2014-15

Annual Accountability Report

Florida Polytechnic University

BOT Approved 12/02/2015

Table 1A revised 2/29/2016

State University System *of* Florida

Board of Governors

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Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Three students won third place at the 2015 UHack held February 21, 2015. The 24-hour "Hack for a Better U" marathon of brainstorming, problem-solving and attempting to develop viable software, was sponsored by Major League Hacking and University of Miami's Institute of Electrical and Electronics Engineers (IEEE) Student Branch.
2. Eight freshman students entered and participated as the first Florida Polytechnic University team in the ASME Human Powered Vehicle Competition East. They scored fifth in safety and placed 22nd overall beating out 11 other teams mostly comprising juniors and seniors.
3. Students presented at several scientific conferences such as the Florida Academy of Sciences, where they received Outstanding Undergraduate Student Poster Presentation awards and travel awards to attend the conference.
4. Aubury Erickson, a freshman at Florida Poly, won the 4th Annual American Road & Transportation Builders Association's (ARTBA) Infrastructure Student Video Contest. Her video was entitled "Our Deficient Transportation Infrastructure". The four-minute video outlined the importance of the nation's transportation system to the U.S. economy.

FACULTY AWARDS/ACHIEVEMENTS

1. Faculty wrote numerous articles, peer-reviewed publications, textbook and book chapters. Their work appeared in peer-reviewed journals such as Inorganica Chimica Acta, Mechanical Engineer's Handbook, Nanoscience and Technology Institute Nanotech 2015, Sustainable Materials & Technologies and at the 2015 Gordon Research Conference.
2. Dr. Sesha Srinivasan was nominated as the Co-Chair for the Engineering Sciences section of the Florida Academy of Sciences.

PROGRAM AWARDS/ACHIEVEMENTS

1. With support from the Florida High Tech Corridor, Florida Poly established its membership, and created a university chapter with the National Academy of Inventors.
2. We established a Health Informatics Research Center with a private grant of almost $5 million.

RESEARCH AWARDS/ACHIEVEMENTS

1. Drs. Ryan Integlia, Sesha Srinivasan, Jaspreet Dhau, Jorge Varga, Gary Albarelli and Brian Birky received an education grant of $63K from the Florida Energy System Consortium to develop curriculum and course materials for a Renewable Energies and Sustainability Education class..
2. Professor James Dewey was awarded a $37K grant to analyze and prepare the 2014 Florida Price Level Index and the Florida County Retail Price Index to the State of Florida. We received this grant through the Bureau of Economic and Business Research through the University of Florida.
3. Dr. Anas Salah-Eddin was awarded a $17k grant for Wearable Devices Security from the Florida Center for Cybersecurity.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. We welcomed an inaugural class of students and opened the University for business in August 2014. We ended the school year with 553 students (522 undergraduates, 31 graduates). Of those students, 93% were from Florida and 72% were First Time in College (FTIC). The average SAT score was 1741 (math 616), and the average GPA was 3.9.
2. We developed an extensive library consistent with our mission to be innovative by only offering digital books. The first day of classes, our students had access to over 135,000 books and over 60 databases. In August, the Library was reported on by media around the globe, receiving

coverage in 24 countries. It even ended up as an answer on the popular television show *Jeopardy!*.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- We held "The Reveal," which was an exclusive introduction event for fall 2014 new students. Students received a congratulatory letter from Governor Rick Scott. We also launched a Facebook page for admitted students to meet and form relationships before attending.
- We provided scholarships to students in the 2014-2015 ($5,000 for each of the first three years and $3,200 in the fourth year).
- We applied for and became eligible to enroll international students through the Student & Exchange Visitor Information System (SEVIS).
- We built an effective Academic Success Center for providing assistance to students with academic concerns. We held over 965 tutoring sessions this past year, provided a help desk for students and worked with any student that had special needs.
- We identified "students of concern" and worked with them to develop an academic success plan.
- We developed a curriculum that provides the necessary courses to ensure on-time graduation. We took a more active role in academic advising by hiring a full-time academic advisors to work closely with faculty and students to ensure they remain on schedule and maintain their scholarships.
- Based on the results of an analysis of first-semester student performance in Calculus, we created several new approaches intended to improve student performance. During the spring semester, we tested an approach to Calculus I which provided self-paced instruction in discrete modules. Based on the lessons learned, we also created a blended model for pre-calculus with trigonometry that will be offered to students over the summer. This program provides pre-testing to identify weaknesses and then targets instruction in those specific areas. In developing this course, we also developed the framework that will allow us to later offer this course on-line. We created a summer math boot camp for students who need more assistance than offered in an on-line venue.
- A summer "teaching study" was initiated to investigate how we can institutionalize advanced teaching methods like active learning, flipped classrooms and blended models. This study will develop a plan for integrating and measuring performance of these approaches, and will also address how to better measure teacher performance. MOOCs, on-line learning and tighter integration of the humanities with STEM, will also be studied.
- Our faculty and staff have worked hard this year to grow relationships with students. We created and delivered new student orientation programs, held student welcome week events and implemented processes that allow students to easily communicate with our administration.
- We designed and offered two programs to educate faculty on identifying and managing at-risk students. We proposed and formulated a behavioral intervention team for these same students.
- To help further define our project-based curriculum we visited Olin College and Beaver Works at MIT to better understand their approaches.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- We worked through the Board of Governors to get courses entered into the Common Course Numbering system. We worked with several universities in the State University System (SUS) to accept our transfer credits even though we are not yet accredited. We initiated discussions with

several State Colleges about establishing articulation agreements and are working on ways to improve transition for high performing students.

- We developed a unique project and design-based curriculum that teaches students critical thinking skills and improves retention. We made substantial project-based investments this year and held 10 internal competitions leading to projects like an energy harvesting boot for charging wireless devices (provisional patent filed), magnetically-powered levitating lamps, a miniature lyophilizer, a Raspberry Pi-based supercomputer, an integrated robotics-3D printing desktop manufacturing system and an app for connecting travelers and others.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

"Florida Poly's curriculum and degree programs are 100% STEM based. Florida Poly is expecting to graduate its first class of transfer and graduate students in spring 2016."

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- We launched a Technical Symposium Speaker series and had six outside speakers this year.
- Florida Poly engaged students outside of the classroom through hack-a-thons, team competitions in design and engineering, and presented research at state and national conferences.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

- We hired a Contracts & Grants Manager to establish a sponsored research office and help faculty with research proposals and administer sponsored awards.
- Our faculty have proposed over $2.8 million and have been awarded nearly $1 million in FY15. These include the Florida Energy System Consortium on sustainable energy, Harris Foundation for embedded system design, State Price Index and Wearable Devices Security. We also received a $5M grant to establish a Health Care Informatics research institute or center.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- Our freshman class entered three external competitions and placed against upperclassmen at other SUS schools. We also entered a national Human Powered Vehicle competition at UF and had a strong showing.
- We authorized a summer “Research Study” to outline formal procedures for how we conduct student projects through an RFP process. Faculty, industry or the students themselves will generate these RFPs. This study also examines funding and space requirements for the top five concentrations.
- The Cyber Security Lab systems context architecture has been created. We have enhanced the Cyber and Information Security Program through a partnership with Quadrant, in Jacksonville, FL.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- We formed partnerships with local providers to deliver comprehensive health care services to our students. We designed and built a space with the necessary equipment and partnered with a local pharmacy for prescriptions. We staffed counseling, disability and health services offices and organized a local referral network of health care providers. We also designed and offered four stress management and wellness programs.
- We developed a Public-Private Partnership (P3) Invitation to Negotiate (ITN) process for an AY2016 543 bed student residence hall. We evaluated five proposals and negotiated with three vendors to choose an overall winner, which was approved by the BOT. We presented this to the BOG Facilities Committee, who recommended the full BOG approve the request. The full BOG subsequently approved the second dorm, and construction has begun.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- We negotiated a contract with the Citrus Connection to offer bus services for our off-campus students and held a press conference announcing the partnership that unveiled a Florida Poly bus. We monitored ridership and conducted a survey that helped optimize and reconfigure our initial routes.
- We held several discussions with senior leadership at Mosaic on the future of the Florida Phosphate Industry Research (FIPR) Institute. We are in the process of responding to those comments and re-engineering FIPR to make it more relevant to the phosphate mining industry.
- FIPR Institute continued work on the 5-year DOE Critical Materials Institute's (CMI) project led by the Ames Laboratory. We also completed laboratory-testing projects, developed the FIPR dolomite flotation technology, which could double the usable phosphate resources in Florida, and demonstrated the technical feasibility for remote chemical analysis of phosphate mining face using laser-induced breakdown spectroscopy.
- We upgraded FIPR Institute laboratory capabilities by installing new equipment, participation in inter-laboratory check program, safety training and implementation of new safety policies and procedures in alignment with Florida Poly.
- We continued FIPR Institute integration with Florida Poly including a re-design of the structure and content for the website to align with Florida Poly's website. We revised and submitted the FIPR Institute COOP plan for inclusion in the Florida Poly submittal to the Governor's Office. FIPR Institute staff submitted a unit assessment plan in support of the SACSCOC application.
- We published and presented research with broad environmental applications in Florida, e.g. Screening of a New Candidate Biological Control Agent of Brazilian Peppertree, Selective Control of Invasive Exotic Grasses, and Peninsular Florida Stream Systems: Guidance for their Classification and Restoration.
- We proposed the construction of two new research centers to the Legislature this past session. The first was a Sensor Analytics center ($13M nonrecurring) that both improves the efficacy of NASA launch decisions and helps improve water management in Polk County. The second center is an Applied Economic Analysis center ($1M recurring) that studies the role of STEM in catalyzing state economic development and identifies potential impediments.

- We made significant progress on building and growing our Health Care Informatics program. We hired an Interim Director, a faculty member with significant experience in both structured and unstructured analytics and a visiting faculty that has a DVM from UF and PhD from MIT. We made significant progress with our sponsor on defining the mission and identifying advisory board members. We built strategic relationships with key local healthcare organizations including Lakeland Regional Health, Winter Haven Hospital, Moffitt Cancer Center, Peace River Center and possibly WellDyne. We are also in teaming discussions with Cerner, a major Electronic Health Record (EHR) provider. We are nearing completion of a Big Data Lab that will host this research and have already started populating our system with important and relevant datasets.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- To date, we have established 90 industry partners. Of these 90 partners, 74 are located in Florida with the majority being in Central Florida. All 90 partners have agreed to advocate on behalf of Florida Poly. Most partners have also agreed to provide internships (80), student projects (18) and/or sponsor faculty R&D (20).
- We hosted our Second Annual Industry Partner Summit and had an exceptional turnout with four Summit Sponsors and 104 participants. We highlighted student projects at this Summit to attract student internship opportunities. John Tonnison, the EVP and CIO for Tech Data, was the keynote speaker. The Summit included industry breakout sessions that allowed us to learn more about specific industry needs. A summary presentation of those lessons learned is currently being drafted.
- We hosted four other industry events at Florida Poly and represented Florida Poly at 13 external industry events.
- While companies typically target rising seniors for internship positions, we are aggressively establishing a career planning and internship center. To this end, we built a Career Planning Center complete with Purple Briefcase, a software package that helps manage internships. We held a Career Prep day on campus to teach students how to write resumes and cover letters and to provide them with interview coaching. Two hundred and thirty four (234) students attended the event.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues – Revised 2/29/16

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	.	$22,461,504	$28,737,653	$30,728,532	$30,833,130
Non-Recurring State Funds	.	$0	$4,301	$0	$1,500,000
Tuition	.	$0	$0	$1,976,056	$3,507,328
Tuition Differential Fee	.	$0	$0	$0	$0
Misc. Fees & Fines	.	$0	$101,842	$198,267	$0
Phosphate Research TF	.	$5,022,319	$5,060,505	$5,071,736	$5,074,903
Federal Stimulus Funds	.	$0	$0	$0	$0
TOTAL	.	$27,483,823	$33,904,301	$37,974,591	$40,915,361

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300 M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and Workpapers were used for the estimated year.*

Non-Recurring State Funds: include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.*

Note on Performance Funding: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.*

Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.*

Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.*

Phosphate Research Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. *Source: Final Amendment Package*.

Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. *Source: SUS Final Amendment Package.*

This data is not adjusted for inflation.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2010-11*	2011-12*	2012-13	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	.	.	$2,309,762	$3,589,670	$10,242,772
Administration and Support	.	.	$2,249,629	$7,077,716	$10,486,420
PO&M	.	.	$0	$696,430	$1,975,617
Student Services	.	.	$0	$1,163,413	$1,988,750
Library/Audio Visual	.	.	$0	$116,768	$415,726
Other	.	.	$0	$778,462	$1,279,833
TOTAL	.	.	$4,559,391	$13,422,459	$26,389,118

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. *This data is not adjusted for inflation.*

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Administration & Support Services: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). PO&M: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Other: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	.	.	$788,814	$7,787,333	$995,341
Expenditures	.	.	$337,317	$124,426	$1,004,061
Contracts & Grants					
Revenues	.	.	$0	$0	$789,766
Expenditures	.	.	$0	$0	$723,305
Local Funds					
Revenues	.	.	$0	$0	$3,943,352
Expenditures	.	.	$0	$0	$3,093,883
Faculty Practice Plans					
Revenues	.	.	$0	$0	$0
Expenditures	.	.	$0	$0	$0

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. Auxiliary Enterprises are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Contract & Grants resources are received from federal, state or private sources for the purposes of conducting research and public service activities. Local Funds are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. Faculty Practice Plan revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value ($1000s)	.	.	.	$64.9	$126.4
Gifts Received ($1000s)	.	.	.	$6,963.7	$2,904.3
Percentage of Alumni Donors	.	.	.	n/a	n/a

Notes: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Gifts Received as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. Percentage of Alumni Donors as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*

Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	.	.	0	0	0
Tenure-track Faculty	.	.	0	0	0
Non-Tenure Track Faculty	.	.	2	5	22
Instructors Without Faculty Status	.	.	0	0	0
Graduate Assistants/Associates	.	.	0	0	.
Non-Instructional Employees	.	.	0	0	115
FULL-TIME SUBTOTAL	.	.	2	5	137
Part-time Employees					
Tenured Faculty	.	.	0	0	0
Tenure-track Faculty	.	.	0	0	0
Non-Tenure Track Faculty	.	.	0	2	0
Instructors Without Faculty Status	.	.	0	0	26
Graduate Assistants/Associates	.	.	0	0	10
Non-Instructional Employees	.	.	0	0	5
PART-TIME SUBTOTAL	.	.	0	2	41
TOTAL	.	.	2	7	178

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. Tenured and Tenure-Track Faculty include those categorized within instruction, research, or public service. Non-Tenure Track Faculty includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. Instructors Without Faculty Status includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. Non-Instructional Employees includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	.	.	.	.	547
UNDERGRADUATE					
FTIC (Regular Admit)	.	.	.	.	396
FTIC (Profile Admit)	.	.	.	.	0
AA Transfers	.	.	.	.	38
Other Transfers	.	.	.	.	75
Subtotal	.	.	.	.	509
GRADUATE					
Master's	.	.	.	.	24
Research Doctoral	.	.	.	.	0
Professional Doctoral	.	.	.	.	0
Subtotal	.	.	.	.	24
UNCLASSIFIED					
HS Dual Enrolled	.	.	.	.	1
Other	.	.	.	.	13
Subtotal	.	.	.	.	14

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. 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.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	.	.	.	.	.	345
Upper-Division	.	.	.	.	.	19
Master's (GRAD I)	.	.	.	.	.	11
Doctoral (GRAD II)	.	.	.	.	.	0
Subtotal	**.**	**.**	**.**	**.**	**.**	**376**
NON-FLORIDA RESIDENTS						
Lower-Division	.	.	.	.	.	10
Upper-Division	.	.	.	.	.	1
Master's (GRAD I)	.	.	.	.	.	3
Doctoral (GRAD II)	.	.	.	.	.	0
Subtotal	**.**	**.**	**.**	**.**	**.**	**14**
TOTAL FTE						
Lower-Division	.	.	.	.	252	355
Upper-Division	.	.	.	.	102	20
Master's (GRAD I)	.	.	.	.	15	15
Doctoral (GRAD II)	.	.	.	.	0	0
Total	**.**	**.**	**.**	**.**	**369**	**390**
Total (US Definition)	**.**	**.**	**.**	**.**	**492**	**520**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. Funded enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	.	.	.	.	355
Upper-Division	.	.	.	.	20
Master's (GRAD 1)	.	.	.	.	15
Doctoral (GRAD 2)	.	.	.	.	0
TOTAL	.	.	.	.	390
HYBRID					
Lower-Division	.	.	.	.	0
Upper-Division	.	.	.	.	0
Master's (GRAD 1)	.	.	.	.	0
Doctoral (GRAD 2)	.	.	.	.	0
TOTAL	.	.	.	.	0
DISTANCE LEARNING					
Lower-Division	.	.	.	.	0
Upper-Division	.	.	.	.	0
Master's (GRAD 1)	.	.	.	.	0
Doctoral (GRAD 2)	.	.	.	.	0
TOTAL	.	.	.	.	0
TOTAL					
Lower-Division	.	.	.	.	355
Upper-Division	.	.	.	.	20
Master's (GRAD 1)	.	.	.	.	15
Doctoral (GRAD 2)	.	.	.	.	0
TOTAL	.	.	.	.	390

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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.*). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	.	.	.	.	0
Undergraduate	.	.	.	.	2
Master's (GRAD 1)	.	.	.	.	0
Doctoral (GRAD 2)	.	.	.	.	0
Subtotal	.	.	.	.	2
DEPENDENTS					
Unclassified	.	.	.	.	0
Undergraduate	.	.	.	.	0
Master's (GRAD 1)	.	.	.	.	0
Doctoral (GRAD 2)	.	.	.	.	0
Subtotal	.	.	.	.	0
NON-MILITARY					
Unclassified	.	.	.	.	1
Undergraduate	.	.	.	.	520
Master's (GRAD 1)	.	.	.	.	24
Doctoral (GRAD 2)	.	.	.	.	0
Subtotal	.	.	.	.	545
TOTAL	.	.	.	.	547

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	.	.	.	.	0
Percent with Pell Grant	.	.	.	.	n/a

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric was included in the Board of Governors Performance Based Funding Model in 2014 – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Terminated Programs					
Programs Suspended for New Enrollments					
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	.	.	.	.	.
% Retained *with Any GPA*	.	.	.	.	.
% Retained *with GPA 2.0 or higher*	.	.	.	.	.

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Retained with Any GPA is based on student enrollment in the Fall term following their first year. Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	.	.	.	.	119
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	.	.	.	.	77%
30 to 49 Students	.	.	.	.	23%
50 to 99 Students	.	.	.	.	0%
100 or More Students	.	.	.	.	0%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	.	.	.	.	63%
Adjunct Faculty	.	.	.	.	37%
Graduate Students	.	.	.	.	0%
Other Instructors	.	.	.	.	0%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	.	.	.	.	18.4

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Terminated Programs						
Programs Suspended for New Enrollments						
New Programs Considered By University But Not Approved						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.