

**FGCU Student Success Plan
2024-25 Performance-Based Funding**

Metric	2023 Score & Data	2024 Score & Data	Measurable Goals
4. Four Year Graduation Rate (Full-Time FTIC)	2 Excellence: 42.2% Improvement: 0.1%	2 Excellence: 42.3% Improvement: 0.1%	1. Implement Student Success Pathways for entering freshman that includes strategic use of the summer term to facilitate the transition to college. Initiate a Collaborative Benchmark Advising model with an emphasis on staying on degree path and supporting student engagement in high impact practices (HIPs). Decrease class size and increase course seat availability in freshman gateway and key milestone courses and support academic sequences that contribute to continuous enrollment. Incentivize summer enrollment to drive the leading indicator of successful attainment of 30 credit hours within one year of initial enrollment.
			2. 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. 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.
			3. Contact students in good standing who request a transcript to transfer to another institution for advising and retention.
9a. Three-year graduation rate for AA transfer students.	3* Excellence: 57.8% Improvement: 1.0%	0 Excellence: 57.5% Improvement: -0.3%	1. Revise and increase number of MOUs outlining admissions requirements and 2+2 advising degree plans built with strategic FCS institution partners. 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.
			2. 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. Provide AA transfer students services they need to increase semester credit loads (including summer) including tutoring, advising, care services, and on campus employment opportunities.
9b. Six-year graduation rate of Pell Grant recipients	4 Excellence: 55.7% Improvement: 4.2%	0 Excellence: 51.7% Improvement: -4.0%	1. 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.
			2. 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. Implement Student and Faculty Resources Courses in Canvas to facilitate student and faculty access to campus support. Implement and utilize Slate Student Success software to provide seamless access to student information to allow targeted interventions across departments.
			3. Create and utilize a data dashboard for tracking Pell recipients' progress to increase support and interventions both within and outside of the classroom.
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	2 Excellence: 78.0% Improvement: 1.2%	1 Excellence: 78.8% Improvement: 0.8%	1. 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. 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.

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5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0) (cont.)			<p>2. 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>3. 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>

*Score was normalized. In 2023, Metric 9a, Two-Year Graduation Rate for Florida College System (FCS) Associate in Arts (AA) Transfers, changed to Three-Year Graduation Rate for FCS AA Transfers, the 5-point benchmark was set at 70%.