

Cordova, Dr. Mitch

From: Reynolds, Tiffany
Sent: Thursday, February 9, 2023 10:57 AM
To: Cordova, Dr. Mitch
Cc: McCaslin, Tammy; Tramontozzi, Tiffany
Subject: FGCU BOT Approval

Good morning,

On February 9, 2023, the FGCU Board of Trustees voted to approve the 2022 FGCU Student Success Plan – Final Report. The motion was made by Trustee Rivera and seconded by Trustee Wynn. The vote was unanimous in favor of the motion.

Thank you,
Tiffany

Tiffany Reynolds *Director of Board Relations and Associate Corporate Secretary*
Office of Board Relations



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PERFORMANCE-BASED
FUNDING METRICS MODEL

STUDENT SUCCESS PLAN FINAL REPORT

FEBRUARY 9, 2023

OVERVIEW

In June 2022, the Florida Gulf Coast University's Board of Trustees (BOT) and the State University System of Florida's Board of Governors (BOG) approved the Student Success Plan (SSP) for FGCU that focused on select Performance Based Funding (PBF) metrics. Since the creation of our SSP, FGCU has been highly committed and extremely focused on implementing strategies with specific objectives leading to deliverables and outcomes that will improve performance on select PBF metrics. The Student Success Plan focused on the following PBF metrics: **Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+); FTIC Four-Year Graduation Rate; Academic Progress Rate (APR); FCS Transfer Two-Year Graduation Rate; and FTIC Pell Recipient Six-Year Graduation Rate.** This Final Report provides a synthesis of the deliverables we identified in our SSP by specific objective and the strategy aligned with each objective.

STRATEGIES, OBJECTIVES & DELIVERABLES

1. Enhance and expand high-impact practices and interventions through data analytics for at-risk students (PBF Metrics #4, #5, #9a, #9b)

| Objective | Deliverables by March 2023 |
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| FGCU will hire five (5) Student Success Counselors in needed areas across the Colleges / Schools through re-allocation of existing funds | <ul style="list-style-type: none">Complete hiring and on-boarding of five (5) Student Success Counselors by the end of the Fall 2022 term <p><i>Eleven Student Success Counselors were hired as of December 2, 2022.</i></p> <ul style="list-style-type: none">Ensure holistic student success counseling is performed to guide students through degree progression with deeper use of data analytics and career readiness during early Spring 2023 term <p><i>All Student Success Counselors have been trained on the use of data analytics tools & dashboards. Campus-wide intervention calendar is being finalized within Advising Services.</i></p> <ul style="list-style-type: none">Continued development of Student Success Counselors within the Retention & Graduation Services department to optimize intervention strategies to help ↑ APR, 4-yr grad rate, FCS AA Transfer 2-yr grad rate and FTIC Pell 6-yr grad rate <p><i>Student Success Counselors and Navigators continue additional training (as needed) on the data analytics tools. The data analytics tools and dashboards have been further updated to better align and support APR and graduation rate interventions.</i></p> |
| Expand use of data analytics by Colleges / Schools | <ul style="list-style-type: none">By Summer 2022, set target goals for each College/School to achieve for APR and graduation rates <p><i>Goals for metrics 4, 5, 9A, 9B for each College / School were set during the Summer 2022 term. Goals were set to maximize performance for each metric and progress is tracked daily.</i></p> <ul style="list-style-type: none">Hold quarterly meetings with Academic Leadership to ensure Colleges / Schools are on track in meeting targets <p><i>Twenty-eight (28) meetings occurred for each College / School data team between August 2022 and January 2023. Intervention strategies were discussed at each meeting to enhance goal attainment, and follow up meetings showed progress toward meeting unit-specific targets. FTIC 4-yr degree applications have increased 5% points over the same time last year.</i></p> <ul style="list-style-type: none">Update dashboards to further assist faculty interventions during Fall & Spring terms <p><i>Existing dashboards were optimized and 7 new unit-specific views were created so that the faculty and administrative leadership of each college / school could access student-level</i></p> |

| Objective | Deliverables by March 2023 |
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| | <i>data. Within unit teams composed of 32 data liaisons were created to discuss data resources, tools and strategies to improve goals.</i> |
| Create content and implement marketing campaign for academic support services for students | <ul style="list-style-type: none"> Ensure content is created and made available to students at start of Fall 2022 term on Canvas <p><i>The Center for Academic Achievement (CAA) and the Digital Learning office implemented a new course module in Canvas that summarizes all of the academic support services available for students using the Quality Matters course design standards. Faculty are able to integrate this module specifically into their course pages.</i></p> <ul style="list-style-type: none"> Make students aware of resources and their availability through frequent touches / communications through Canvas and email during Fall 2022 and early Spring 2023 terms <p><i>The CAA messaged all 13,794 enrolled undergraduate students in July/August 2022 to promote services offered in the CAA. As a follow up, the CAA then emailed targeted students in select CRNs notifying them of their services in August, October, and November. Additionally, University Advising Services Communication Team delivered student communication and updates through social media and email to remind students of important academic deadlines, and career/major-related events. Similarly, FGCU Complete Student Navigators created Canvas groups for returning FGCU students to promote discussion, peer-to-peer interaction, and access to all support materials in a centralized location.</i></p> |
| Continue to examine student engagement data to refine programs | <ul style="list-style-type: none"> Analyze data from co-curricular events (e.g. Weeks of Welcome) and new programs implemented in Fall 2022 <p><i>Data from Fall 2022 term, compared to Fall 2021 term showed a 9%↑ in unique students attending events, and a 12%↑ in total students attending events.</i></p> <ul style="list-style-type: none"> Assess Fall 2022 data in December and implement refinements in Spring 2023 term <p><i>Based on the increase in student engagement activity, the team will continue to evaluate the co-curricular activities and implement new changes before the start of the Fall 2023 term. Data from the Spring 2023 NSSE Survey will also be used to refine existing programs.</i></p> |
| Communicate continuously with students as they track through a degree program | <ul style="list-style-type: none"> Create communication plan that involves faculty & staff to help students ensure graduation requirements are being completed in a timely manner <p><i>The Student Success Communication team created a Communications Plan by the end of the Fall term. The plan has been disseminated to all stakeholders to implement.</i></p> <ul style="list-style-type: none"> Confirm applicable faculty and staff are executing the plan in the Fall and continued in the Spring and Summer terms <p><i>Data teams for each College / School have been meeting frequently since October 2022 to review data and discuss implementation strategies to increase timely graduation. FTIC 4-yr degree applications have ↑ 5% points over the same time last year.</i></p> |

2. Target “gateway” courses with high DFW rates to improve academic progression, persistence and timely graduation (PBF Metrics #4, #5, #9b)

| Objective | Deliverables by March 2023 |
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| Optimize structural organization to better academic support programs | <ul style="list-style-type: none"> Consolidate existing tutoring, supplemental instruction, learning assistant and academic coaching student support programs under Center for Academic Achievement (CAA) to streamline and optimize outcomes for students |

| Objective | Deliverables by March 2023 |
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| | <p>CAA has re-assessed the delivery of its tutoring, supplemental instruction, and academic coaching in an effort to optimize services to students. Improved partnerships have been developed with the Math Tutoring Center and the Learning Assistants program to ensure efficiencies are gained in offering these services.</p> |
| <p>Maximize resource allocation for academic support programs for courses with high DFW rates</p> | <ul style="list-style-type: none"> Invest additional funding up to \$200,000 to expand tutoring, supplemental instruction, learning assistants and an online peer tutoring platform prior to Fall 2022 <p>During the 2022-2023 AY, FGCU has invested over 560K in funds towards the following: a pilot online tutoring platform, expanding the Learning Assistants program, funding Boot Camps, and supporting Course Coordinators overseeing high DFW courses.</p> <ul style="list-style-type: none"> Assess Spring and Fall 2022 data and reallocate resources to the most impactful student assistance programs <p>During the Spring 2022 term, a small number of students utilized peer tutoring and/or supplemental instruction (SI) through the CAA. Students who utilized SI performed slightly better (1%) than those who attended peer tutoring. Students who utilized SI services in MAC 1105, BSC 1010C, and CHM 1045/L had higher final course grades and term GPAs than students who did not use SI. For Fall 2022, session attendance and course grade GPA was higher for students who received SI compared to peer tutoring. However, the 3 course exceptions include BSC 1085C, BSC 1010C, and BSC 1011, which did see higher final course grades compared to students who attended peer tutoring and/or SI. Students who participated in Writing Lab services for Spring 2022 and Fall 2022, improved their final course grade from .65% to 1.0% across all courses supported (ENC 1101, ENC 1102, ENC 3250, FIN 3244, FIN 3504, and CRW 2001). Student meetings within Adaptive Services increased 5.2% during Fall 2022 compared to Spring 2022. Total number of in-person meetings each month also increased compared to zoom meetings for the Fall 2022 term.</p> |
| <p>Appoint Course Coordinators to implement best practices in multi-section, high DFW courses</p> | <ul style="list-style-type: none"> Identify up to 14 high-enrollment courses with highest DFW rates and appoint Course Coordinators by Fall 2022 <p>Fifteen courses were identified and coordinated by 14 faculty members who were appointed during the Spring 2022 term.</p> <ul style="list-style-type: none"> Course coordinators set goals and timeline for DFW reduction by Fall 2022 <p>Coordinators set their goals before Sept, 2022; DFW rates from Fall '22 were reviewed during the month of January 2023.</p> <ul style="list-style-type: none"> Assess implementation of best practices for each course coordinator on a semesterly basis <p>Ten meetings of the entire group of Course Coordinators were held from August 2022 to January 2023 to review best practices and share insights. Coordinators indicated greater synergies were developed among faculty teaching the same courses, resulting in higher uniformity and stronger outcomes. Significant reductions in DFW rates (ranging from 2-12% points) in Math, Biology, and Business courses were achieved in the Fall 2022 term.</p> |
| <p>Enhance faculty development for those who teach high DFW courses</p> | <ul style="list-style-type: none"> Assess the Fall 2021 cohort of Student Success Faculty Partners (SSFP) program and share best practices <p>Thirteen faculty across 5 courses provided feedback on best practices. All courses demonstrated improvement in passing rates, with results extending to Spring 2022. Variation among instructors & terms requires longer observation to assess long term effect.</p> |

| Objective | Deliverables by March 2023 |
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| | <ul style="list-style-type: none"> Recruit new cohort for Fall 2022 <p><i>Based on best-practices and feedback received, a Course Coordinator model was created and implemented instead. This allowed for the specific needs of each course to be uniquely identified and addressed.</i></p> <ul style="list-style-type: none"> Assess rates of DFWs in courses refined through the SSFP Program <p><i>DFW rates showed significant improvements in key gateway courses (BSC 1010C, MAC 1105, MAC 1147 and STA 2023). Collectively, DFW rates decreased in 13 out of 15 courses in the program, increased in 1 course and remained unchanged in another compared to last year.</i></p> |
| Implement first-year experience residential education program (Soar 4 Success) for Math, English, and Biology Courses | <ul style="list-style-type: none"> Residential-based education program will be implemented to offer at-risk students enhanced tutoring and supplemental instruction in select courses (MAT 1033, MAC 1105, ENC 1101 and BSC 1010C) <p><i>The Soar 4 Success program was launched during the Fall 2022 term. The CAA provided 3 student leaders to work in housing on Tuesdays from 5-7 to provide writing consultations (ENC 1101) and tutoring for BSC 101C, MAT 1033 and MAC 1105. First Year Experience (FYE) collaborated with the Math Department's Tutoring Lab to offer tutoring for MAT1033, MAC 1105, and STA 2023 in the SoVi Freshman Housing Complex every Monday for 5 hrs during the Fall 2022 term. FYE also delivered study-skills programming for residential students.</i></p> <ul style="list-style-type: none"> Assess Fall 2022 data and refine programs for Fall 2023 <p><i>Hurricane Ian disrupted program attendance estimations. Tutoring and SI for BSC1010C and MAT1033 remained the most widely attended services. First-year programming and Housing & Residence Life will use these data to refine the program in Fall 2023.</i></p> |
| Expansion of pre-semester Immersion Programs | <ul style="list-style-type: none"> For Fall 2022, six (6) additional immersion programs (Scholarly Research, Pre-Med, Resort & Hospitality, Education, Business, Justice Studies) will be offered <p><i>A total of 7 pre-semester immersion programs were offered prior to the start of the Fall 2022 term. They included: Business, Resort & Hospitality Management, Pre-Med, Education, Engineering, Sustainability, and Academic Research.</i></p> <ul style="list-style-type: none"> Fall GPA and Retention data will be analyzed to compare effectiveness <p><i>Students who participated in all of the Immersion Programs prior to the start of the Fall 2022 term outperformed the cohort in GPA (3.27 vs. 3.04) and retention to Spring term (97% vs. 94.6%).</i></p> |
| Implement enhanced pre-semester academic “boot camps” and Eagle Advantage program to enhance college readiness for at-risk students | <ul style="list-style-type: none"> Offer Biology, Business, Chemistry, Engineering, and Math Boot Camps prior to Fall 2022 term; implement Eagle Advantage Program in Summer B 2022 <p><i>All 5 course-based boot camps were held 1 week before the start of the Fall 2022 term, while the Eagle Advantage program was implemented during the Summer B 2022 term.</i></p> <ul style="list-style-type: none"> Assess outcomes of Boot Camps to non-boot camp participants from the same cohort; assess Spring 2023 and Fall 2023 retention data for Eagle Advantage participants compared to non-participants in the cohort <p><i>Pre-semester, intensive boot camps improved fall term course grades in Economics, final exam scores in Chemistry, and imparted significant learning gains in pre-and post-tests in College Algebra. Boot camp participation in Biology reached all-time high numbers, and</i></p> |

| Objective | Deliverables by March 2023 |
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| | <i>campers earned 14% higher term GPA's than non-campers. Eagle Advantage students were retained 99% Summer to Fall and 93% Fall to Spring. General Summer cohort admits were retained 94% to Spring.</i> |
| Launch a tuition sharing program with Colleges / Schools to maximize persistence and timely graduation | <ul style="list-style-type: none"> Set summer tuition goals for Colleges / Schools at 105% of previous year, focusing on courses that have low pass rates or are bottlenecks to academic progress and graduation; share tuition revenue above expense with colleges/schools 50:50. <p><i>Summer '22 only achieved 102% of Summer '21 (2% ↑), no revenue was shared.</i></p> <ul style="list-style-type: none"> Assess year-over-year enrollment in key courses, college-specific tuition revenue and metrics; realign summer 2023 plan <p><i>Enrollment in four FTIC "gateway" courses ↑, but ↓ in others as overall undergraduate enrollment for Summer '22 declined to pre-pandemic levels following increases in '20 & '21.</i></p> |

3. Revise existing and implement new academic progression policies and articulation agreements to remove barriers to persistence and timely graduation (PBF Metrics #4, #5, #9a, #9b)

| Objective | Deliverables by March 2023 |
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| Create, revise and implement new Academic Progression Policies | <ul style="list-style-type: none"> Implement recommendations from the academic progression policy task force in Summer 2022: Grade Forgiveness, Course Repeat, Academic Standing / Academic Amnesty <p><i>The Grade Forgiveness Policy was updated and implemented during the Summer 2022 term. An administrative drop process for non-attendance was implemented and the Academic Standing Policy was revised to streamline progression. A single web page will be designed to centralize all academic progression policies in one location for students. The webpage is anticipated to launch by end of the Spring 2023 term.</i></p> <ul style="list-style-type: none"> Academic leadership and support offices fully implement new policies by Fall 2022; Assess impact of new Academic Progression Policies in Spring 2023 <p><i>The policies that were updated or created during the Summer 2022 term were supported by academic leadership and fully implemented during the Fall 2022 term. These policies contributed to improving the FTIC 2022 Fall to Spring retention rate by 1.6% points (to 94.6%) over last year's cohort – the highest in FGCU history.</i></p> <ul style="list-style-type: none"> Continue to assess and evaluate academic progression policies and make recommendations to academic leadership for further improvements <p><i>The Academic Progression Policies committee will be presenting their final set of recommendations to Academic Leadership in early February. All approved recommendations will go immediately in effect.</i></p> |
| Refine credit for prior learning policy and procedures | <ul style="list-style-type: none"> Modify existing policy and practice to increase credit earned from prior learning in more FGCU classes <p><i>Existing credit for prior learning policy and practices have been revised and improved. Twenty-seven prospective prior learning assessment (PLA) students were advised by through end of the Fall 2022 term. Four students earned a total of 39 credit hours through PLA, while 5 students are still progressing during the Spring 2023 term.</i></p> <ul style="list-style-type: none"> Assess prior learning credits awarded students and their performance relative to the aggregate student body |

| Objective | Deliverables by March 2023 |
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| | <p><i>Three students who earned between 6-12 credit hours through PLA graduated two terms earlier than possible prior to implementation of PLA. We will continue to utilize our refined PLA policies to help students earn degrees in a timelier manner.</i></p> |
| <p>Optimize <i>Destination FGCU</i> and build additional “2+2” articulation with FCS institutions to increase AA transfer students and their success</p> | <ul style="list-style-type: none"> Expand partnership, finalize MOU, and create enrollment targets with State College of Florida and South Florida State College <p><i>We finalized MOUs and enrollment targets with State College of Florida and South Florida State College during the Fall 2022 term.</i></p> <ul style="list-style-type: none"> Expand partnership, finalize MOU, and create enrollment targets with State College of Florida and South Florida State College <p><i>We finalized MOUs and enrollment targets with State College of Florida and South Florida State College during the Fall 2022 term.</i></p> <ul style="list-style-type: none"> Assess enrollment and student persistence one year after transfer from articulated institutions vs the non-Destination FGCU FCS partner institutions <p><i>FCS Transfer AA students from Destination FGCU earned, on average, 1.5 more credit hours during their first term (11.1) than FCS AA students from other FCS institutions (9.6). Cumulative (3.23) and term GPA (3.1) was also higher for Destination FGCU students compared to non-Destination FGCU students (3.08, 3.09, respectively). Retention and persistence data will be assessed in Fall 2023.</i></p> |
| <p>Increase dual enrollment with high schools to enhance college preparedness and reduce time-to-degree</p> | <ul style="list-style-type: none"> Implement fourth year cohort with Bonita Springs and second year cohort with Gateway High Schools and identify one additional candidate high school for dual enrollment with FGCU <p><i>The 4th year cohort with Bonita Springs HS and the 2nd year cohort with Gateway HS were implemented during the Fall 2022 term. Additionally, we have developed a new dual-enrollment partnership with Babcock Ranch HS in Fall 2022 and a part-time dual enrollment program with Collier County Schools.</i></p> <ul style="list-style-type: none"> Expand enrollment with other existing collegiate high schools within SWFL <p><i>Our Early College Programs office meets with the career counselors of these high schools to expand recruitment of high school to enroll in FGCU Dual Enrollment ACE Program. Our Director has delivered information meetings for students in the Immokalee Foundation Program, Foundation for Lee County Schools programs, and several area high schools during the Fall 2022 term. Program information meetings are scheduled to occur throughout the Spring 2023 term as well. We also expanded the number of scholarships offered to Florida Southwestern State College Collegiate High Schools in Clewiston, Moore Haven, and Labelle. For Fall 2022 we awarded scholarships to 71 students.</i></p> <ul style="list-style-type: none"> Assess incoming freshman performance from dual enrollment compared to non-dual enrolled student body from the same cohort <p><i>Since Fall 2018, we have been assessing key student success measures: retention, APR, 4-yr graduation rate, hours earned in year 1, and first term cumulative GPA. Dual enrolled students from the Fall 2022 cohort demonstrated a higher Fall-to-Spring retention rate of 100% compared to non-dual enrolled students within the same cohort (94.6%). Collectively, across the student success measures mentioned above, dual-enrolled students significantly outperform non-dual enrolled students from the same cohort over the past 3 years.</i></p> |

4. Enhance FGCU Graduates for Workforce and Career Readiness (PBF Metric #1)

| Objective | Deliverables by March 2023 |
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| <p>Develop and implement Transferrable Skills and Industry-specific micro-credentials, in conjunction with potential employers, to enhance career-readiness</p> | <ul style="list-style-type: none"> FGCU Transferable Skills Badging Initiative will launch university-wide in Fall 2022 that aligns with the 8 Career-Readiness Competencies <p><i>FGCU launched its Transferrable Skills Badging Initiative in the Fall 2022 term with 10 new badges created. These badges align with the National Association of Colleges and Employers (NACE) competencies.</i></p> <ul style="list-style-type: none"> Assess enrollment in, and the awarding of Transferrable Skills micro-credentials to FGCU students from Fall 2022 term; optimize existing micro-credential program for Fall 2023 term <p><i>By Fall 2022 term, more than 180 students were enrolled across each of the 10 transferable skills badge programs. At the Start of the Spring 2023 term, 4 students have completed the portfolio development process and are moving into the interview phase. With respect to our 3 professional badges we offer, 8 students have earned the Emotional Intelligence Digital Badge; 12 students earned the Personal Financial Responsibility Badge (pilot program); and 21 students are pursuing the Undergraduate Research Digital Badge. Lastly, 24 students, alumni and community members have earned the Entrepreneurial Mindset Digital Badge.</i></p> <ul style="list-style-type: none"> Students may continue to earn Industry-Specific Micro-Credentials/ Digital Badges in the following fields: Fundamentals of the Medical Device Industry and Instructional Technology or in the soon-to-be launched Professional Sales and/or Public Health & Emergency Management with private industry and public agencies <p><i>Enrollment in our Fundamentals of Medical Device Industry Micro-credential has increased where 41 students have enrolled in the course for the Spring 2023 term. Our Professional Sales Micro-credential has been created and is now ready to be offered in Spring 2023 term.</i></p> <ul style="list-style-type: none"> Assess enrollment in, and the awarding of Industry-specific micro-credentials to FGCU students from Fall 2022 & Spring 2023 term; optimize existing micro-credential program for Fall 2023 term. <p><i>As of January 4, 2023, FGCU awarded 22 students Fundamentals of Medical Device Industry and 7 Instructional Technology Essentials digital badges.</i></p> <ul style="list-style-type: none"> Increase employer engagements to identify in-demand industry specific competencies and careers and continue to add new micro-credentials to prepare students for the future of work <p><i>Various employers within the 5-county surrounding areas that comprise Southwest Florida have been engaged since the Summer 2022 term and these engagements have continued throughout the 2022-2023 AY. We are in various stages of engagement and development with the following organizations (industry area is noted in parentheses):</i></p> <ul style="list-style-type: none"> <i>Hertz (transportation/logistics and supply chain)</i> <i>Gartner (Professional Sales)</i> <i>SWFL Five County Public School Districts - Lee, Collier, Charlotte, Hendry, Glades (Instructional Technology)</i> <i>Scotlynn (Logistics) - in progress for conceptual framework</i> <i>Chico's (Retail Academy) - in progress for conceptual framework</i> <i>Neogenomics (Emotional Intelligence)</i> <i>SWFL Media Collaboration (Digital Marketing)</i> <i>Gartner and Call-Miner (Remote Work Readiness)</i> <ul style="list-style-type: none"> Continue to promote micro-credentials and create awareness for additional industry-specific competencies necessary for high-wage and high-skill careers |

| Objective | Deliverables by March 2023 |
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| | <p><i>Through the Southwest Florida Equitable Jobs Pipeline Grant (US Dept of Commerce – Economic Development Administration – Good Jobs Challenge Grant – 23 million) we will coordinate sector partnerships meetings (in partnership with FutureMakers Coalition) to identify skills gaps and develop new programs to meet demand. These have begun in the Spring 2023 term and will continue.</i></p> <ul style="list-style-type: none"> • Increase employer engagement on campus for targeted programs and careers through special meetings and events (i.e. Arthrex Day, Neogenomics, Gartner, Hertz, Scotlynn) <p><i>Since Spring 2022 term, we have engaged many employers to come to FGCU to interact directly with our students, faculty and staff through the these specialized events: Arthrex Day, NeoGenomics Emotional Intelligence Badge, Lutgert College of Business Preferred Employer Program. These engagements continued in Fall 2022 & Spring 2023 terms.</i></p> |
| <p>Increase awareness among graduates for post-baccalaureate degree opportunities</p> | <ul style="list-style-type: none"> • Academic Advisors, Student Success Counselors, Department Chairs / Program Chairs and faculty will communicate directly with graduating seniors through email and personal interaction regarding FGCU's graduate programs that complement undergraduate education and enhance career aspirations <p><i>Faculty, Program Directors and Department Chairs have engaged in the following over the last 6 months to enhance awareness of graduate programs: welcome messaging to all students, classroom contacts with seniors, alumni-student interaction to provide testimonials of the value of a grad degree, guiding applications to programs, various events, direct outreach to honors students with >75 credits, social media advertising, and virtual learning sessions with interested seniors. Academic Advisors & Student Success Counselors have communicated post-bacc opportunities with students through individual meetings.</i></p> |
| <p>Increase utilization of Career Development Services (CDS) to support post-graduation preparation</p> | <ul style="list-style-type: none"> • In August 2022, CDS will launch outreach plan for prospective graduates to improve interview skills, resume & portfolio development <p><i>Outreach plan was created and integrated into Fall 2022 Senior Capstone class presentations. It was also marketed through various social media channels as well as LinkedIn. The outreach plan was also integrated into the graduating senior survey email, and every section of SLS 2302 that is taught.</i></p> <ul style="list-style-type: none"> • Program directors / coordinators, faculty and staff across campus will improve coordination of engaging prospective graduates with regional employers during the Spring 2023 term through Career Fairs, Eagle X, and other select outreach events <p><i>In Spring 2023, 5 career fairs and 3 career events will be held. CDS will host a Mock Interview Day, where students will be partnered with local employers. Opportunities are promoted in Eagle Career Network, in classroom presentations, and through Career Champions, a new program developed by CDS to educate faculty, staff, and administrators on CDS resources and best-practices for career-readiness. This network helps expand the reach of CDS resources across the campus. A new "career" element will be added to FGCU's EagleX event (April 21, 2023), the largest annual showcase of excellence in Internships, Leadership, Research and Service.</i></p> |
| <p>Fully implement FGCU's Career Readiness Plan</p> | <ul style="list-style-type: none"> • Implement and Career Readiness Plan and review effectiveness <p><i>During the Fall 2022 term, an initial Career Champions cohort of 40 faculty and staff was launched. Workshops were held to educate Career Champions on CDS resources and how to integrate CDS resources and services into courses/assignments. Additionally, a new location on campus has been identified to better support career & workforce readiness for our students (i.e. Employer Interview rooms, Azul's Attire – professional clothing closet, Recruitment Event Space).</i></p> |

| Objective | Deliverables by March 2023 |
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| | <ul style="list-style-type: none"> Further develop Career Readiness Module to include new micro-credential programs <p><i>The Career Ready Eagles Canvas Module was launched May 2022. The module has been promoted throughout our Freshman Orientation sessions and through Canvas. The module also includes a link to our micro-credentialing and digital badges programs. Assessment will be done throughout February 2023 to ensure students have completed it.</i></p> |
| Re-imagine Service Learning Across Curriculum | <ul style="list-style-type: none"> Pilot program created in Fall 2022 term to infuse Service Learning (S-L) across select lower-level courses <p><i>Pilot program was completed during the Fall 2022 term where S-L was integrated into 20 University Transition courses and 5 additional courses.</i></p> <ul style="list-style-type: none"> Assess pilot courses to determine effectiveness of S-L within the courses; optimize and prepare courses for full implementation in Fall 2023 <p><i>Course Coordinators and/or Instructors of the courses will meet throughout the Sp 2023 term to discuss successes and challenges. Student reflections will be reviewed to ensure knowledge of the S-L frameworks is present. Documented hours will also be assessed.</i></p> |

SUMMARY

FGCU is dedicated to continuous improvement, and being held accountable to the performance-based funding model metrics within the State University System of Florida. We will continue to implement these strategies and objectives beyond this final report as we believe our students will be better prepared for the careers they embark upon and the communities they will serve following graduation. FGCU remains dedicated to continuous institutional improvement leading to greater student success.