

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

Metric	2023 Score & Data	2024 Score & Data	Measurable Goals	March 2025 Update	Goal Met Not Met
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.	1. Implemented the FGCU Student Success Pathways for AY 2024-25. 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. Designed and implemented the Collaborative Benchmark Advising model in the College of Education. Began initial design of Collaborative Benchmark Advising with the Lutgert College of Business. Designs for Collaborative Benchmark Advising are in progress for all other colleges and schools with target completion in spring 2025. 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. 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. 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. 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. 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. 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).	Goal Met Not Met
			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.	Academic Affairs and Student Success & Enrollment Management stakeholders reviewed online tutoring platforms and chose Brainfuse Online Tutoring for spring 2025 implementation. 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.	
			3. 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.	

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

Metric	2023 Score & Data	2024 Score & Data	Measurable Goals	March 2025 Update	Goal Met Not Met
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.	Revised existing MOU with Florida SouthWestern State College (FSW); created 2+2 transfer guides into all FGCU undergraduate programs; staff from key areas will hold regular office hours on the campuses of FSW. Enhancements with additional existing partner, South Florida State College, are in progress. Formal MOUs with Miami-Dade College (MDC), St. Petersburg College (SPC), and Indian-River State College (IRSC) are in final draft form and ready for execution. MDC is interested in exploration of SAATs in programs of strategic emphasis. IRSC, SPC, and FSW requested the use of 2+2 transfer guides, as they are not pursuing SAAT programs at this time.	
			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.	Strategic funding distributed to the College of Arts & Sciences and Lutgert College of Business to increase instructors in high impact and high enrollment courses. 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. Approved and implemented a Faculty Workload Plan to maximize course sections available to students to progress in their path to degree completion. Since fall 2024, Academic Advising provides Destination Days (the first Friday of each month) which provide AA transfer students an opportunity to speak with an FGCU academic advisor in-person or remotely regarding their transfer credits, applicability to their planned program of study and future enrollment planning. The FGCU transfer team now provides referrals to Destination Days or individual prospective AA student advising services as needed.	
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.	Hired a coordinator for Hendry and Glades Counties Regional support to include a focus on Pell-eligible students. 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. The Office of Financial Aid collaborated with the University Library for "Bucks and Books" event. The event promoted FAFSA completion. 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. 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. Pell recipients increased by 4.6 percentage points from 29.4% in fall 2023 to 34% in fall 2024.	

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

Metric	2023 Score & Data	2024 Score & Data	Measurable Goals	March 2025 Update	Goal Met Not Met
9b. Six-year graduation rate of Pell Grant recipients (cont.)			<p>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.</p>	<p>Implemented a series of “Understanding the First Year Student” workshops in FGCU’s Lucas Center for Faculty Development and on-demand for departments. Continued offering professional development through FGCU’s Lucas Center to include dialogues and workshops on best practice pedagogy across the disciplines. 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. 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. Lucas Center staff facilitated monthly Dialogues on Culture and Community to promote community-building practices and enhance student-staff-faculty relationships. 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.</p> <p>Implemented a Student and a Faculty Success Resource Course in the Canvas Learning Management System. 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. The Faculty Success Resource course has had 2,300 page views since the course was published. Faculty and staff access the resources as needed.</p> <p>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.</p>	
			<p>3. Create and utilize a data dashboard for tracking Pell recipients’ progress to increase support and interventions both within and outside of the classroom.</p>	<p>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.</p> <p>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.</p>	

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

Metric	2023 Score & Data	2024 Score & Data	Measurable Goals	March 2025 Update	Goal Met Not Met
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.	Implemented predictive analytics based upon incoming GPA for Student Success Pathways for AY 2024-25. Designed and published a Performance-Based Funding Metric Scorecard that provides dynamic data towards the achievement of each target. 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. 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. Implemented the FGCU Student Success Pathways for AY 2024-25. 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.	Goal Met Not Met
			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. 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. 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.	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%. 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. 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. 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. 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.	

*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%.