to-finish degree plans for FTIC students and AA transfers, during the first term, will provide students with a full pathway to on-schedule degree completion.

D. Grow and Support the Graduate Program (PBF #8)

Metric 8.A (percentage of incoming class that is the top 10% of their high school class) is applied to Florida Poly and one other member of the SUS due to the small size of the graduate program. The threshold established to apply Metric 8 (fraction of degrees in areas of strategic emphasis) instead of

Metric 8.A was the production of 25 or more Master of Science students in a year. For the 2021-2022 year, we produced 34 M.S. degrees. Based on this achievement, we have formally requested that Metric 8 be applied to Florida Poly as it is to 10 other members of the SUS.

To continue to support the graduate program in terms of growth and management, we will hire a graduate program coordinator this year.

E. Provide Appropriate Support for Pell Students (PBF #7, PBF #9.B)

About one-third of Florida Poly students are Pell eligible, however, up to half have household incomes under $40,000 a year. Roughly 35% of our students are also the first in their families to attend college. Most of these students attended under-resourced high schools with little academic support, no AP courses, low graduation rates, and high student-counselor ratios.

All of the opportunities for the overall student body are available to our Pell students. In addition, low-income and first-generation students will be provided a comprehensive set of academic support services that include, but are not limited to:

- Intrusive academic advisement, as necessary or required
- Identify and provide additional training for a success coach specializing in Pell
- Campus work-study programming with mentors
- Campus programming and financial aid counseling
- Additional funding opportunities for textbooks and academic materials

F. Promote Strong Employment Outcomes for Our Students (PBF #1)

To support strong employment outcomes for our students, a Director of Career and Leadership will be hired. We have elevated this position to include leadership programs based on a philanthropic gift that intends to couple a broad concept of leadership with programs across the University that promote skills and behaviors that make our students more employable. This gift allows us to recruit and pay for a seasoned professional in this unique area. A larger discussion of leadership is provided in section B (Student Culture: Supporting the Whole Student).

The Director of Career and Leadership will take a lead in streamlining, improving, and documenting the career programs that are held regularly at Florida Poly. Data tracking of all students, as well as careful measurement of the utilization of career services, will be a first focus for this role. Strong tracking practices for each student, alumni, and hiring company will further support our employment outcomes. Two staff positions will report to this director, who will work closely with existing Student Affairs programs and a key faculty member who will broaden these programs.

IV.   Student Success Plan Strategies and Deliverables

Florida Polytechnic University embraces the importance of student academic and career success, and the University, in response to difficulties with academic progression, dedicated additional resources and effort to increase performance in these areas starting in fall 2021. This Student Success Plan builds on this effort and will improve our performance so the University meets the required score of 70 in PBF excellence points by summer 2024. This Student Success Plan describes our strategies and tactics for continuing to build on the foundations we've already established through continuous improvement and incorporating additional key tactics, tools, and methods.

The following table summarizes the six interrelated strategic improvement strategies, identifies their relationship to specific PBF metrics targeted for high-attention improvement, and enumerates the specific deliverables to be accomplished by March 2023.

Strategy /Metric	In Progress	New Tactics	Expected Results/Status by March 2023
Excellence and Achievement in the Freshman Year **PBF #4** **PBF #5** **PBF #9.B**	-Fall 2021 Freshman Initiative -Defined STEM core -Fine-tuned policies and created ARB -Restructured tutoring with PLS -Instituted mandatory pre-registration advising involving faculty	-Establish Freshman Council -Position STEM core to promote preparedness for degree programs by second year -Restructure Student Success Center	-Freshman Council operating and providing input to courses - STEM GPA & STEM core provided to students - Hire AVP for Student Success -Hire minimum of two additional Success Coaches
Student Culture: Supporting the Whole Student **PBF #1** **PBF #4**	-Established ULead program for student leaders and their skill development -Incorporated experiential activities in courses to develop leadership skills	-Create Emerging Leaders Program -Expand curricular experiences for leadership skills development	-Inaugural activities for Emerging Leaders underway -Faculty liaison for Emerging Leaders named -Ongoing ULead program operation
Graduate on Time **PBF #4** **PBF #9.A**	- Fall 2021 Freshman Initiative -Revised academic advising model - Established ARB & new policies	-Enhance Freshman Initiative to include STEM GPA -Procure and deploy University-wide integrated automated advising system -New focus on FCS AA transfer students	-Use STEM GPA info for spring registration -Initiate advising system -Pilot use of system in spring for fall 2023 registration
Grow and Support the Graduate Program **PBF #8**	Achieved threshold for annual graduate program graduates. Request change from metric #8.A to #8	-Unify all graduate program activities. -Coordinate with academic departments and administration	-Hire Graduate Program Coordinator
Provide Appropriate Support for Pell Students **PBF # 7** **PBF #9.B**	-Identify needs of Florida Poly's Pell students -Look for overlap with Poly's first-generation students	-Make appropriate resources available - Campus employment - Academic assistance - Success support - Financial counseling	-Train Success Coaches as resource for students -Position Success Coaches to conduct check-ins with Pell students -Set aside funds for on-campus jobs for Pell
Promote Strong Employment Outcomes for Our Students **PBF #1**	-Internships and career opportunities	-Strengthen connection of career and leadership -Improve tracking and metrics in employment history of students	-Hire Career and Leadership Director -Develop in-house career and leadership success measures