2021
ACCOUNTABILITY PLAN

FLORIDA

POLYTECHNIC

UNIVERSITY

UBOT Approved 14/20
BOG Approved 6/23/2021

STRATEGY

Mission Statement

Florida Polytechnic University's mission as approved by its Board of Trustees is to "Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences."

Florida Poly strives to be an Engineering University of Distinction ranked in the top 15 of engineering schools

STRATEGY (cont.)

Florida Polytechnic University's Greatest Strengths Include:

A dedicated focus on the core STEM subjects offering a high-touch model with smaller classes.

Positioned as the sole, 100% STEM public campus in the southeast, Florida Poly's environment makes it accessible to a wide range of Floridians who would otherwise go out of state for this type of educational experience.

Strategic location in Lakeland that provides close proximity (within 40 miles) to more than 11,000 high-tech firms. This clearly aligns with our commitment to build jobs for Florida.

Continuously growing and enriching relationships with, and commitment to, nearly 200 Small and Medium Businesses (SMBs) in Florida.

Organizational flexibility and nimble start-up culture with strong experience in both industry and higher education capable of rapid testing and evaluation of new strategies.

Opportunities Include:

Enrollment: The University must continue to grow.

development, prototypes, and presentation. The growth in the quality of this program and industry sponsorships continues to provide opportunities for our students to succeed in terms of employment, internships, salary earned, and a range of partnerships with the University.

Challenges:

As with all institutions, COVID-19 has posed well-documented immediate challenges over the last year, but we must be mindful of the long-term challenges. These include the lengthy disruptions in normal learning (learning loss), which are particularly damaging to first- and second-year students and future incoming freshman who have endured nearly half of their high school experience in pandemic education conditions. The impact of this will inevitably lead to a greater reliance on academic and instructional support programs and student life initiatives that seek to bolster students' ability to again focus on their educational pathways. We expect an enhanced demand for student support services that will foster strong achievement by students, in spite of significant gaps in their pre-university education. Despite these challenges, Florida Poly continues to adapt and find ways to position itself to achieve its near-term (five-year) goals, which include a campus population of over 2,200 students (by fall 2025), a four-year graduation rate of 47% (and continuing to build to a 50% rate), an APR in the mid-80s, and annual degree production of 400 undergraduate and graduate degrees.

STRATEGY

Scheduling
5. "Gateway" courses are provided off-cycle to allow students a chance to recover from class withdrawals and failures.
6. Summer courses are arranged to provide a pathway to "catch up" for students getting off track.

Curricular
7. We feature a Common Freshman Year (CFY) of required courses for all but one of our undergraduate degree programs, 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.
8. We utilize curriculum maps so students can see their academic pathway and understand the relationships between prerequisite and upper-division courses.
9. We've developed co-curricular endorsements to bring student life experiences and curricular activities into a holistic campus that supports professional development, lifelong learning, and leadership dimensions.

Financial Aid
10. We continue to develop aid packages to incentivize students to limit work during the school year to 20 hours or less per week.
11. We engage in Proactive Financial Aid Literacy Counseling to support students' self-assessment and options for resolving unmet need.
12. We modified the Florida Poly Scholarship policy to better support successful academic progress.

STRATEGY (cont.)

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Student Achievements

Karun Mackoon, Vanessa Townsend	2021 cohort of National Security Innovation Network (NSIN) X-Force fellows.
Edward Von Lue, Isabela Rangel, Raquel Julian, Miguel Cecchini do Amaral, and Benjamin Norris	Developed a software tool to h441.01 58.68 JE1.7(s)] T EMC1tprinds

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

Goal adjustments are a realistic recognition of the impact COVID-19 has had on student progress and performance, as well as an acknowledgement of the nationwide difficulties and likely learning loss in the pre-university student pipeline.

Academic Progress Rate: COVID-19 will show its impact most immediately on the academic progress rate. Students in the 2020-2021 cohort experienced unusual difficulty in the fall 2020 semester, creating for us a change in efforts to support their progress through policy adjustments and other student support efforts. For spring 2021, we reduced our fully-distance offerings to require more on-campus, in-class presence as a means to combat learning loss and lack of engagement, which may mitigate some of the impact of COVID-19 on this class, but our APR projections indicate a real acknowledgement of the difficulty and impact on our fall-spring persistence numbers. Similarly, we have set our Pell APR numbers to reflect the same trend as the total APR population.

Graduation Rate: Students who are in and have been in the pipeline generally performed better during this pandemic year than those who first started, although learning loss occurred in this population as well, and we saw similar difficulties with engagement. The social, economic, and family toll taken by the pandemic has impacted student priorities and made progression far more challenging. The University continues to work through policy- and financial-aid-related programs to support students in this difficult time. In terms of projections, we see a gradual increase in our graduation rate, noting that the 2020-2024 number will likely fall off by a point or two due to the pandemic's impact on the current class.

Degrees Awarded (KPI): Goals set prior to the pandemic projected mostly consistent growth and progression; however, as noted, COVID-19 has disrupted that in a significant way. One way the University responded to student difficulties was by providing a "COVID-19 accommodation" that would provide a segment of our students a remote option for their courses, which saved progression for many students but often at a lower rate. Thus, the impact over time on degrees awarded is disruption and noise in the projected numbers, fluctuations from year to

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	100	100	100	100	.	.	.	.	

KEY PERFORMANCE INDICATORS

Teaching & Learning (formerly 2025 Strategic Plan; included in PDF version)

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KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (formerly 2025 System Strategic Plan metrics included in PDF version)

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23

11. Percentage of 65 0.494 RG[ )]TETG0.00000912 0 612 792 re95C65

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS										

20. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0					

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

2016

DEFINITIONS:

DEFINITIONS (cont.)

DEFINITIONS (cont.)

DEFINITIONS (cont.