

Academic Building 9

**STUDENT  
SUCCESS  
PLAN  
20  
24**

**Florida Gulf Coast  
University**





## I. Current performance on Performance Based Funding Metrics

While FGCU has made considerable progress on improving most Performance Based Funding (PBF) metrics since 2018, the score for 2024 did not meet the 70-point threshold for maintenance of funding. Anticipating the drop in score last year, we adopted a new, systematic approach informed by a review of best practices, including those detailed in the USF (University of South Florida) publication Humanizing Data for Student Success. FGCU invested in predictive analytics, funded a machine learning specialist position, revamped its Student Success Council, funded key personnel to form a case management team, and tied performance metrics to individual goals of two vice presidents and all deans. Preliminary data show an increased score for 2025.

The graphs below show FGCU's scores for 2024 and performance against PBF metric benchmarks on the Excellence scale. The total score was 63. Variability is evident – FGCU scored 10 points of excellence for four of the eleven metrics: 2, 3, 6 and 10. Also, FGCU scored 10 points of improvement for Metric 1. On the other end of the spectrum, FGCU scored zero on metrics 9a and 9b, neither of which met thresholds for the Excellence scale, and scored just one point on metric 5 and two points on metric 4. Scores for metrics 7 and 8 were in the intermediate range on the excellence scale. Reducing year-to-year variability and consistent attainment of scores on the Excellence scale are key components of our strategy to improve.

METRIC	1	2	3	4	5	6	7	8	9a	9b	10
EXCELLENCE		10	10	2	1	10	6	4	0	0	10
IMPROVEMENT	10										

PERFORMANCE BASED FUNDING MODEL / 2023 - 2024 BENCHMARKS											
		EXCELLENCE (Achieving System Goals)									
Points		10	9	8	7	6	5	4	3	2	1
<b>Key Metrics Common to All Universities</b>											
1	Percent of Bachelor's Graduates Employed (\$40K+) and/or Continuing their Education 1 Yr. after Graduation	80%	77%	74%	71%	68%	65%	62%	59%	56%	53%
2	Median wages of Bachelor's Graduates Employed Full-time 1 Yr. after Graduation	\$40,700 \$47,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
3	Net Tuition & Fees per 120 Credit Hours	\$9,000 \$8,700	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	4 Year Graduation Rate Full-time FTIC	65%	62%	59%	56%	53%	50%	47%	44%	42.3%	41%
5	Academic Progress Rate (APR) 2 <sup>nd</sup> Yr. Retention with GPA Above 2.0	90.0%	88.8%	87.5%	86.3%	85.0%	83.8%	82.5%	81.3%	80.0%	78.8% 78.8%
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	50.0% 53.7%	47.5%	45.0%	42.5%	40.0%	37.5%	35.0%	32.5%	30.0%	27.5%
7	University Access Rate Percent of Undergraduates with a Pell Grant	42%	38%	34%	30% 29.8%	26%	22%	18%	14%	10%	6%
8.	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	60.0%	57.5%	55.0%	52.5%	50.0%	47.5% 47.1%	45.0%	42.5%	40.0%	37.5%
9.A.	3 Year Graduation Rate for FCS Associate in Arts Transfer Students	-	-	-	-	-	70%	67%	64%	61%	58% 57.5%
9.B.	6 Year Graduation Rate for Students Awarded a Pell Grant in their first year	-	-	-	-	-	80%	75%	70%	65%	60% 51.7%
10	Number of Bachelor's Degrees Awarded to Students of Hispanic & African American descent	820 935	780	740	700	660	620	580	540	520	500

Given the performance for 2024, FGCU's Student Success Council focused on the four metrics that lagged the most: the three graduation metrics (4, 9a and 9b) and metric 5, Academic Progress Rate. While FGCU engages in best practices toward improving all eleven metrics, the greatest potential for near-term improvement lies with these four metrics. During FY24, FGCU's Student Success Council defined the primary "root causes" of low attainment for metrics 4, 5, 9a and 9b. Descriptive and predictive analytics were employed to define the major barriers to academic progression and graduation. Some had been previously defined, such as low passage rates in freshman "gateway courses," which are key factors in timely progression. The impact of failing one of these courses was well known and solutions such as smaller class size and deployment of teaching assistants were already underway. Others were discovered after an exhaustive analysis of student records for those who failed to graduate on time or failed to return in good standing for their 2nd fall semester.

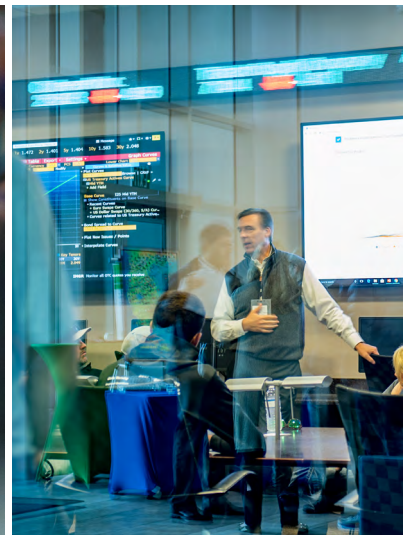
Once identified at the university level, data were disaggregated among colleges and schools, and deans further refined their unit-specific root causes of low attainment for metrics 4, 5, 9a and 9b. Several potential solutions were proposed by each college or school in the form of an Annual Work Plan for the current academic year, and the most impactful solutions have been generalized below for each metric.

## II. Graduation rate metrics: 4, 9a and 9b.

### a. Metric 4. Four-year graduation rate for FTIC students.

*Leading indicators = GPA at close of freshman fall term, Success in ENC 1101*

ROOT CAUSES	DELIVERABLES BY MARCH 2025
<p>Students off track for timely degree completion due to deviations from degree maps.</p>	<p>Implement FGCU's Student Success Pathways for entering freshman that includes strategic use of the summer term to facilitate the transition to college. Student Success Pathways are based on analytics, producing curated schedules to maximize first-year success.</p> <p>Initiate a Collaborative Benchmark Advising model (an approach that involves both advising staff and faculty to have strategic milestone-centered engagement with students) with an emphasis on staying on degree path and supporting student engagement in high impact practices (HIPs).</p> <p>Decrease class size and increase course seat availability in freshman gateway and key milestone courses and support academic sequences that contribute to continuous enrollment.</p> <p>Incentivize summer enrollment to drive the leading indicator of successful attainment of 30 credit hours within one year of initial enrollment.</p>
<p>Passage rates are lower than desired in freshman gateway courses and required courses in key majors.</p>	<p>Adopt a 24/7 Online Tutoring Platform supporting all available course subjects that is available for all students (regardless of course delivery modality). Build on the success of alternative tutoring models to further scale the strategies that have shown promise.</p> <p>Implement real-time intervention strategies both in the classroom and through wrap-around student services. Fully implement and utilize a collaborative Early Alert Model connecting classroom concerns to a team of Case Managers who can connect students to support and resolve issues delaying progress.</p>
<p>7-10% of any given FTIC cohort transfers to another institution after 1-2 years to complete a degree.</p>	<p>Contact students in good standing who request a transcript to transfer to another institution for advising and retention.</p>



**b. Metric 9a. Three-year graduation rate for AA transfer students.**

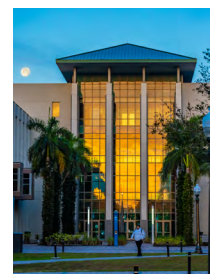
*Leading indicators = Degree audit at transfer; credit hour load per semester*

ROOT CAUSES	DELIVERABLES BY MARCH 2025
AA transfer student lacking the pre-requisites for their chosen degree at FGCU.	<p>Revise and increase number of MOUs outlining admissions requirements and 2+2 advising degree plans built with strategic FCS institution partners (e.g. Florida SouthWestern, Miami-Dade, Palm Beach, Broward, State College of Florida, St. Petersburg College, and South Florida State College).</p> <p>Collaborate with Florida College System institutions to consider the specialized AA transfer degree (SAAT) option (provided through HB 1285) to focus on STEM AA Transfer.</p>
44% of AA transfer students attend only part-time; PT attendance is increasing with time.	<p>Increase sections and course seat availability in gateway and other key courses taken in the first post-transfer semester and support academic sequences that contribute to continuous enrollment.</p> <p>Provide AA transfer students services they need to increase semester credit loads (including summer) including tutoring, advising, care services, and on-campus employment opportunities.</p>

**c. Metric 9b. Six-year graduation rate of Pell Grant recipients**

*Leading indicators = Number of FAFSA applications filed; number and dollar amount of Pell grant funding received; number of faculty participating in professional development programs*

ROOT CAUSES	DELIVERABLES BY MARCH 2025
Delays or omissions in FAFSA completion for Pell-eligible students.	Increase in timely filing of accurate FAFSA applications and outreach to, and targeted support for, students in rural counties and/or from low-income backgrounds.
Pell students are less likely to participate in faculty-student engagement and co-curricular student engagement activities.	<p>Increase professional development for faculty and staff to support active learning strategies, engender and understanding of the first-year student, and create a culture student engagement within and outside of the classroom.</p> <p>Implement Student and Faculty Resources Courses in Canvas to facilitate student and faculty access to campus support.</p> <p>Implement and utilize Slate Student Success software to provide seamless access to student information to allow targeted interventions across departments.</p>
Pell Students are less likely to utilize wrap-around services.	Create and utilize a data dashboard for tracking Pell recipients' progress to increase support and interventions both within and outside of the classroom.





### III. Academic Progress Rate, Metric 5.

*Leading indicators = Fall term GPA, Fall-to-Spring retention*

ROOT CAUSES	DELIVERABLES BY MARCH 2025
<p>Students with High School GPAs below 3.7 are statistically less likely to be retained to the 2nd fall according to FGCU data analytics.</p>	<p>Utilize predictive analytics and an interactive dashboard to create interventions (within and outside of the classroom) for incoming and enrolled students. Hold academic units accountable for fully utilizing the Canvas Learning Management System, particularly attendance roster and gradebook.</p> <p>Implement FGCU’s Student Success Pathways for entering freshman that includes strategic use of the summer term to facilitate the transition to college. Student Success Pathways are based on analytics, producing curated schedules to maximize first-year success.</p>
<p>Failure of one or more courses in freshman year, especially freshman gateway courses.</p>	<p>Implement real-time intervention strategies both in the classroom and through wrap-around student services. Fully implement and utilize a collaborative Early Alert Model connecting classroom concerns to a team of Case Managers who can connect students to support and resolve issues delaying progress.</p>
<p>Insufficient seats in freshman gateway and other important milestone courses leads to delays in progression.</p>	<p>Invest in strategic faculty hiring to support student-friendly course schedule options and hire a Director of Learning Assistance to increase research-based classroom interventions in key courses.</p> <p>Build on the success of FGCU’s Gateway Course Coordinator model and increase the number of full-time faculty and instructors teaching in freshman gateway courses to further scale the use of established success strategies within the classroom.</p>

Every unit at FGCU is invested in supporting student success. Our charge is clear, and, as supported by the President and Cabinet, all levels of the institution are on board to engage in systematic change to reach our goals. FGCU will improve its performance on PBF metrics by employing high impact strategies within and outside the classroom, as shown in the above tables.

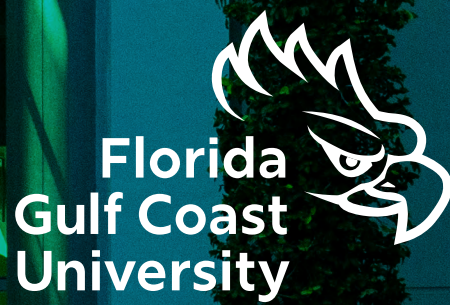
In late 2023, FGCU engaged the National Center for Higher Education Management Systems (NCHEMS) to review our organizational structure and make recommendations to maximize our operational effectiveness and student success efforts. Their final report in September 2024 will provide peer institution comparisons using qualitative and quantitative data. This report will supplement and guide the work that is already underway to support our student success goals.







FALL2024



[fgcu.edu](http://fgcu.edu)