Student Success & Enrollment Management

4-Year Graduation Rate Plan Workshop – September 10, 2018
Agenda

9:00 – 10:00 AM:
• Review of Undergraduate Student 4-yr Graduation Rate Improvement Plan with updates on action items

10:00 – 10:30 AM:
• Provide update to 2018 Accountability Plan & select BOG Performance Metrics

10:30 – 11:00 AM:
• Additional questions & comments
Overview

• Provide a review of the undergraduate student 4-yr graduation rate improvement plan that was approved at the May 1st BOT meeting

• Provide updates to various action items aligned under broader-based objectives that focuses on Academic, Curricular, Financial, and Policy areas that will ↑ 4-yr grad rate

• Provide update on 2018 Accountability Plan & select BOG performance-based funding metrics
FGCU FOCUS 2017-2022: Student Success

“Student success is a holistic process that focuses on student retention, timely degree completion, academic achievement, degree attainment, and career advancement, while recognizing that students develop intellectually, emotionally, socially, ethically, physically and spiritually as they progress through and complete the collegiate experience.”

“FGCU will cultivate a diverse learning environment in which students are encouraged to explore both their personal and intellectual development. Students will gain an understanding of their individual learning style and the confidence to pursue intellectual challenges.”
4-Yr Graduation Rate Plan

- Comprehensive Plan was developed in response to SB4 - Florida Excellence in Higher Education Act of 2018
  - Provides objectives and action items that speak to the specific elements (academic, curricular, financial, and policy) defined in the legislation
  - A synthesized version was created for the FGCU Accountability Plan that was approved by the BOG in June
  - Our internal roadmap in achieving Student Success
Academic Focus
Academic Focus

• Augment and enrich student learning experiences both within and beyond the classroom
  • ↑ high impact practices leading to transformational learning
  • Refine and expand university-wide advising practices
  • Develop stronger partnerships with the academic programs and faculty
Promote and increase timely graduation and persistence by focusing on well-established high impact and related practices.

- ↑ # and scope of Living Learning Communities programs
- ↑ # of internships & co-ops and align better with employment gaps
- ↑ # and impact of academic peer mentoring programs
- ↑ # and type of study abroad / away, diversity and global learning programs
- Create non-residential learning communities to strengthen academic engagement
- ↓ the transfer-out rate by expanding Honors College, intentional financial aid, and enrolling students where FGCU is their first choice
Academic Objectives

- Refine existing programs and implement new innovative programs through the Center for Academic Achievement (CAA) to assist students with adjusting to college and with the rigors of college coursework.
  - Expand resources to ↑ supplemental instruction and tutoring for courses with ↑ D, F, W rates
  - Create “drop-back” program for students struggling in courses with ↑ D, F, W rates
  - Work with Colleges to ↓ section sizes in courses with ↑ D, F, W rates
  - Revamp existing Effective Learning and Univ Transition courses to focus more on academic skill development
Academic Objectives

• Refine existing programs and implement new innovative programs through the Center for Academic Achievement (CAA) to assist students with adjusting to college and with the rigors of college coursework.

  • Expand resources to more sections of Effective Learning and Univ Transition courses
  • resources and program capacity for Step Ahead summer bridge program
  • Revitalize the Common Read program for all incoming FTIC
  • Provide more advising and/or use of online resources to help students better choose their major / program of study
Academic Objectives

- Refine existing programs and implement new innovative programs through the Center for Academic Achievement (CAA) to assist students with adjusting to college and with the rigors of college coursework.

- Publicize degree maps more to ensure students know what they need to take during their first semester
- Implement a sophomore-year experience program to increase involvement with the major and related faculty, service learning, and undergraduate research
- Create compensated, competitive FGCU Student Ambassador Program to assist with recruitment and academic engagement activities
Academic Objectives

• Expand degree completion opportunities for students.
  • Expand BA in Integrated Studies degree program to allow greater flexibility for students to complete a major in limited time
  • Develop competency-based, self-paced online courses to complement high demand face-to-face courses and courses with ↑ Ds, Fs, and W’s
Academic Objectives

- Implement, increase, and improve the use of technology/software that will contribute to students’ academic success and degree progression.
- Optimize and maximize existing technologies utilized for advising students, tracking student progression, reporting attendance and grades, and verification of degree completion
- Create “success guidelines” in Canvas for courses with D, F, W’s.
- Create a centralized unit to coordinate development and delivery of high quality online courses
Academic Objectives

• Implement, increase, and improve the use of technology / software that will contribute to students’ academic success and degree progression.

  • Implement technology that automatically triggers early warning communications to students & advisors when academic performance ↓
  • Develop a real-time intervention strategy using customized messages to effectively and timely notify students of key academic issues
  • Integrate existing systems/software with the University ID card system in order better track students’ co-curricular and academic engagement activities
Academic Objectives

- Establish new comprehensive university-wide academic advising services to improve advising practices for students.
  - Develop a single, comprehensive plan and philosophy for all advising throughout a student’s academic experiences
  - Formally create a hub and spoke advising model with a centralized office for first year advisors and exploratory studies / alternatives advising that will collaborate more with content specific advisors in their respective colleges
  - Create an executive position to oversee all centralized academic advising across campus where all advisors and Directors of Advising would report
Academic Objectives

- Establish new comprehensive university-wide academic advising services to improve advising practices for students.
  - Establish a team of case managers to triage individual student progression issues and track their resolution
  - Expand the use of predictive and prescriptive analytics to identify and address issues to reduce attrition (and transfer-out) of first-year students
  - Use Canvas analytics to identify and work closely with at-risk students to facilitate them graduating in four years
  - Improve the university overall student-to-advisor closer to meeting the standard set by NACADA
Academic Objectives

- Formalize and expand faculty engagement in enhancing student success.
- Expand and enhance faculty mentoring programs to focus on student retention, persistence through their major, and 4-year graduation rate.
- Develop incentive programs for faculty to help directly impact improving 4-year graduation rates above and beyond what is expected in the classroom.
- Establish a Faculty-in-Residence program for South Village Residential Housing.
- Professional development opportunities for faculty to help recognize the need to make referrals to CAPS based on behavioral issues that negatively affect student academic performance.
Curriculum Focus
Curriculum Focus

• Implement extra-curricular and co-curricular activities and programs that complement students’ program of study
  • Emphasis placed on deeply connecting our FTIC students upon arrival
  • Expand and formalize the first year experience and retention programs
  • Keep students engaged as they progress into their major until they graduate
Curricular Objectives

- Develop a first-year experience program that provides a common set of experiences for all FTIC students, while providing opportunities to form deeper connections to the university
  - Create new Office of First Year Experience to create and assess a set of outcomes based on the delivery of programs and activities
  - Require certain co-curricular activities (e.g., Service Learning, Career Center events, Civic Literacy) during the students’ first two semesters
  - Implement an involvement requirement for all FTICs (e.g. the Pick One Program)
Curricular Objectives

- **Develop a first-year experience program that provides a common set of experiences for all FTIC students, while providing opportunities to form deeper connections to the university**
  - Work collaboratively with Academic Engagement in the preparation and delivery of first-year transitional (SLS) courses
  - Implement a pre-semester “immersion” program for FTIC students that further introduces students to the academic, social, and cultural expectations of FGCU
  - Expand academic offerings in SoVi residence halls (e.g. classes offered, faculty participation) with the intention of creating experiences beyond the classroom with faculty and staff for every FTIC resident
Curricular Objectives

- Develop a first-year experience program that provides a common set of experiences for all FTIC students, while providing opportunities to form deeper connections to the university
  - Expand the number of living and learning communities available in SoVi.
  - Engage students in more connected service learning by embedding projects and required hours into more courses
  - Engage faculty in developing more cross-disciplinary and collaborative assignments and projects in freshman courses
  - Provide academic advisors and appropriate staff with access to data that would provide a holistic view of student activity to include academic, co-curricular, and extra-curricular components
Financial Focus
Financial Focus

• Expand and improve persistence to graduation in a timely manner and keeping costs down!
  • Emphasis placed on broadening the way we package and award aid to students (e.g. need-based, merit-based, in-state, out-of-state, transfers, etc...)
  • ↑ amount of institutional $$ dollars we can offer students to keep them progressing toward their degree
  • ↓ financial barriers that prevent a student from being retained, persisting, and graduating in 4 years
Financial Objectives

- Realign and expand our scholarship and financial aid programs to provide a positive impact on recruiting best-fit students, first-year retention rates, sophomore persistence, and 4-year graduation rates.
  - Emphasize the benefits of SOAR in 4 to incentivize students to complete their degrees within 4 years
  - Expand partnerships with Collegiate High schools to offer scholarships to AA graduates
  - Provide financial management education to undergraduate students with loans to inform them how to manage loan debt and make progress toward their degree
  - Implement policy where merit scholarship programs require students to complete 30 credit hours each academic year and maintain a 3.0 GPA. Scholarship funding ends after 4 years thereby creating an incentive for students to graduate in 4 years.
Financial Objectives

• Expansion of scholarship and financial aid programs to significantly expand students enrolling in summer courses.
  • Starting with 2018, need-based students will be eligible for a second Pell award
  • For 2018 only, Florida Bright Futures Academic recipients will be eligible for funding. Students must be enrolled in 6 credit hours and the award covers 100% of the tuition and fees (funded by state of Florida)
  • For 2018 only, Florida Bright Futures Medallion recipients will be eligible for funding. Students must be enrolled in 6 credit hours and the award covers $77.00 per credit which would be funded by FGCU. Cost: ~ $250,000
Financial Objectives

- Expansion of scholarship and financial aid programs to significantly expand students enrolling in summer courses.
  - Continue funding and awarding of Summer term grants for need-based students. Cost: ~$300,000
  - Implementation of a 6 credit hour of tuition and fees scholarship for students enrolled in our Summer Bridge program (Step Ahead) as students in our summer bridge program demonstrate higher retention rates
Financial Objectives

• *Commitment to containing the cost of degree to the student.*
  • Establish tuition payment plans in order to allow students to pay tuition in installments, thereby reducing large tuition balances, reducing student loan borrowing, the number of students cancelled for non-payment, and the number of financial holds preventing student progression
  • Investigate the creation of incentive and retention scholarships for need-based students who complete 30 credits and maintain Satisfactory Academic Progress after each academic year at FGCU
  • Continue to promote *SOAR in 4* tuition rebate program.
Financial Objectives

• **Commitment to containing the cost of degree to the student.**
  • Explore options for multi-year financial aid and scholarship packages in order to maintain affordability during the student’s 4 years
  • Creation of gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year
  • Creation of gap fund to support tuition costs to help prevent students from dropping out between their junior and senior year
  • Creation of gap fund to support tuition costs to help prevent students from dropping out their senior year (before graduation)
  • Make better use of workforce development grant opportunities for students
  • Expand student financial services by ↑ the amount of financial counseling, financial knowledge of academic advisors, and the amount of financial aid workshops and materials
Policy Focus
Policy Focus

• Evaluate, refine, and/or create new policies and procedures that will help keep students stay on track for getting into their major and graduate in 4 years

• General University policy guiding all aspects of helping students graduate in a timely manner

• Improve operational efficiencies in Admissions, Records & Registration, Financial Aid, Bursar and other areas across campus — “One Stop Shop”

• Create a “Disney World” experience for our students

• Work cohesively with the Division of Academic Affairs to ensure demand for courses is met
Policy Objectives

- Create institutional-wide policy focusing on graduating students in a timely-manner (e.g. 4-years).
  - Policy will guide students, faculty, and staff to further recognize the importance of all students graduating from respective degree programs in the expected amount of time. Greater emphasis will be placed on undergraduate students completing their degrees in 4 years.
Policy Objectives

• Improve operations involving the application process, document management, file review and course articulation to provide a more student friendly and efficient process for incoming undergraduate students.
  • Continue to improve application processing efficiencies to reduce response time and remain competitive with other SUS institutions to attract and enroll students with the highest probabilities for graduation
  • Examine direct admission of students into college majors for limited access programs at the FTIC level and for other selective programs at the transfer level (also include re-examining admission criteria into the limited access & selective programs)
Policy Objectives

- Continue to improve and expand the communications and interactions between the enrollment services offices and incoming students by providing a more student-friendly/student-first environment.
  - Develop and implement timely and innovative admissions and a financial aid communication strategy in order to notify students of admission decisions and financial aid and scholarship offers at time of admission
  - Develop up-to-date communication plans in order to efficiently contact students beyond email addresses, greatly expand the use of social media
Policy Objectives

- Continue to improve and expand the communications and interactions between the enrollment services offices and incoming students by providing a more student-friendly/student-first environment.
  - Continue to expand our communication plans with prospective and admitted students to improve enrollment yields
  - Create better and more efficient physical locations for enrollment management offices
Policy Objectives

• Enhance our marketing and recruitment plans to attract best-fit students and students with the highest probability to succeed, including examining policies that are hindering students rather than enticing them to enroll.
  • Investigate the cost/benefit of lowering the out-of-state tuition rate so that FGCU is at least at the state SUS average, thereby improving the enrollment yield for top out-of-state students
  • Continue to expand the use predictive data analytics to optimize prospective student recruitment, emphasizing the values of FGCU to attract more students who want to finish at FGCU rather than transfer out
Policy Objectives

- Enhance our marketing and recruitment plans to attract best-fit students and students with the highest probability to succeed, including examining policies that are hindering students rather than enticing them to enroll.
  - Collaborate with the Honors College to optimize methods used to recruit the highest quality students
  - ↑ dual enrollment of outstanding high school students
  - ↑ size of the prospective student inquiry pool by enhancing our contract with a third-party search vendor
Policy Objectives

- Re-evaluate the current university-wide course scheduling and course enrollment management process to maximize course offerings that allow for timely graduation.
  - Evaluate semester credit hour (SCH) demand in each program through a data-driven analysis of applicants/admits/matriculation by program, placement into math/science courses, and the academic progress of enrolled students
  - Evaluate financial and human resources needed to meet the SCH demand in each program
  - Re-evaluate the planning cycle and the timeline for posting the course schedule for each term
Policy Objectives

- Re-evaluate the current university-wide course scheduling and course enrollment management process to maximize course offerings that allow for timely graduation.
  - Implement alternative course delivery and schedule options to maximize availability to students and promote degree progression (e.g. online, mini-semesters, inter-semester, hybrid terms, weekends)
  - Continuously monitor the need to add sections of high-needs courses
  - Expand summer term offerings of high demand courses to help improve program matriculation
Update on Accountability Plan & BOG Performance Metrics
Accountability Plan & BOG Metrics

• The relationship between the key initiatives defined in our 2018 Accountability Plan and improving on the BOG Performance Metrics is direct and critical
  • 4-yr Grad Rate (Metric #4); Academic Progress Rate (Metric #5)

• Accomplishing these initiatives will lead to greater Student Success and continue to improve the academic quality at FGCU
Accountability Plan & BOG Metrics

SS&EM

Data Analytics & Informatics

Honors College
Student Success & Enrollment Management

Formally established on July 2\textsuperscript{nd} through a campus-wide re-organization to achieve these goals:

1. Align programs, services, and units that directly impact students’ experience in a positive manner leading to timely graduation in 4 years, and employment within their chosen profession with a competitive salary

2. Identify offices (or establish new ones) that are optimally-aligned based on common functions so that opportunities and synergies for collaboration are enhanced in 3 main areas: Academic Engagement, Student Engagement, and Enrollment Management

3. Seamlessly and synergistically integrate the mission, vision, and focus of SS&EM with all of our other divisions to confirm that the necessary resources will be efficiently and effectively aligned to ensure \textit{Student Success}
Data Analytics & Informatics

• Data Provides Information, Information Develops Knowledge, Knowledge Drives Decision-Making!!
  • Data needs to be in the hands of the individuals who need it most
• Good analytical capabilities have been established thus far where we can describe and predict certain characteristics and events
  • Office of Planning and Institutional Performance and Information Technology Services plays a key role in Student Success
Data Analytics & Informatics

Technology allows us to identify and enroll students with the greatest potential for academic success:

- We are identifying students who have the highest probability of graduating in 4 years
- We can also better identify students to ↑ retention

Technologies we are implementing:

- Course Scheduler Software
- Canvas Tracking System
- Milestones / Gateway Course Tracking System
Data Analytics & Informatics

• It has allowed us to implement various interventions on target populations:
  • Freshman to Sophomore Retention
  • Sophomore to Junior Persistence
  • Seniors graduating

• We need to further expand and evolve our data analytics capabilities
  • We have created a cross-campus team specifically focused on Student Success
Honors College

• History
  • Began as a small Honors Program
  • Has now evolved into a robust Honors College that continues to get stronger

• Honors College has and will continue to play a significant role in Student Success
  • Retention, Persistence, and 4-Yr graduation rate
Average Cumulative GPA and Hours Earned for FTIC Students: Honors vs Not Honors
New FTIC's Previously Dual Enrolled High School with 30 or More Transfer Hours

- **Fall 2014**: Total Dual = 123, % Dual Enrolled in Honors = 13%
- **Fall 2015**: Total Dual = 160, % Dual Enrolled in Honors = 18%
- **Fall 2016**: Total Dual = 188, % Dual Enrolled in Honors = 21%
- **Fall 2017**: Total Dual = 265, % Dual Enrolled in Honors = 23%

The chart shows an increasing trend in the number of new FTICs and the percentage of dual enrollment in Honors programs from Fall 2014 to Fall 2017.
4-Year Graduation Rate
4-Year Graduation Rate

• The most critical metric we are focusing on:
  • Starts with the FTIC and the first year experience (retention)
  • Requires a campus-wide effort each year to ensure the environment is optimal for students to remain engaged at FGCU (Student Engagement)
  • Continue to rely on technology to better connect with our students, track / follow their progression, and efficiently intervene when necessary
  • Continue to incentivize students to excel, while ↑ financial support to help those in need
  • Continue to ↑ admitted ACE & dual enrolled students
  • Continue to ↑ FTIC enrollment in the Honors College
4-Year Graduation Rate

• Student Interventions – Spring & Summer 2018:
  • Advisors led a campaign in the Spring to reach out to all students who were not performing well in at least 1 class to see what they needed to help them be successful – to graduate in the Spring or Summer
  • Summer School was greatly expanded in 2018 which opened up a lot more course availability
  • Summer Intervention to help ↓ any potential barriers to graduating
4-Year Graduation Rate for FTIC: Honors Compared to General Student Body

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Honors Graduation Rate</th>
<th>All Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>20%</td>
<td>61%</td>
<td>57%</td>
</tr>
<tr>
<td>2011</td>
<td>21%</td>
<td>57%</td>
<td>55%</td>
</tr>
<tr>
<td>2012</td>
<td>22%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>2013</td>
<td>23%</td>
<td>45%</td>
<td>37%</td>
</tr>
<tr>
<td>2014*</td>
<td>26%</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Honors as Proportion of Total FTIC 4-Year Graduation Rate Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Honors Degrees</th>
<th>Not Honors Degrees</th>
<th>Total Number Degrees</th>
<th>% in Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>65</td>
<td>378</td>
<td>460</td>
<td>833</td>
<td>15%</td>
</tr>
<tr>
<td>2011</td>
<td>78</td>
<td>460</td>
<td>502</td>
<td>570</td>
<td>14%</td>
</tr>
<tr>
<td>2012</td>
<td>81</td>
<td>502</td>
<td>521</td>
<td>1023</td>
<td>14%</td>
</tr>
<tr>
<td>2013</td>
<td>87</td>
<td>521</td>
<td>563</td>
<td>1084</td>
<td>14%</td>
</tr>
<tr>
<td>2014*</td>
<td>122</td>
<td>563</td>
<td>122</td>
<td>685</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Preliminary
4-Year Graduation Rate

- **2010 Cohort**: Honors 61%, All 20%
- **2011 Cohort**: Honors 57%, All 21%
- **2012 Cohort**: Honors 51%, All 22%
- **2013 Cohort**: Honors 45%, All 23%
- **2014* Cohort**: Honors 55%, All 26%

*Note: The data for 2014* is preliminary and subject to final verification.
Retention
Retention

• Retention is a critical metric in many ways:
  • It demonstrates a level of connectedness to campus
  • It demonstrates a level of satisfaction with FGCU
  • It begins to paint a picture of what other vital metrics may be (e.g. persistence from sophomore year to junior year, and 4-year grad rate)
Retention

• In 2016, we implemented the CIRP survey to our freshman students at orientation
  • It surveys students’ likelihood of staying at FGCU
  • It surveys students on how much FGCU was their 1st choice, 2nd choice, and 3rd choice institution
I plan to transfer to another University after my second year.

- Strongly Agree/Agree: 283 (12%)
- Not sure: 648 (28%)
- Strongly Disagree/Disagree: 1330 (58%)
- No Response: 46 (2%)

Is FGCU your:

- First choice: 1,431 (62.0%)
- Second choice: 621 (26.9%)
- Third choice: 179 (7.8%)
- Less than third choice: 65 (2.8%)
- No Response: 11 (0.5%)
CIRP 2016 Survey Data

Retention to Fall Year 2, Fall Year 3
I plan to transfer to another University after my second year

- Strongly Agree/Agree: 59.1% (Ret to Y2), 72.2% (Ret to Y3)
- Not sure: 62.7% (Ret to Y2), 79.1% (Ret to Y3)
- Strongly Disagree/Disagree: 72.2% (Ret to Y2), 68.3% (Ret to Y3)
- No response: 53.7% (Ret to Y2), 53.7% (Ret to Y3)
- All FGCU: 67.6% (Ret to Y2), 79.9% (Ret to Y3)
## CIRP 2016 Survey Data

### Retention to Fall Year 2, Fall Year 3

- **Is FGCU your:**
  - First choice: 80.8% Ret to Y2, 70.8% Ret to Y3
  - Second choice: 78.6% Ret to Y2, 61.8% Ret to Y3
  - Third choice: 76.5% Ret to Y2, 64.5% Ret to Y3
  - Less than third choice: 81.0% Ret to Y2, 65.5% Ret to Y3
  - No Response: 72.7% Ret to Y2, 45.5% Ret to Y3
  - All FGCU: 79.9% Ret to Y2, 67.6% Ret to Y3
Retention

• Student Interventions – Spring & Summer 2018:
  • Reached out to over 1500 freshman (2017 FTIC) advised by the first year advising office who had not yet registered for Fall 2018 classes in late April / early May
  • Reached out to all 2017 FTIC who had not yet enrolled in any class for Fall 2018 and offered a retention scholarship that would cover tuition and fees for a 3 credit class
Retention

• Reasons Students Are Leaving FGCU (polled in Spring 2018)
  • ~38% wouldn’t tell us why when asked (usually personal and/or financial matters)
  • ~21% transfer to another institution (college or university) to be closer to home
  • ~13% indicated they were leaving for financial reasons
  • 11% indicated their grades weren’t as good as they wanted them to be - transferring to a state college to improve them
  • ~4% indicated they were leaving FGCU because we didn’t have their major or program of study
Retention

• Retention Strategies:
  • Ensure students connect to campus right away
    • First Year Experience program during first semester
    • Other retention programs implemented in Spring term
    • Expand Summer Bridge program (Step Ahead)
  • Examine early, critical gateway courses that have high degree of predictive success based on grade achieved
    • Provide directed, early supplemental instruction
    • Refine, re-design gateway / milestone LL and UL courses
Retention

Retention Strategies cont.:

- Advise students to enroll in 15 credits per term
- Advise students to satisfactorily complete 30 credits a year
  - Must emphasize taking courses in the Summer term
- Further communicate financial aid & retention scholarship opportunities for students to remain enrolled – especially in Fall
- Admit students who are more likely to choose FGCU based on a number of factors using predictive analytics
Average Retention Rate

Year 1 to Year 2
Year 1 to Year 3
Honors  Not Honors
2014-2015  84%  79%
  74%  65%
  60%  65%

2015-2016  88%  78%
  79%  65%
  70%  75%

2016-2017  87%  79%
  78%  66%
  65%  66%
Average Cumulative GPA and Retention Rate for FTIC Students:
Honors vs Not Honors

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Cumulative GPA</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Honors: 3.27, Not Honors: 2.78</td>
<td>Honors: 84%, Not Honors: 79%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Honors: 3.42, Not Honors: 2.82</td>
<td>Honors: 88%, Not Honors: 79%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Honors: 3.54, Not Honors: 2.90</td>
<td>Honors: 87%, Not Honors: 78%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Honors: 3.38, Not Honors: 2.77</td>
<td>Honors: 90%, Not Honors: 78%</td>
</tr>
</tbody>
</table>
Challenges
Challenges

• Creating a campus-wide culture where employee understands they play a role in *Student Success*

• Implementing new and refining technologies across campus:
  • Optimally track the progression of students through their major
  • Optimally communicate to students across all levels
  • Expand the use of descriptive, predictive and prescriptive analytics from all data sources
Challenges

• Continue to optimize admissions strategies to accept & enroll students who see FGCU as their first choice school and don’t plan on transferring out before they are even here

• Continue to improve the overall academic profile of our FTIC class

• Increase resources to support more scholarships, expansion of successful programs, more supplemental instruction, and effective learning / univ transition courses
Summary

The SS&EM Division was created to achieve the following:

• Centralize all aspects of the university where the admission, retention, campus & community connection, student environment, and academic support all come together

• SS&EM is taking the lead on improving all aspects of Student Success, but... “it takes a village to raise a child…”

• SS&EM was designed to ↑ retention, ↑ persistence, ↑ 4-yr graduation rate and optimize the FGCU Effect!
Thank You!
www.fgcu.edu/studentsuccess