

Academic Building 9

**STUDENT
SUCCESS
PLAN
20
24**

**FINAL REPORT
FEBRUARY 13, 2025**

**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
Key Metrics Common to All Universities											
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 nd 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> <ul style="list-style-type: none">▪ <i>Implemented the FGCU Student Success Pathways for AY2024-25.</i>▪ <i>Retention to spring semester with a 2.0 GPA increased by 4.5 percentage points from 84.9% last year to 89.4% this year. Average cohort GPA increased from 3.05 to 3.28 for the new Pathways cohort.</i> <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> <ul style="list-style-type: none">▪ <i>Designed and implemented the Collaborative Benchmark Advising model in the College of Education.</i>▪ <i>Began initial design of Collaborative Benchmark Advising with the Lutgert College of Business.</i>▪ <i>Designs for Collaborative Benchmark Advising are in progress for all other colleges and schools with target completion in spring 2025.</i> <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> <ul style="list-style-type: none">▪ <i>Based on a historical analysis of seat and section availability that demonstrated areas impeding academic progression, strategic funding was distributed to the College of Arts & Sciences and Lutgert College of Business to hire instructors for high-impact and high enrollment courses.</i>▪ <i>The College of Arts & Sciences received \$430,000 to fund eight faculty lines, while the Lutgert College of Business received \$245,000 for two faculty lines. These positions, currently in the search process, will reduce reliance on adjunct instructors and faculty overloads, enabling FGCU to offer more General Education and other high-impact courses.</i> <p>Incentivize summer enrollment to drive the leading indicator of successful attainment of 30 credit hours within one year of initial enrollment.</p> <ul style="list-style-type: none">▪ <i>The newly implemented Retention and Graduations Services (RGS) team reviews data from the Degree Progression dashboards in Tableau and conducts outreach to students to keep them tracking for spring 2025 or summer 2025 graduation. Included in this effort is ensuring that we have the courses that students need to complete their remaining requirements in that timeframe.</i>▪ <i>The RGS team determines which students have not yet applied to graduate, but could be eligible to finish by the summer 2025 timeframe, with the goal of increasing the overall number of graduation applications.</i>▪ <i>The RGS team determines potential incentive options for students that are planning to graduate in fall 2025 to graduate early in summer 2025, and ensures that the courses that students need to complete their remaining requirements in that timeframe are offered.</i>▪ <i>The RGS team conducts outreach to determine/update the student's expected graduation dates and evaluate areas of opportunity to keep them within the timeframe for graduation with their cohort(s).</i>

a. Metric 4. Four-year graduation rate for FTIC students. (Continued)
 Leading indicators = GPA at close of freshman fall term, Success in ENC 1101

ROOT CAUSES **DELIVERABLES BY MARCH 2025**

Passage rates are lower than desired in freshman gateway courses and required courses in key majors.

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.

- Academic Affairs and Student Success & Enrollment Management stakeholders reviewed online tutoring platforms and chose Brainfuse Online Tutoring for spring 2025 implementation.

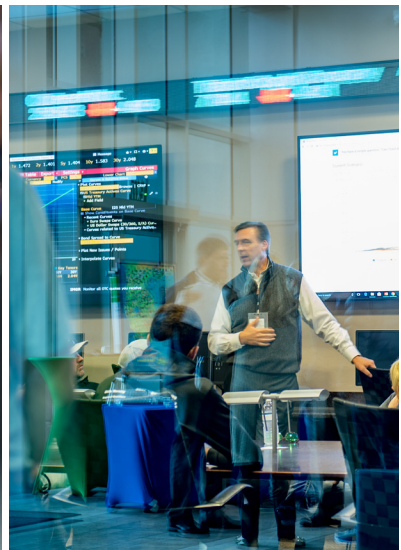
Implement real-time intervention strategies both in the classroom and through wrap-around student services. Fully implement and utilize a collaborative Early Alert Model connecting classroom concerns to a team of Case Managers who can connect students to support and resolve issues delaying progress.

- Hired a Senior Director, Graduation and Retention as supported by Legislative Budget Request funding.
- The newly implemented Retention and Graduation Services (RGS) team reviews data from the Degree Progression dashboards in Tableau and conducts outreach to students to keep them on track for spring 2025 or summer 2025 graduation. Included in this effort is ensuring that we have the courses that students need to complete their remaining requirements in that timeframe.
- Stakeholders from Student Success & Enrollment Management and Academic Affairs worked together in fall 2024 to implement the Slate Customer Relationship Management (CRM) system to support tracking of student success touchpoints, and communication across departments to allow for curated early alert and case management for struggling students. The resulting Wings Up! program led by the Retention and Graduation Services team was implemented in January 2025.

7-10% of any given FTIC cohort transfers to another institution after 1-2 years to complete a degree.

Contact students in good standing who request a transcript to transfer to another institution for advising and retention.

- The newly implemented Retention and Graduation Services (RGS) team contacts all cohort members that request a transcript. In conjunction with the Office of Financial Aid, they offer scholarships for students to re-enroll.



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

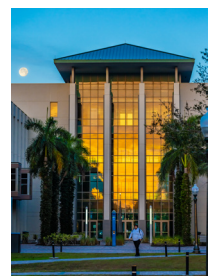
Leading indicators = Number of FAFSA applications filed; number and dollar amount of Pell grant funding received; number of faculty participating in professional development programs

ROOT CAUSES	DELIVERABLES BY MARCH 2025
<p>Delays or omissions in FAFSA completion for Pell-eligible students.</p>	<p>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.</p> <ul style="list-style-type: none"> ▪ <i>Hired a coordinator for Hendry and Glades Counties Regional support to include a focus on Pell-eligible students.</i> ▪ <i>Continued review of FAFSAs for potential Pell-eligible students and correcting errors to ensure students' Pell eligibility. This is done through manual one-on-one meetings with students via the financial aid verification process, the financial aid professional judgement and change in circumstance process.</i> ▪ <i>The Office of Financial Aid collaborated with the University Library for "Bucks and Books" event. The event promoted FAFSA completion.</i> ▪ <i>The Office of Financial Aid delivers presentations in Student Life Skills (SLS) freshmen courses. The topics covered are: FAFSA completion, FGCU foundation scholarship completion, and financial literacy.</i> ▪ <i>A total of 12 events have been completed in partnership with the Collaboratory promoting FAFSA completion in local high schools and community organizations. Including, but not limited to high schools in rural counties and/or areas with students from low-income backgrounds.</i> ▪ <i>Pell recipients increased by 4.6 percentage points from 29.4% in fall 2023 to 34% in fall 2024.</i>
<p>Pell students are less likely to participate in faculty-student engagement and co-curricular student engagement activities.</p>	<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> <ul style="list-style-type: none"> ▪ <i>Implemented a series of "Understanding the First Year Student" workshops in FGCU's Lucas Center for Faculty Development and on-demand for departments.</i> ▪ <i>Continued offering professional development through FGCU's Lucas Center to include dialogues and workshops on best practice pedagogy across the disciplines.</i> ▪ <i>Lucas Center New Faculty Academy, which has 39 participants for AY 2024-25, promotes active learning pedagogy and student engagement strategies in bi-weekly workshops.</i> ▪ <i>Lucas Center Adjunct Faculty Academy, which enrolled 13 part-time instructors in fall 2024 and 15 in spring 2025, promotes active learning pedagogy and student engagement strategies in monthly workshops each semester.</i> ▪ <i>Lucas Center staff facilitated monthly Dialogues on Culture and Community to promote community-building practices and enhance student-staff-faculty relationships.</i> ▪ <i>Lucas Center staff facilitated the Student-Faculty Partnership Program, which promotes student engagement and active learning by providing faculty members with a student who serves as a pedagogical consultant. A total of 32 student-faculty partnerships were supported in AY 2024-25.</i> <p>Implement Student and Faculty Resources Courses in Canvas to facilitate student and faculty access to campus support.</p> <ul style="list-style-type: none"> ▪ <i>Implemented a Student and a Faculty Success Resource Course in the Canvas Learning Management System.</i> ▪ <i>The Student Success Resource course has had 32,000 page views since the course was published. Since then, there have been steady page views on average of 1,000 page views per week.</i> ▪ <i>The Faculty Success Resource course has had 2,300 page views since the course was published. Faculty and staff access the resources as needed.</i>

c. Metric 9b. Six-year graduation rate of Pell Grant recipients. (Continued)

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
Pell students are less likely to participate in faculty-student engagement and co-curricular student engagement activities.	<p>Implement and utilize Slate Student Success software to provide seamless access to student information to allow targeted interventions across departments.</p> <ul style="list-style-type: none">▪ Stakeholders from Student Success & Enrollment Management and Academic Affairs worked together in fall 2024 to implement the Slate Customer Relationship Management (CRM) system to support tracking of student success touchpoints, and communication across departments to allow for curated early alert case management for struggling students. The resulting Wings up! program led by Retention and Graduation Services was implemented in January 2025.
Pell Students are less likely to utilize wrap-around services.	<p>Create and utilize a data dashboard for tracking Pell recipients' progress to increase support and interventions both within and outside of the classroom.</p> <ul style="list-style-type: none">▪ Created Tableau dashboards that track Pell disbursements and actionable data with direct feed to Financial Aid to support timely distribution of Pell funds.▪ Created Tableau dashboards using FGCU's Learning Management System in Canvas that uses daily grades posted by faculty and provides direct feed to Advising Services to identify students struggling academically. This includes the former Early Alert System and will incorporate our newly adopted Early Alert System in Wings Up!▪ Created a "progress to degree" dashboard that identifies Pell students to individually track key indicators such as Degree Audit progress, Credits Earned, Cumulative GPA, Service Learning, course grades and other requirements to degree. This dashboard is widely distributed and available to advisors, academic affairs users and retention and graduation offices.▪ Created a series of dashboards that integrate data from Campus Life, EagleLink, Housing Events and tutoring services to assess frequency of services utilized by students disaggregated by different characteristics including Pell students. This allows campus offices to identify gaps in services and implement strategies to effectively target underserved student populations.



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> <ul style="list-style-type: none"> • <i>Implemented predictive analytics based upon incoming GPA for Student Success Pathways for AY 2024-25.</i> • <i>Designed and published a Performance-Based Funding Metric Scorecard that provides dynamic data towards the achievement of each target.</i> • <i>Implemented curated reports utilizing Banner Student Information System and Canvas in Tableau for academic deans, academic advisors and other stakeholders to improve targeted interventions for students.</i> • <i>The provost and Faculty Senate worked jointly to provide education and support for Canvas utilization. Faculty Senate passed a resolution in fall 2024 to increase student success through full utilization of the Canvas Learning Management System. As a result, 94.8% of lower level courses and 86.4% of upper level courses have fully utilized in Canvas in spring 2025.</i> <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> <ul style="list-style-type: none"> • <i>Implemented the FGCU Student Success Pathways for AY 2024-25..</i> • <i>Retention to spring semester with a 2.0 GPA increased by 4.5 percentage points from 84.9% last year to 89.4% this year. Average cohort GPA increased from 3.05 to 3.28 for the new Pathways cohort.</i>
<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> <ul style="list-style-type: none"> • <i>DFW rate for freshmen students decreased from 17.7% in fall 2023 to 14.7% in fall 2024. The largest gains were reflected in General Biology from 26.9% to 17.3%, General Chemistry from 33.2% to 24.4%, Intro to General Chemistry from 37% to 11.9% and Composition II from 24.1% to 17.9%.</i>
<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> <ul style="list-style-type: none"> • <i>FGCU strategically reallocated \$997,398 to prioritize hiring in high-impact and freshman gateway courses, creating 40 full-time faculty lines, and ensuring adequate faculty resources to support student success. Additionally, \$1,261,620 in one-time funds was allocated to hire contingent faculty, filling critical gaps in course offerings and enhancing FGCU's ability to improve academic progression and retention rates.</i> • <i>The Provost's Office hired a Director of Learning Assistance in spring 2025 to provide comprehensive leadership, training, and support for instructional learning assistants, teaching assistants, and graduate assistants. (Continues on the next page.)</i>

III. Academic Progress Rate, Metric 5. (Continued)

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

ROOT CAUSES	DELIVERABLES BY MARCH 2025
Insufficient seats in freshman gateway and other important milestone courses leads to delays in progression.	<ul style="list-style-type: none">• <i>Learning assistants have significantly enhanced student success by providing targeted academic support, improving engagement and comprehension in critical courses, and contributing to higher passage rates in key milestone courses. An additional \$80,000 was allocated this year to support learning assistants, allowing coverage for an additional 100 course sections.</i> <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> <ul style="list-style-type: none">• <i>Additional coordinators were put in place to reduce the high DFW rates in gateway courses that contribute to lower retention and graduation rates. FGCU's Lucas Center is scaling up the utilization of course coordinators as the impact on student success has been realized.</i>

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 continue to 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.

Results

As a result of these interventions all four key metrics have shown preliminary improvement this year. Metric 5 Academic Progress Rate increased from 78.8% to 80.4%. Metric 4 FTIC Four-Year Graduation Rate increased to 45.4% after three consecutive years at 42%. Both Metrics 9a and 9b showed improvement as well. FCS AA three-year transfer graduation rate increased by two percent points from 57.5% to 59.5% and six-year PELL graduation rate increased from 51.7% to 52.7% this year.





FALL2024



fgcu.edu