

Student Success Plan: Final Report

Florida Polytechnic University

February 2023

I. Executive Summary

This Student Success Plan is focused on advancement in areas guided by Performance-Based Funding (PBF) metrics where the University has underperformed. Florida Polytechnic University has developed this plan that was approved at the September 2022 meeting. Each task is followed by a status statement. Tasks that are clearly marked as text within boxes below each task description.

II. University Mission and Background for Performance-Based Funding

The table below shows results from our two years in the PBF system (2021 and 2022) for the metrics addressed in this plan. The precipitous drop in score from 2021 to 2022 is driven by performance in the first year where improvement points provided 33 of the 83 points received. For year 2022, our performance was similar to the prior year (or, in the case of Academic Progression Rate [APR], impacted by COVID) thus shifting the campus to “excellence points” which were not sufficient to achieve a score above 70. **This plan positions Florida Poly for sustained achievement, based on excellence points, to be above 70 points; Florida Poly will use this Student Success Plan to drive excellence scores upward in critical metrics, in support of the University mission.**

Academic Progression Rate (APR, for the First Time In College [FTIC])

Pell students, metrics 5 and 9.B), FTIC four-year graduation rates (metric 4), and three-year graduation rates for Associate of Arts (AA) Transfer students (metric 9.A²) are naturally difficult metrics for all our STEM peer institutions. In addition to promoting student success that aligns with the metrics listed above, Florida Poly will strengthen its support of graduate programs where the university has transitioned from metric 8.A (fraction of incoming FTIC students in top 10% of their high school class) to Metric 8 (Fraction of graduate degrees in areas of strategic emphasis).³ The plan described below focuses on improvement in the metrics listed in Table 1. **Based on the long time scales associated with academic progression and graduation rates, we started student success activity in support of PBF improvement in summer 2021. The Student Success Plan formalizes and extends this important activity.**

III. The Student Success Plan

This Student Success Plan is designed to achieve a score of 70 or more excellence points by summer 2024 (noting that we expect our score to be above 70 in 2023 with the inclusion of improvement points). The Student Success Plan is based on six strategies that create systemic change on our campus in support of improved student success., The strategies are:

- A. Excellence and Achievement in the Freshman Year (PBF #4, PBF #5, PBF #9.B)
- B. Student Culture: Supporting the Whole Student (PBF #1, PBF #4, PBF #5)
- C. Graduate On Time (PBF #4, PBF #9.A)
- D. Grow and Support the Graduate Program (PBF #8)
- E. Provide Tailored Support for Pell Students (PBF #7, PBF #9.B)
- F. Promote Strong Employment Outcomes for Our Students (PBF #1)

These six strategies are briefly presented below with rationale for each strategy and an overview of critical elements required to execute the plan.

A. Excellence and Achievement in the Freshman Year (PBF #4, PBF #5, PBF #9.B)

Student progression and on-time graduation are critical areas where the University struggles; the most important issue is low student retention from the freshman to sophomore year (as measured by APR). An analysis of FTIC students who do not return in their sophomore year shows poor academic performance as the root cause. Rationale for poor performance includes the rigors of an all-STEM curriculum (noting the nationwide failure rate for calculus 1 is

iv. ***Policy Enhancements:*** We have changed our policy execution to require students to progress toward their declared degree, augmenting the already in place traditional GPA-based probation and suspension controls. This more tightly controlled student progression has resulted in some student suspensions, but it allows us to focus resources on students who are making academic progress.

v. ***Student Support Services:*** As a part of (o)-9.6 (n)-00.-5.9 410.6 (p(ad)2.3 (y)6.3 (i85.9 41 3 (tr)14.1 (0.064.2 (s) 12.8

- vi. ***Freshman Course Assignment and Registration Requirement:*** At Florida Poly, we enroll all new students in their first semester of courses to ensure they begin on an appropriate path that will lead to optimal degree progression. As an enhancement to this initiative, starting with the 2021 FTIC cohort, we analyzed prior student admissions data and course performance data to develop schedule-based cohorts for students with varying levels of rigor. Using this data, students were registered for schedules where they are more likely to be successful. For the entering 2022 FTIC cohort, we have refined this practice with a strong focus on mathematics placement with a data-driven, multi-step process to account for our students' varying mathematical backgrounds.

In addition to the care taken in assigning freshman year courses, we have also changed our practice to require all students to see a faculty advisor before they register for courses in the sophomore year (and beyond), and we have additionally put in place registration hold-based intervention mechanisms to require students to take key courses that are necessary for them to maintain academic progress and graduate on time.

B. Student Culture: Supporting the Whole Student (PBF #1, PBF #4, PBF #5)

Florida Poly strives to support the whole student and hone not only their academic talent, but their professional skills with guidance, engagement, and a wide range of opportunities to ma0.1 (o)-T4 1 .2 (ge)]T0Tno r f e

C. Graduate on Time (PBF #4, PBF #9A)

Providing students with a comprehensive and timely advising experience is essential to ensure they efficiently complete the necessary coursework to graduate on time. To facilitate this integrated, holistic, and individualized advising support, Florida Poly will implement a comprehensive advising system which will become the key advising resource and tool. Facilitating progression in this strategically supported manner will lead to improvements in retention and degree completion for all populations of students, which will directly impact PBF #4 and PBF #9.A, as well as PBF #5 and PBF #weBFso.002 edd-2 .3 (v)-5.6 (e(o.0C / ()10.II)1

E. Provide Appropriate Support for Pell Students (PBF #7, PBF #9.B)

About one-third of Florida Poly students are Pell eligible, however, up to half have household incomes under \$40,000 a year. Roughly 35% of our students are also the first in their families to attend college. Many of these students attended under-resourced high schools with little academic support, no AP courses, low graduation rates, and high student-counselor ratios.

All of the opportunities for the overall student body are available to our Pell students. In addition, low-income and first-generation students will be provided a comprehensive set of academic support services that include, but are not limited to:

- x On-campus tutoring (100%)