2023
ACCOUNTABILITY PLAN

FLORIDA
POLYTECHNIC
UNIVERSITY

22, 202

Table of Contents

INTRODUCTION

STRATEGY

Mission Statement

Mission StatementFlorida 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."

Statement of Strategy

Florida Poly continues its evolution as the newest member of the State University System to grow its student body and at the same time produce students with degrees that are of high value to Florida. For the coming year we will continue our focused strategy that integrates three critical areas: student quality and growth (noting the significant addition of residence hall capacity on campus); faculty quality and growth (including the addition of new degrees); academic and student programs and services that support excellence in the student body and build student culture that sustains pride in their degrees.

To continue to deliver the University's mission and positively impact Florida, the University must grow its student body and the array of STEM degree programs it offers so that it is a true polytechnic university. Housing constraints have limited Florida Poly's growth, but with the acquisition of an existing residence hall and the addition of 430 beds in a new facility that will open in fall 2024, the University is positioned to grow. To support this growth, we will strengthen the faculty and program offerings in our newer degrees, put in place new faculty in degree programs that are in the final stages of approval, and continue to explore potential academic programs that will expand our portfolio as an engineering and applied science school. These degrees meet and will continue to meet our principle of serving foundational and emerging disciplines with strong future job demand.

The best and brightest students are attracted to, and increasingly demand, world-class faculty and programs. With a

STRATEGY (cont.)
Strengths, Opportunities & Challenges

Strengths

- x A dedicated focus on the core STEM subjects offering a high-touch model with smaller classes.
- x Continuously growing and enriching relationships with, and commitment to, nearly 200 small and medium businesses (SMBs) in Florida. Continuing to support these businesses by producing highly capable students aligned with business workforce needs.
- x Visibly growing campus with a Fortune 500 company on site demonstrating strong University-industry

PERFORMANCE-BASED FUNDING METRICS (cont.)

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	36.6	39.5	34.3	38.2	41.0	.	.	.	.	.
APPROVED GOALS	37	37	38	41	43	42	41	45	45	.
PROPOSED GOALS	.	.	.	.	.	40	41	45	45	45

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	71.7	65.4	76.6	64.2	75.3	.	.	.	.	.
APPROVED GOALS	75	76	77	66	75			83	83	.
PROPOSED GOALS	.	.	.	.	.					

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning ng

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

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Faculty Awards

ENROLLMENT PLANNING

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

UNDERGRADUAT	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,389	1,267	1,294	1,335	1,428	.	.	.	.	.
APPROVED GOALS	1,441	1,283	1,300	1,390	1,447	1,668	1,955	2,164	2,379	.
PROPOSED GOALS	.	.	.	.	.	1,502	1,802	2,005	2,226	2,452
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	33	48	72	81	62	.	.	.	.	.
APPROVED GOALS	23	51	59	67	73	108	120	140	140	.
PROPOSED GOALS	.	.	.	.	.	70	120	140	140	140

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

ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate- Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	27	32	27	30	28	.	.	.	.	.
APPROVED GOALS	.	34	32	32	33	34	36	38	38	.
PROPOSED GOALS	.	.	.	.	.	34	36	38	38	38

Full -Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	719	654	586	616	793	780	876	1,065	1,176	1,298	1,582
UPPER	642	612	585	580	521	573	667	820	909	1,008	1,238
GRAD 1	11	20	35	47	47	48	77	104	119	127	140
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1,372	1,286	1,206	1,243	1,361	1,581	1,620	1,989	2,204	2,433	2,960

Note: Full time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the num
hours for all students

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

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DEFINITIONS

DEFINITIONS (cont.)

PBF10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans. Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF10. FIU: Number of Post-Doctoral Appointees. The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF10. FL POLY: Percent of Bachelor's Graduates with two or more Workforce Experiences. The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF10. FSU: Number

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) 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 institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as distance learning for all students at all campuses regardless of funding source. 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 Section 1009.24(17), Florida Statutes. Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after Thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).