Florida College System Developmental Education Accountability Reports

December 2019

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida COLLEGE SYSTEM

Acknowledgements

The Division of Florida Colleges gratefully acknowledges the contributions of the 28 colleges within the Florida College System for their efforts to make educational opportunity a reality and their collaboration, which contributed to the creation of this report.

Preferred Citation

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Contents

Executive Summary

In response to Senate Bill 1720 (SB 1720), passed in 2013, Florida College System (FCS) institutions have been charged with the task of reforming developmental education in the state. As part of this reform effort, Florida's 28 public colleges are required to submit an annual accountability report. This analysis of the FCS institution developmental education accountability reports is submitted in accordance with section (s.) 1008.30(5)(b), Florida Statutes, (F.S.).

The 2018-19 developmental education accountability report template required colleges to provide an overview of the college's success with supporting developmental education and review developmental education student success data pertaining to computation and communication skills by subject area (reading, writing and mathematics) in terms of delivery strategy as well as pedagogy and content alignment.

From the 2017-18 to the 2018-19 year, enrollment in developmental education courses decreased by 9,116, or 12 percent, from 74,860 to 65,744, affecting enrollments in each of the three individual developmental education subject areas. Reading experienced a 29 percent drop in enrollment, writing experienced a 3 percent drop in enrollment, and mathematics experienced a 12 percent drop in enrollment.

Student success rates, defined as the percent of students in a course who earn a grade of "C" and above, remained relatively static over the past year with success rates of 74 percent, 72 percent and 60 percent in reading, writing and mathematics, respectively. The 2018-19 success rates varied by less than a percentage point over the prior year. While the system has made significant progress in developmental education reform, there is still much work to be done, especially for mathematics.

Colleges also reviewed developmental education student success data by subpopulations (race and ethnicity, age, and gender) and outlined a plan to increase student success. Sixteen of the twenty-eight FCS institutions identified black students, in particular males, as the subpopulation most in need of strategies to increase student success. Twenty-seven colleges cited mathematics as the subject area where students had the lowest success rates. Plans for enhancing student success among these populations focused on engaging students through individualized services and support beyond the classroom.

Colleges continue to offer comprehensive academic and student support services including increased access to academic support options and optimized student services initiatives designed to promote success in developmental education as well as new and innovative practices to address the varying needs of each institution.

Background

Senate Bill (SB) 1720, passed by the 2013 Florida legislature, required major reform to developmental education and increased student direct access to college-level coursework. Prior to the passage of SB 1720, all entering students were administered a common placement test unless they presented college-ready scores. Placement test options include the Postsecondary Education Readiness Test (PERT), ACCUPLACER, SAT, and ACT. Students who did not meet college-ready scores in any of the three subject areas – reading, writing, or mathematics – were required to enroll in developmental education to academically prepare for success in the subject area(s) for which they did not achieve a college-ready score. See Figure 1 for a sample pathway for students testing into developmental education mathematics.

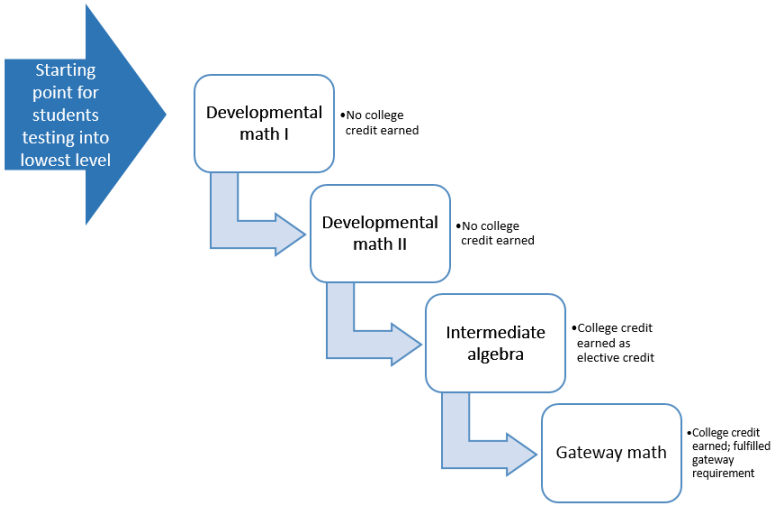


Figure 1. Sample Mathematics Pathway - Pre Developmental Education Reform
Source: Division of Florida Colleges.

After SB 1720, certain students became exempt from common placement testing and developmental education. Students entering a public high school in 2003-04, and thereafter, who graduated with a standard high school diploma, and active duty military, became exempt from college placement testing. Students who are exempt may elect to participate in common placement testing and enroll in developmental education, while non-exempt students are still required to take the common placement test and any required developmental education coursework.

Since the passage of SB 1720, FCS institutions have reformed developmental education by creating implementation plans for new academic delivery strategies and changing the way advisors assist students through multiple-measures approaches and meta-major advising to better guide student course selection. In addition to these changes and in response to integrating more prescribed academic and career pathways, colleges have focused on high-impact practices in order to help larger numbers of students succeed in courses, complete on time, and enter the workforce.

Enrollments

In 2018-19, developmental education full-time equivalent (FTE) enrollment (n=11,781) was 4 percent of the total FTE (n=320,302). From 2017-18 to 2018-19, FTE enrollment in developmental education was down from 12,723 FTE to 11,781 FTE. Data indicated that a downward trend in developmental education began in 2012-13. This continued decline may be attributed to legislative changes that made developmental education optional for certain students starting in 2014-15. Total FTE enrollment and developmental education FTE rates are depicted in Figure 2.

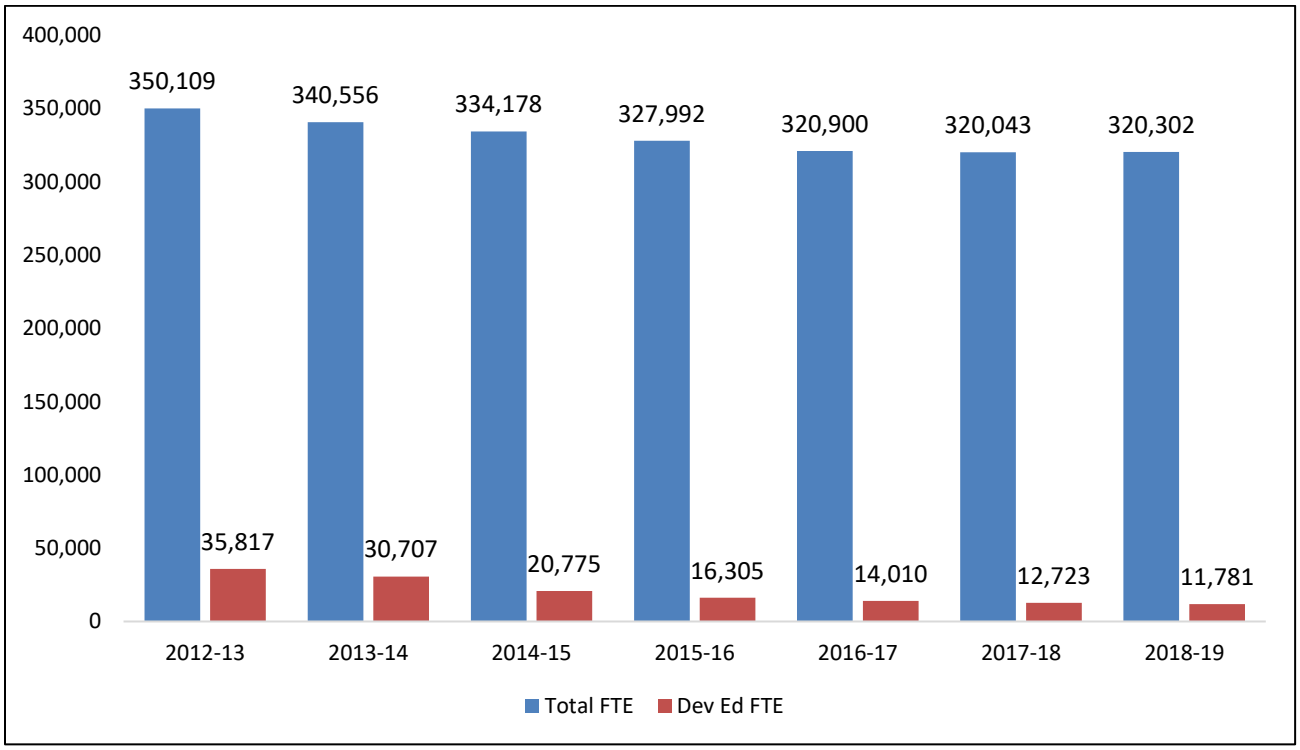
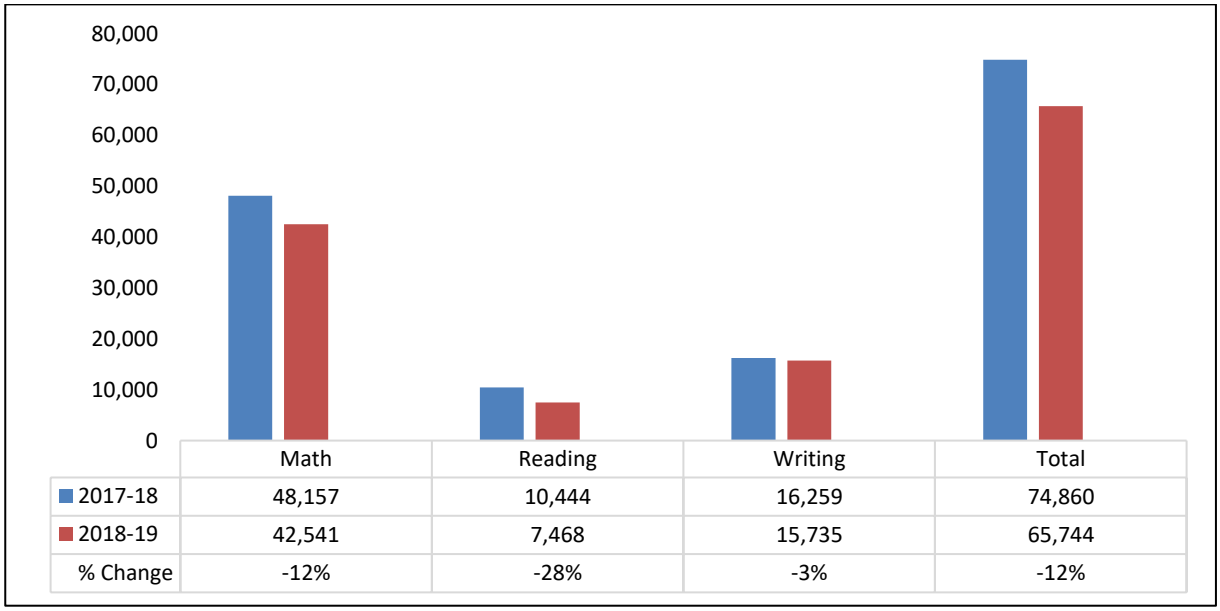


Figure 2. Florida College System FTE Enrollments, 2012-13 to 2018-19
Source: Florida Department of Education.

Based on 2018-19 data, mathematics continued to be the primary subject area in which students enrolled. In fact, developmental mathematics (n=42,541) accounted for 65 percent of all developmental education course enrollments. Developmental writing (n=15,735) accounted for 24 percent of all developmental education course enrollments, and developmental reading (n=7,468) accounted for 11 percent of all developmental education course enrollments. Note: students may be enrolled in more than one subject area.

During the past year, enrollments in each of the individual subject areas experienced declines—reading by 29 percent, mathematics by 12 percent, and writing by 3 percent. The decline in enrollment in reading courses follows a steady trend. From 2015 to 2016, there was a 15 percent decline in enrollment followed by a 19 percent decline from 2016 to 2017 and a 20 percent decline from 2017 to 2018. In addition to the overall declines since the passage of SB 1720, this year's larger decline compared to previous years could be, in part, due to colleges reporting restructuring and streamlining their delivery strategies. Colleges reported moving away from stand-alone courses towards integrated skills courses, which combine reading and writing into one course. This redesign could explain why the declines in writing course enrollments was not as large as the prior year. Enrollments in writing courses went from being down 11 percent from 2017 to 2018 to being down only 3 percent from 2018 to 2019. Total 2018-19 course enrollments compared to 2017-18 by subject area, headcount and percentage change rates are depicted in Figure 3.



	Math	Reading	Writing	Total
2017-18	48,157	10,444	16,259	74,860
2018-19	42,541	7,468	15,735	65,744
% Change	-12%	-28%	-3%	-12%

Figure 3. Developmental Education Course Enrollments by Subject Area, 2017-18 to 2018-19
Source: Florida Department of Education.

Section 1008.02, F.S., defines and requires the colleges to use the following delivery strategies for developmental education courses.[1]

[1] Section 1008.02, F.S.
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.02.html

Enrollments by Delivery Strategy

- **Modularized** developmental instruction allows faculty to customize and target specific skills gaps through courses that are technology-based and self-paced. Sub-unit parts allow students to master their targeted skill area deficiencies. For example, some colleges offered modularized courses by dividing multiple-credit courses into separate, self-paced one-credit courses taught by the same instructor to allow students to focus on specific skill deficiencies within each module with a professor who was already familiar with the students' skill level. Other colleges modularized lab components to align with the sequence in which the course material was taught as well as aligned assessments with each module. In some cases, students completed modular coursework online with adaptive learning technologies in academic support centers where they received needed support from faculty volunteers.
- **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense and uses a variety of shortened timeframes to allow students to progress quickly. For example, some colleges combined two course levels into one course to accelerate learning to more quickly prepare students for gateway computation and communications courses. Other colleges offered 8-week combo courses where students met every day, allowing students to complete two levels in one semester. Colleges that offered combined skills courses continued to applaud the benefits of combining levels and integrating skills, which allowed for longer individual class meetings and more intensive one-on-one instruction.
- **Contextualized** developmental instruction relates to meta-majors. For example, to make coursework relevant to the work students are doing in their classes and chosen fields of study, some colleges reported that faculty used real-world problems and scenarios relevant to everyday life in mathematics and writing courses. Some colleges noted offering classroom workshops that focused on context specific readings.
- **Co-requisite** developmental instruction or tutoring is supplemental credit instruction while a student concurrently enrolls in a credit-bearing course. For example, some colleges reported that co-requisite courses were taught by the same instructor as the credit-bearing course and were cohort based, allowing the students to form learning communities. Some of the co-requisite courses were web-enhanced, and others had standardized lab requirements. Developmental education students were co-enrolled in college-level gateway courses simultaneously with developmental education English and mathematics.

Overall, by delivery strategy, 27 colleges offered courses by compression, 22 modularized, 10 co-requisite, and 5 contextualized. Figure 4 provides additional detail regarding developmental education delivery strategies by subject for 2018-19.

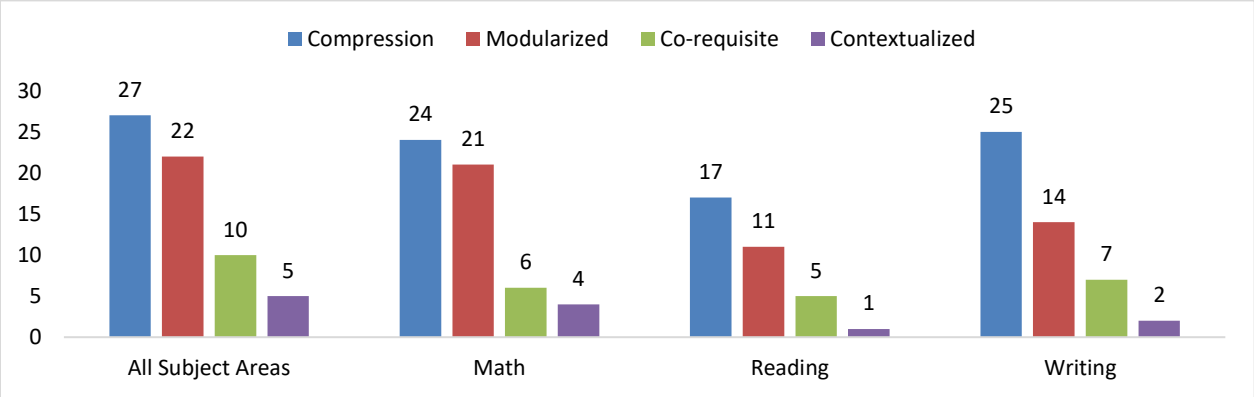


Figure 4. Florida College System Developmental Education Delivery Strategies, 2018-19

Source: Florida Department of Education.

Based on 2018-19 total developmental education enrollments of 65,744, compression was the most frequently used delivery strategy with 44,055 enrollments at 67 percent, followed by modularized with 16,353 at 25 percent, co-requisite with 3,604 enrollments at 6 percent, and contextualized with 1,732 at 3 percent. Figure 5 shows the student course enrollments by delivery strategy and subject.

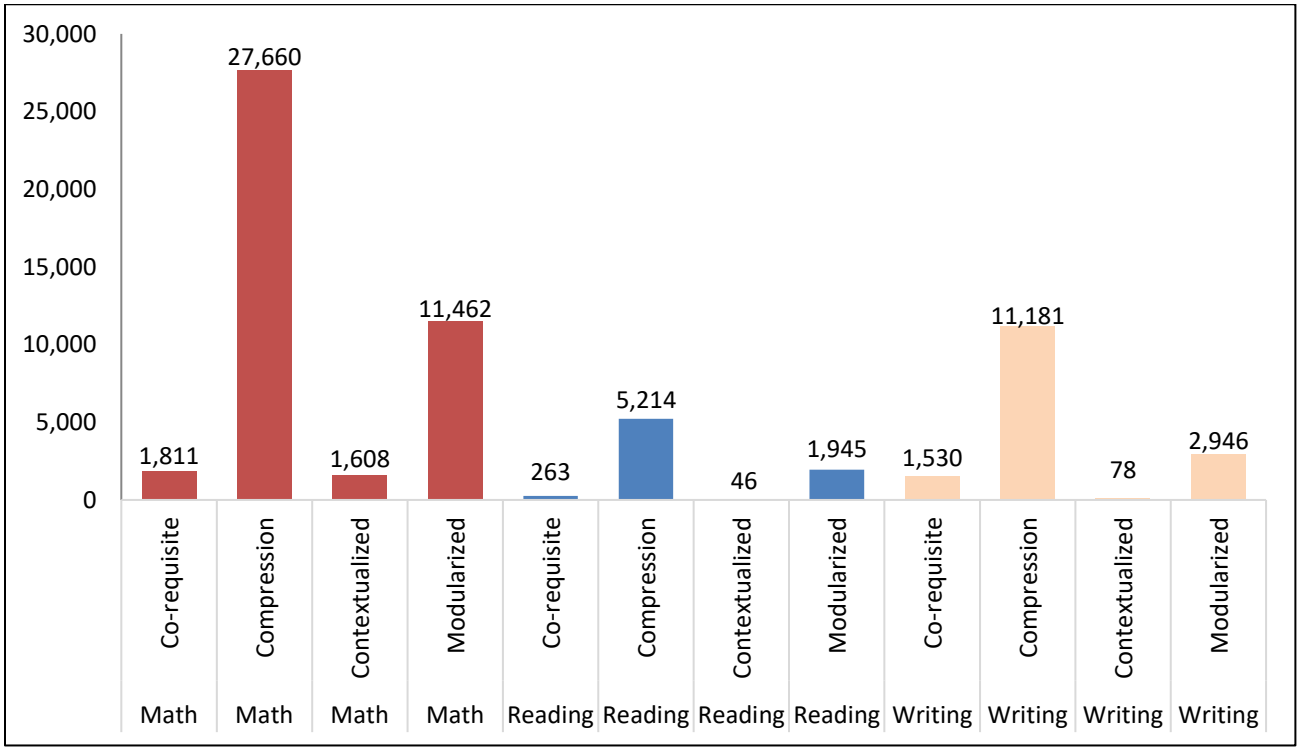


Figure 5. Florida College System Developmental Education Course Enrollments by Delivery Strategy, 2018-19

Source: Florida Department of Education.

Strategies to Promote Student Success

Pedagogy

Colleges employed a variety of pedagogical methodologies that contributed to student success. Some colleges reported using didactic methods of instruction, whereas others reported using Socratic methods of instruction or a combination of both depending on the subject area. Colleges also reported on instructional scaffolding to systematically build on the students' experiences and knowledge as they learned new skills. Some colleges reported using the flipped-classroom approach, while others reported using traditional lecture-based instruction.

In addition to utilizing the traditional method of teacher-centered classrooms, colleges also reported other teaching methodologies to accommodate various learning styles, including individualized tutoring embedded into the classroom and the use of technology outside of the classroom for supplementary instruction and practice. Some colleges reported utilizing supplemental adaptive learning software as part of their courses, and other colleges utilized similar computer-based technology as part of their lab requirements.

Content Alignment

Multiple colleges reported aligning content with course learning outcomes. These alignment efforts spanned multiple sectors with both external and internal stakeholders. To address content alignment and increase consistency across courses, colleges reported that faculty shared master course shells and templates in learning management systems (LMS) with other faculty to provide instructional materials and other tools to promote student success. Some colleges indicated that developmental education faculty and credit-level faculty collaborated to create open educational resources (OER) or faculty-developed textbooks and materials, which not only benefited students by providing course material access on the first day of the course and reducing the overall cost of the degree, but by better aligning the content of the textbook to the course learning outcomes.

Other colleges reported regular meetings between developmental education faculty and credit-level faculty to conduct range finding and norming sessions to align course content to course learning outcomes by delivery strategy and by subject area. Colleges intentionally aligned the exit competencies of developmental education courses with the entrance expectations of the respective gateway courses. Some colleges developed course packets designed to help students improve their note taking and study skills so that the notes aligned to each homework section and coincided with each course exam.

Academic Support Services

Colleges increased academic supports through curriculum redesign and professional development opportunities for faculty. A variety of initiatives focused on supporting computation and communications courses were instituted including summer immersion programs.

Some colleges reported that the use of faculty tutors embedded in academic support centers led to higher rates of student success in all three developmental education subject areas. Some colleges developed reading, writing, and vocabulary resources to address the needs of the growing number of non-native speakers of English for in-class use and for use in the reading and writing labs. Colleges also leveraged technology to increase academic supports through a variety of online platforms. One college reported using Smarthinking, an online tutoring program, for supplemental academic support in mathematics for non-native English speakers.

Advising and Student Support

FCS institutions reported employing different advising approaches. Some colleges noted increased student supports through pathways advising, STEM vs. non-STEM advising for mathematics pathways, case management advising, and multiple measures advising, to name a few. Some colleges integrated and required mandatory advising of all students, while others required only first-time-in-college (FTIC) or non-exempt students to see an advisor and/or to attend orientation. Colleges noted that advisor training was a critical key to student success. Colleges continued to strengthen advising services in collaboration with faculty and a variety of other internal stakeholders.

To ensure and determine advisor effectiveness, some colleges required advisors to participate in professional development. Advisors connected students with numerous academic and financial support services resources. Colleges also reported membership in mentorship programs geared towards certain student populations. Technology was also leveraged to increase student supports to assist in the advising through enrollment process and beyond by way of college-wide strategic enrollment management.

Student Success Outcomes

The student success rate – percent of students who earn grades "C" or better – across all three developmental education subject areas was 64 percent in 2018-19. In reading, writing, and mathematics, success rates were 74 percent, 72 percent, and 60 percent, respectively. Figure 6 provides additional detail regarding 2018-19 student success rates compared to 2017-18. Success rates remained relatively flat over last year.

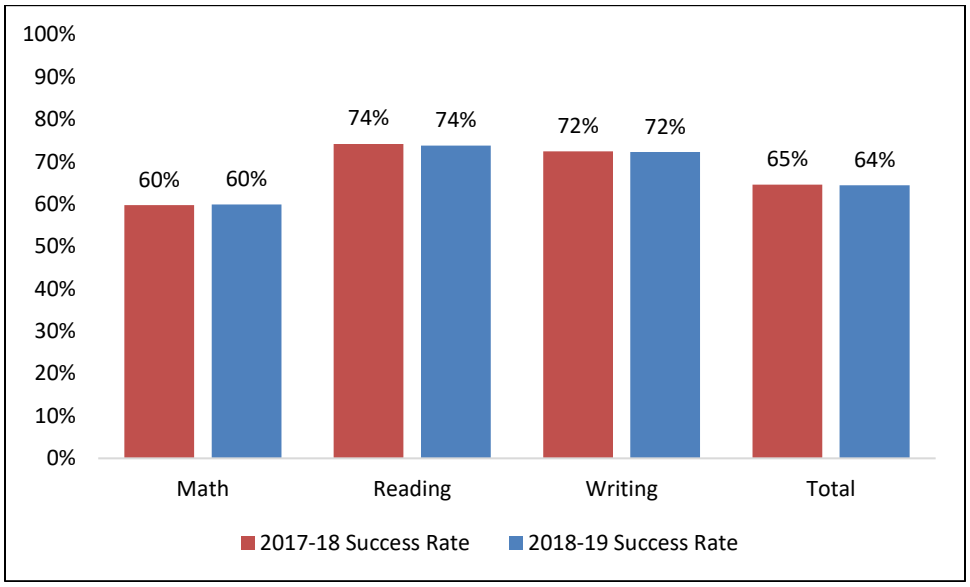


Figure 6. Florida College System Developmental Education Course Success Rates, 2017-18 and 2018-19
Source: Florida Department of Education. Notes. Course success rates include the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory).

Overall, by delivery strategy, the co-requisite strategy had the highest course success rates, with 69 percent of students earning a "C" and above. Figure 7 provides detailed course outcomes by delivery strategy. Modularized had the lowest success rates, with 63 percent of students earning a "C" and above. This lower rate may be attributed to the nature of modularized courses continuing from one semester into another semester, which may result in students not earning a grade by the end of the semester when grades are due. Once the student completes the work in the subsequent semester, the instructor updates the grade, which has the potential to impact success rates.

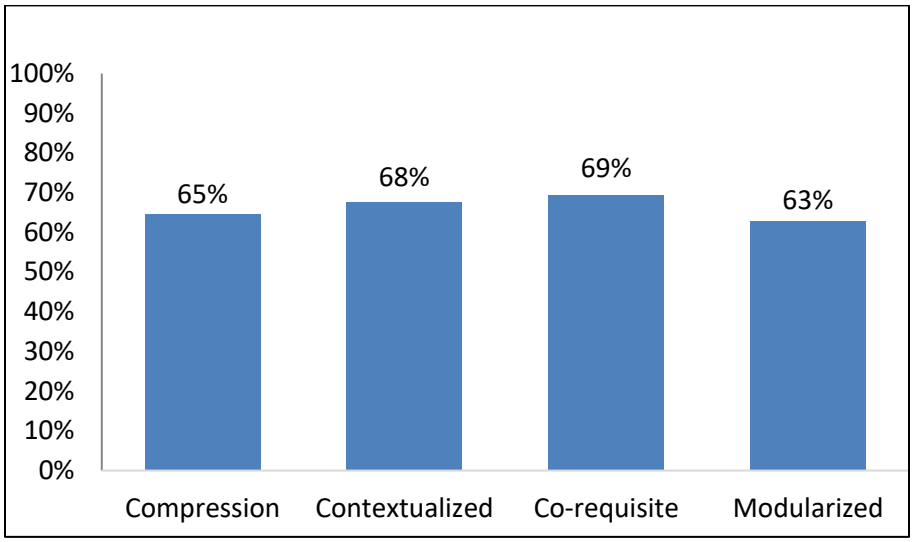


Figure 7. Florida College System Developmental Education Course Success Rates by Delivery Strategy, 2018-19
Source: Florida Department of Education.

Figure 8 shows course success rates by delivery strategy by subject. Regarding the delivery strategies of **mathematics** courses, contextualized courses, had the highest success rate with 66 percent out of 1,608 students earning a grade of "C" and above. With 63 percent out of 1,811 earning a "C" and above, co-requisite courses had the second highest success rate followed by compressed courses with 60 percent out of 27,660 passing with a "C" and above. Modularized courses had the lowest success rate with 59 percent out of 11,462 earning a grade of "C" and above.

Regarding the delivery strategies of **reading** courses, contextualized courses had the highest success rate with 89 percent out of 46 earning a grade of "C" and above. With 75 percent out of 1,945 earning a "C" and above, modularized courses had the second highest success rate followed by compressed courses with 74 percent out of 5,214 passing with a "C" and above. Co-requisite courses had the lowest success rate with 67 percent out of 263 earning a grade of "C" and above.

Regarding the delivery strategies of **writing** courses, contextualized courses had the highest success rate with 82 percent out of 78 earning a "C" and above. With 78 percent out of 1,530 earning a "C" and above, co-requisite courses had the second highest success rate followed by compressed courses with 72 percent out of 11,181 passing with a "C" and above.

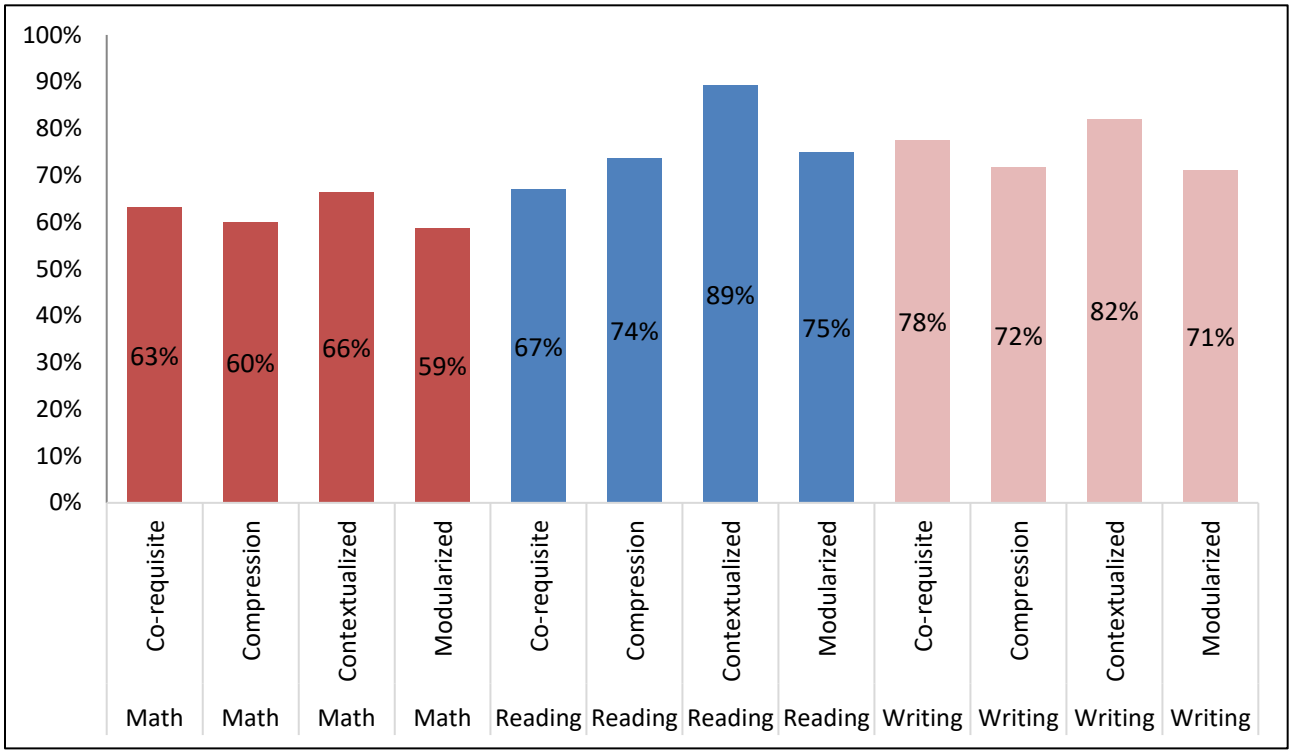


Figure 8. Florida College System Developmental Education Course Success Rates by Subject by Delivery Strategy, 2018-19

Source: Florida Department of Education.

In terms of success rates for underrepresented groups, system-wide, black students had the lowest success rates in all three developmental education subject areas (53 percent in mathematics, 67 percent in reading and 68 percent in writing). The gaps in mathematics success rates for black students compared to white students and Hispanic students are 9 and 10 percentage points, respectively. For reading, black students were 10 percentage points below white students and also 10 percentage points below Hispanic students. For writing, the gaps in success rates are smaller at 6 percentage points compared to white students and 7 percentage points compared to Hispanic students.

System-wide, students ages 20-24 had the lowest success rates in mathematics, with 58 percent of students in the category earning a "C" and above. For students ages 20-24, the success rate was 72 percent in reading and 70 percent in writing. The 19 or less age group had success rates of 59 percent in mathematics, 72 percent in reading, and 73 percent in writing compared to success rates of 62 percent, 77 percent, and 74 percent for the 25 and above age group, respectively.

When considering gender at the system level, female students were more successful than male students in all three developmental education subject areas. In mathematics, the success rate for females was 62 percent compared to that of 57 percent for males. In reading, the success rate for females was 76 percent compared to that of 70 percent for males, and in writing, the success rate for females was 75 percent compared to that of 69 percent for males.

Although the data provided to the colleges focused on race and ethnicity, age, and gender, the division acknowledges that colleges may further disaggregate each of these subpopulations. For example, some colleges disaggregated race and ethnicity by gender to understand the data at a different level and further focus efforts to improve student success. To address these efforts, some colleges have both short-term and long-term initiatives in place to address these sub-populations.

Conclusion

For the 2018-19 year, colleges reported expanding developmental education initiatives in academic affairs. These initiatives included considerations for delivery strategies and supplemental academic support for developmental education and gateway computation and communications courses. Colleges also reported expanding developmental education initiatives in student affairs to include enhanced advising strategies and supplementary support services beyond the classroom for underrepresented populations.

In light of these efforts, pass rates in all three developmental education subject areas have remained stable; however, student success rates in developmental education mathematics courses continued to be the lowest of the three subject areas. To this end, mathematics continued to be the primary subject area of focus for increasing student success and strengthening academic and student support services for developmental education students.

Appendix A – 2018-19 Individual College Developmental Education Reports

Appendix A includes each college's developmental education report for more information.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Broward College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Broward College has been successful in supporting students who are enrolled in developmental education courses by offering compressed, accelerated and modular course options for mathematics, reading and writing courses. These delivery strategies are further buttressed with comprehensive academic support resources, and, in many cases, adaptive learning technology. Similarly, gateway credit courses are supplemented with additional resources for developmental education students moving into credit courses. Academic departments supporting developmental students are intentionally engaged and supported by the office of Student Achievement Initiatives who coordinate specific programs designed to support at-risk student populations.

Prospective and current students can review their options regarding Developmental Education on the Broward College Developmental Education page on the Broward College website at http://www.broward.edu/academics/developmentaleducation/Pages/default.aspx . Here the "Exempt" and "Non-Exempt" delineations are clearly explained along with step-by-step directions and resources for students who may need remediation as outlined in section 1007.263 of the Florida Statues.

Incoming students who place into developmental education are required to meet with an Academic Advisor to review their placement and the college options to improve their mathematics, reading and writing skills as they progress toward the selected degree or certificate program. This includes a review of compressed, co-requisite and modular course options that best meet their individual needs with attention to their primary objective. All students participate in a student orientation which includes a review of the academic resources provided by the Academic Success Centers (ASC's) which includes online resources, facilitated group study sessions and individualized tutoring. Likewise, students are encouraged to meet with individual faculty for additional assistance in their coursework. Importantly

all Broward College students who place into developmental mathematics, reading or writing courses are strongly encouraged to take a student life skills course (SLS) to address non-cognitive challenges and help with study skills, time management, and exposure to college resources.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, co-requisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Subject: Mathematics

In SRY 2019, Broward College developmental education mathematics courses were offered in compressed, modularized and co-requisite modalities. In mathematics, the large majority of students were enrolled in the compressed course offerings. The compressed format is pedagogically designed to both accelerate students through the developmental mathematics sequence and remediate computational skill deficiencies. Sixty one percent of students enrolled in these courses successfully completed their course and were prepared to move into the next level of mathematics.

The modularized developmental mathematics option was the second most enrolled delivery strategy at Broward College. In this design, ALEKS software evaluates the specific skill gaps of students and then creates an individualized plan for these students so they can improve upon identified deficiencies. The modular offering is self-paced with support provided by an assigned instructor and available tutoring in the Academic Success Centers. Forty six percent of those students enrolled in the modular course offerings successfully completed these courses.

A smaller portion of students opted for the co-requisite model of instruction for developmental mathematics courses at Broward College. In this model, students are enrolled in developmental instruction course while being concurrently enrolled in a credit-bearing course. The classes are often taught by the same instructor and students are typically registered as a cohort in both classes during the same term. While far fewer students enrolled in the co-requisite model of instruction, this delivery strategy resulted in the highest success rate.

Table 1 below summarizes the student success by delivery method mathematics developmental education at Broward College in the 2019 State Reporting Year.

Delivery Strategy	A,B,C	D,F	W	Total	A,B,C	D,F	W
Co-requisite	53	6	1	60	88%	10%	2%
Compression	1,992	944	321	3,262	61%	29%	10%
Modularized	135	114	42	291	46.%	39%	14%
Total	2,180	1,064	364	3,613	60%	29%	10%

Table 1

Subject: Writing and Reading

In SRY 2019, Broward College Developmental Education Writing and Reading courses were offered in co-requisite and compressed course offerings. Both delivery strategies are supplemented with adaptive learning modularized software to enhance learning. For writing, the most preferred strategy is compression as it allows students to accelerate through the developmental writing sequence quickly while remediating minor skill deficiencies. The integrated nature of ENC0017C allows students to complete both reading and writing developmental education requirements with one course. More than 70% of the students taking compressed developmental education writing earned a grade C or above. This success may be attributed to the modularized, technology-based support that is embedded in all courses such as Pearson's MyLabsPlus and Brainfuse online tutoring.

Broward College also offers a limited number co-requisite developmental writing courses. Students taking this option are co-registered in a developmental education course and the college credit English composition. The classes are often taught by the same instructor and students are typically registered as a cohort in both classes during the same term. The co-requisite delivery strategy results in 67% of the students earning a grade C or higher. All sections are web-enhanced and have standardized, college-wide course and lab requirements. All students are encouraged to attend the Academic Success Centers and writing labs that are available on each campus.

In addition to the combined reading and writing courses, Broward College offers both compressed and co-requisite formats in Reading on all campuses to support students who need with specific needs in Reading remediation. In certain co-requisite models these reading sections are co-enrolled with English composition. Specifically, the Reading sections are scheduled in 8 week standardized, web enhanced or

fully online formats to fit more conveniently into students 'schedules. More than 80% of the students enrolled in developmental reading courses earn a grade C or higher.

Table 2 below summarizes the student success by delivery method for Writing developmental education at Broward College in the 2019 State Reporting Year.

Delivery Strategy	A, B, C	D, F	W	Total	A, B, C	D, F	W
Co-requisite	100	33	16	149	67%	22%	12%
Compression	803	223	117	1143	70%	20%	10%
Total							

Table 2

Table 3 below summarizes the student success by delivery method for Reading developmental education at Broward College in the 2019 State Reporting Year.

Delivery Strategy	A, B, C	D, F	W	Total	A, B, C	D, F	W
Co-requisite	33	9	12	54	61%	17%	22%
Compression	286	39	32	357	80%	14%	16%
Total	319	48	44	411	78%	12%	10%

Table 3

III. Developmental Education Student Success Data by Subpopulations
Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

A review of the student enrollment data shows that black and Hispanic students make up the majority of those students enrolled in developmental education. Student success rates disaggregated by race shows that black students trail behind other ethnicities in mathematics, reading and writing. Similarly, the data disaggregated by gender shows that males consistently trail females in terms of completion percentage, and have higher withdrawal rates. These numbers mirror institutional completion data in that they show a troubling completion gap between minority males and other groups.

To this end, Broward College is committed to achieving academic equity for all students with special attention to the subpopulations as identified by race/ethnicity, age and gender. Below is a list of the

current strategies in place at Broward College designed to increase student success in these under-represented groups.

Seahawk Summer Academy (SSA)

The Seahawk Summer Academy (SSA) is a summer bridge program designed for First-Time in College (FTIC) students. In this program, students are enrolled into a learning community (cohort) where they explore Broward College's eight career pathways as part of a contextualized curriculum. The two courses that form the learning community are 1) a Student Life Skills blended course (1 credit) and 2) a General Education course. Collegewide, the institution offers a total of 18 courses (9 learning community/cohorts) with a capacity to enroll up-to 225 students.

Importantly, these themed learning communities are intentionally designed to appeal to appeal to at-risk student groups and close the student success gaps demonstrated in underrepresented populations. Specifically, two of the SSA cohorts are pedagogically constructed around the theme of Minority Male Empowerment. Students participating in this cohort explore opportunities and pathways to become future minority male leaders at Broward College and the local community. In the summer of 2021, Broward College will offer an LGBTQ thematic cohort, and collaborate with local organizations to reach out to homeless LGBTQ youths.

Minority Male Initiative

Broward College's Minority Male Initiative (MMI) focuses on expanding the minority male pipeline, improving persistence and retention rates, and supporting completion goals. The initiative aligns with Broward College's Strategic Plan Succeed: Strategy 2 to determine, adopt and scale the use of intervention strategies that ultimately improve student success. As described above, MMI has partnered with Seahawk Summer Academy to create student cohorts designed to explore the theme of minority male empowerment. This topic engages in thinking about how the academic skills that they are learning can be used as a way to identify, express, and address the issues that they face. The MMI cohorts are pedagogically organized to promote critical thinking, explore identity and the internal and external forces that impact their lives, and how they empathize, understand and communicate with those who define themselves differently. This higher order thinking directly addresses the learning outcomes of the courses they take and positively impact the sense of belonging the student feel to the college.

Furthermore, MMI works across the college in the following areas:

Professional Development

MMI provides targeted professional learning opportunities for faculty and staff to foster enhanced learning, improved communication, and cultural sensitivity awareness. The training aides in faculty and staff engagement with minority male students to enhance the academic relationship between faculty/staff with students.

Community and Student Engagement

The Minority Male Initiative hosts students and community stakeholders to promote career exploration, resilience, and success. Students in grades 7-12 and college minority male students are equipped with skills that will aide their academic and personal success. The events bring together community stakeholders with the common goal of improving minority male success outcomes and features nationally recognized experts in achievement equity.

Pipeline to Broward College

The Pre-College Summer Leadership Institute (PSLI) serves as a pipeline for high school minority male students to Broward College for their post-secondary education. The institute is a partnership with Broward County Public School's Mentoring Tomorrow's Leaders and the 5000 Role Models of Excellence program. Students (grades 10-12) participate in a summer experience that prepare them for education and life success. The program is highly interactive and incorporates teambuilding, career exploration, leadership development and other engaging activities.

BC Pride

This year, the college has expanded its support for at-risk populations to now include support for Broward College's Lesbian, Gay, Bi-Sexual, Transgender, Queer and Questioning (LGBTQ) community in the form of BC Pride. The goal of the BC Pride initiative is to raise awareness, increase a sense of belonging, and educate the community on the needs of LGBTQ students, faculty, and staff. This is in response to emerging national data that reveals LGBTQ students as an at-risk student population. This initiative brings together Student Achievement Initiatives, Human Resources, the Office of Advancement and the Center for Teaching and Learning as well along with like-minded

community organizations to provide support opportunities for students and faculty. Through these meaningful collaborations, BC Pride has been able to offer scholarships to students, provide Safe Zone training and other relevant workshops, advocate for procedural changes, and bring vital community services to the campuses.

Peer Leadership and Mentoring Program

The college has partnered with "PeerForward" and "AmeriCorps" to launch a leadership and mentoring program in support of first-generation students. Through this initiative, students are paired with Peer Leaders that mentor, support and help students complete their degree and reach their educational goals. Peer Leaders are current students or BC alumni who have been trained in leadership and mentoring skills. In addition, and what makes this initiative unique, Peer Leaders also create and implement college-wide campaigns in support of the institution's retention agenda. Campaigns can include increasing the number of Financial Aid applications, advising appointments, tutoring appointments, and visits to faculty office hours to name a few.

The mentorship program is designed to positively impact the student success of Broward College minority males. The program establishes strong positive bonds between minority male students and campus faculty mentors utilizing both the peer-to-peer and faculty-to-student mentoring strategies. Students who actively participate in mentoring will improve their sense of academic and social integration at the College and increase the likelihood of retention and completion. The program will increase minority male utilization of campus resources through deliberate and intentional interactions between students and campus community (via workshops, conferences and IGNITE luncheon speaker series). The Peer Mentoring program was just recently launched this fall. Data is being collected to evaluate the student success impact of this program.

Along with these specific academic equity initiatives the college continues to sustain student success efforts in Academic Advising, the Academic Success Centers and through Early Alert processes.

Academic Advising

Student Services takes a multi-faceted approach to support developmental education students from the point of admission, through successful completion of their developmental courses, and then on a path toward credential/degree completion. At the admissions phase, students are provided college readiness

information, options for placement testing, and encouraged to enroll in a college success skills course (SLS 1501) during their first term

As one of the most crucial student support services, Broward College advising is laser-focused on leveraging academic advising to support the persistence, retention and completion of students. This focus begins with the premise that "advising is teaching." As such, academic advising includes a comprehensive advising curriculum, advising syllabus, and individual advising plans. Noteworthy, Broward College has fully implemented EAB Navigate. Using this tool, students are assigned to advisors, specific to their selected Pathway and preferred campus, with the advisors using a case management approach. The acquisition of this tool, academic advisors can allot more of the advising session to focus on career advising; college resources; development of short- and long-term goals; action planning to support students' persistence and retention; and it supports the approach of 'advising is teaching.' EAB also provides students with a detailed academic plan. This helps to ensure students select only those classes required for their degree program and greatly reduces the chances of students mistakenly enrolling in unneeded classes creating a excess credits.

Early Alert System

Through EAB Navigate, faculty use a faculty referral system (Early Alert) that allows faculty members to identify students who are at risk of failure in their courses for reasons such as missed classes, missed assignments, poor test grades, etc., and refers the student to their assigned advisor. Seahawk Outreach Services (SOS) addresses referrals for tier 2 student support issues such as food and housing insecurity, childcare, transportation and similar non-academic issues.

Pathway Advisors also partner with Seahawk Outreach Services to assist students who receive an Early Alert from instructors in developmental education courses. The student's assigned Pathway Advisor discusses academic challenges (GPA, Standards of Academic Progress (SAP), Course failures, Withdrawals, etc.) that the student may be experiencing, then provides community support referrals, develops action plans, and schedules follow-up action plan meetings.

Academic Success Center

The Academic Success Centers (ASC) assist students and faculty with resources that aid students enrolled in developmental courses. Long term trends show sustained increases in G.P.A., course success

and term to term persistence for students who frequent the ASC as compared to those students who do not access these services.

To that end, orientations and classroom visits are conducted throughout each term to raise awareness and encourage the use of ASC support services. The ASC typically conducts close to one thousand class visits and orientations per year to ensure students are aware of these important resources. The ASC collaborates with Pathways and individual faculty to create study aids and supplemental materials to help students achieve academic success. The goal is to continually support course curriculum outside of the classroom.

Supplemental assessments are available to developmental education students that assist ASC staff in uncovering areas where the students need specific tutoring support. The ASC writing centers created worksheets for students in developmental English courses, and the ASC math labs created practice tests for students in developmental math courses. Additionally, The ASC continues to collaborate with Pathway faculty and Deans to identifying software and supplemental resources in support of the developmental education courses and our underprepared student population.

Importantly, Broward College engages in a comprehensive review process for all initiatives to better understand the costs and benefits of these projects. This review focuses particular attention to a return on investment analysis which informs institutional decision-making oriented to appropriately leveraging resources that most impact student success.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Chipola College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Chipola College requires all admitted students to meet with an academic advisor during their first semester of enrollment. At this meeting, the advisor reviews with the student the placement scores obtained by the student. If the scores indicate a need for developmental education, the advisor reviews all the options with the student and has he/she make a decision about course selections. If the student opts out of developmental education courses, the advisor provides other options for improving reading, writing, and computational skills. These include spending time in the Academic Center for Excellence, seeking individualized tutoring, utilizing software and/or online programs, and spending extra time with instructors. Additionally, the most recent strategy implemented for all departments is Dropout Detective, an early alert system that identifies at-risk students.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

This report provides an analysis of the current data related to developmental education courses at Chipola College. Reviewing the student outcomes of each developmental program for the 2018-19 academic year reveals an increase in the number of students who were successful in the completion of all three developmental courses.

A. Math
Despite major revisions from 2016-17, data for the 2017-18 and 2018-19 academic terms suggest continued revisions are warranted. In math for 2017-18, 43.4% of students passed with a C or higher compared to 57.3% in 2018-19. The number of withdrawals decreased from 21.7% in 2017-18 to 14.6% in 2018-19. In addition, the number of students who were unsuccessful in math decreased: In 2017-18, 24.1% of students in math were unsuccessful, but in 2018-19, that number decreased to 19.1%. Even with this decrease in the number of unsuccessful students in math, Chipola College administration and faculty were not content with the double-digit percentage. Plans for the math redesign have been put in place as an attempt to lower that number even more.

B. Developmental reading courses have experienced the most success during the 2017-18 academic term. Using the compressed delivery strategy, the reading course instructors use a traditional pedagogy of

hard copy text with an electronic program as supplemental. In 2017-18, 70.3% of enrollees in reading earned a grade of C or higher while in 2018-19 that percentage shot up to 88.6%. Those students earning a grade of D decreased from 8.1% in 2017-18 to 2.9% in 2018-19. Additionally, withdrawals in reading dropped from 13.5% in 2017-18 to 2.9% in 2018-19. Reviewing the data validated the use of the compressed model of instruction, and the department will continue with this format.

C. Developmental writing courses also use the compressed delivery strategy, and like the reading courses, instructors use a traditional pedagogy of hard copy text supplemented by an electronic grammar and usage program. **Passing grades of w**riting students went from 70% to 78%. The number of students earning a grade of D went from 5% in 2017-18 to 0% in 2018-19. As well, the number of withdrawals decreased from 15% in 2017-18 to 9.8% in 2018-19. Reviewing the data validated the use of the compressed model of instruction, and the department will continue with this format.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

A. Fifty-seven female students enrolled in developmental math compared to 32 male students. Only 50% of male students earned a grade of C or above while 61.4% of female students earned a C or above. Withdrawals by male students was 18.8%, and 12.3 % of females withdrew. The percentage of male students who were unsuccessful in math was 25 and of females was 15.8%.
B. In developmental writing, 24 females enrolled and 17 males. The males students withdrew at a higher rate than females, 17.6% for males and 4.2% for females. However, the percentage of unsuccessful students was 12.5 for females and 5.9 for males.
C. In developmental math, 25.6% of students 19 years of age or below withdrew compared to 4.2% of 20-24 year olds and 4.5% of 25 or above.
D. In developmental writing, 16% of students age 19 or below withdrew while 0% of the 25 or above students withdrew.
E. In developmental math, 40 white students enrolled, 13 Hispanic students, and 22 Black students. Of these students 52.5% of white students earned a grade of C or higher, while 53.8% and 63.6% of Hispanics and Blacks, respectively. Of the 40 white students, 19 either earned a D, withdrew, or were unsuccessful. Of the 13 Hispanic students, only 3 made a D or withdrew, and of the 22 Black students, 4 either earned a D or withdrew.
F. In reading, all 17 students were Black with 88.2% earning a C or above. In writing, 15 white students enrolled and 17 Black students. Ten white students earned a grade of C or higher while 15 of the Black students earned better than a C. Five white students either earned a D, withdrew, or were unsuccessful. Of the Black students, two withdrew while the other 15 were successful.

Based on the data, Chipola College will focus on the subpopulations of gender and age. Since the largest discrepancies occur in math, a redesign has been put in place. During the 2018-19 academic year, math faculty participated on statewide math redesign committees and mapped out a strategy for an alternative method of offering developmental math. Starting in Fall 2019, math department personnel moved from a compressed delivery strategy to a co-requisite strategy in which students take a math lab course with the MAC 1033. Students are in math class for 2.5 hours per week and in the lab course 2.5 hours per week. The lab content is

aligned with the content of the course to allow students extra practice with immediate feedback from the lab instructor. For all developmental courses, developmental education instructors will utilize Dropout Detective to send messages to students and alerts to academic advisors.

IV. Support for Student Success in Developmental Education

Describe developmental education efforts as outlined in s. 1007.263, F.S., related to advising, early alert systems and tutoring to support student success in developmental education.

A. Advising Services

Chipola College uses academic advisors to identify students who qualify for developmental education based on test scores, as well as counseling them about the likelihood of successful completion of college-level work if opting out of the developmental course. Important to this task is the use of performance data regarding the grades of those students who opted out of developmental courses compared to those who enrolled in them. The data show that those who opt out of the recommended developmental courses have greater withdrawal and failure rates than other students. These data assist advisors in counseling students in making a more informed decision about course selection. Another successful advising tool at Chipola College is the TRiO SSS Program, which provides individual and multifaceted advising for students in the program to ensure that they graduate and successfully transfer to a university. In addition, all students are assigned advisors based on their choices of major; this ensures that they are advised by someone who has in-depth knowledge of the appropriate academic pathway.

B. Early Alert Systems

Chipola College has implemented Dropout Detective, an early alert system that assists faculty and advisors in identifying at-risk students. Every student is assigned an advisor in the system based on his/her choice of major and membership in a subgroup like athletes. Once a student is identified by the system as being at-risk, instructors counsel the student about attendance, grades, coursework, and tutoring resources. Faculty also use the system to record notes about student conferences and send alerts to advisors about those students who are performing poorly. Advisors then make contact with the student to offer assistance and provide academic counseling.

C. Tutoring Services

Chipola College provides free, on-campus tutoring through the Academic Center of Excellence (ACE). The ACE staff work closely with the math and communication departments to provide review sessions for developmental courses, as well as individual homework and test tutorials. ACE directors have implemented an online tutoring program, ACE After Hours, for students who need assistance after the ACE is closed. The College also provides SmartThinking, an online tutorial, for students. Communication students are allowed to submit three essays per semester for feedback. All Chipola College syllabi inform students of these tutoring resources.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
College of Central Florida

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

The College of Central Florida has built a strong reputation and proven track record of successful developmental education reform and student success. Based on the growing evidence regarding positive student learning outcomes using modularization and acceleration in developmental education, CF faculty redesigned the developmental education curriculum and experience and fully implemented these successful redesigns to scale. Using Chickering & Gamson's, "Seven Principles for Good Practice in Undergraduate Education" as a guiding framework, each course was redesigned to meet the following objectives:

- Provide students with individualized instruction based on identified strengths and weaknesses utilizing appropriate learning technology.
- Ensure comprehension and application of the course curriculum through the use of mastery learning.
- Maintain and/or increase the rigor and difficulty of the course curriculum while providing students the opportunity to accelerate the learning process and enrollment in gateway courses.
- Streamline the developmental education curriculum to more effectively prepare students for college-level learning success.
- Reduce the instructional costs of developmental education for students and the institution.

A critical component of CF's advising program is to provide students with comprehensive information regarding each of the developmental education options available to them. Students ask questions, receive guidance and make informed choices to help them make the successful transition to college. During the first semester, First-Year Success Advisors will meet with their assigned students again to track progress, refine meta-major selection, provide advising for the second term and assist with course selection and registration.

The Early Alert referral helps students find support to stay in class and finish successfully. Students are referred by their instructor for non-attendance, participation, low grades and performance. Access services will assess the student situation and together complete an action plan. The plan may include, meeting with the instructor, attend tutoring, attend workshops, seek assistance through community resources, or even consider withdrawing or audit a course.

A total of 1,252 developmental education students enrolled during the 2018-2019 academic year. Of these 1,252 enrollments – 691 were enrolled in a developmental math course. In developmental reading courses, there were 267 students enrolled and 294 in developmental writing. Students in developmental reading and writing courses performed significantly better than in developmental math courses with success rates of 79.8% in reading, 77.6% in writing and 64.7% in math. CF success rates in all three developmental courses were 6% higher than the FCS system.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

A. Math

1. Delivery Strategy

Developmental math delivery method is modularized to be delivered in two parts, lecture and lab. The instructor delivers classroom instruction on the modules and students then complete assignments in the lab. The lab components allow student to practice skills and receive immediate tutoring from the lab assistant.

2. Pedagogical Revision

Improvements in developmental math have transitioned to a combined modularized course in which the student can complete 2 semesters of work in one semester. The course consists of 8 modules and an exit exam covering all topics as outlined by the department. To help improve success rates, the faculty requires attendance; provide online practices through MyMathLab, and self-assessment. Assessments are aligned with the sequence in which the material is taught, and students are encouraged to participate in class.

3. Content Alignment

Developmental Math was structured to focus on skills where students most struggled. This designed helped to target and strengthen skill deficiencies in arithmetic, geometry and algebra. Instructors utilize MyMathLab learning technology to guide and facilitate mastery learning in the course. Successful student completion of this 16-week course requires mastery of the topic outlined by the department and a passing score on a comprehensive final exam. Developmental Math course and faculty were reintegrated into the Mathematics Department through college restructuring to promote better alignment of needed skills and utilization of resources.

B. Reading

1. Delivery Strategy

Developmental reading delivery methods are compressed into 8 weeks. The course is a combination of classroom and lab activities. The lab activities are modularized, so students can focus only on their specific deficiencies. The classroom workshops focus on context sensitive reading.

2. Pedagogical Revision

Reading courses are now compressed, 3 credit hour courses that are taught in eight weeks, which contributes greatly to student retention. The courses are a combination of classroom workshops and lab activities. The lab activities are modularized, so students focus only on their specific deficiencies.

3. Content Alignment

Developmental Reading was structured to focus on skills where students most struggled. This design helped to strengthen basic skills in reading comprehension, vocabulary, and critical reading and thinking. Instructors utilize MyReadingLab learning technology to diagnose and target skill deficiencies to better prepare students for college-level reading. Successful student completion of these 8-week courses requires mastery of the required skill modules and a passing score on a comprehensive final exam. Developmental Reading courses and faculty were reintegrated into the Communications Department through college restructuring to promote better alignment of needed skills and utilization of resources.

C. Writing

1. Delivery Strategy

Developmental writing delivery methods are compressed into 8 weeks. The course is a combination of classroom and lab activities. The lab activities are modularized, so students can focus only on their specific skills gaps. The classroom workshops focus on contextualized writing.

2. Pedagogical Revision

Writing courses are compressed, 3 credit hour courses that are taught in eight weeks, which contributes greatly to student retention. The courses are a combination of classroom workshops and lab activities. The lab activities are modularized, allowing students to focus only on their specific deficiencies. The classroom workshops focus on contextualized writing.

3. Content Alignment

Developmental Writing was structured to focus on skills where student most struggled. This design helped to strengthen basic skills in sentence structure, grammar, and paragraph and essay development. Instructors utilize MyWritingLab learning technology to diagnose and target skill deficiencies as well as mastery writing to prepare students for college-level writing. Successful student completion of these 8-week courses requires mastery of the required competencies contained in skill modules and a passing score on a comprehensive final exam with essay. Developmental Writing courses and faculty were reintegrated into the Communications Department through college restructuring to promote better alignment of needed skills and utilization of resources.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

A review of the student success data by gender identifies a gap between female and male success in developmental math still exists and there is a similar gap in developmental reading. Female students were earning a grade of “C” or better at a rate of 82.4% compared to 74.7% for the male students in reading. The communications department is reviewing the data and is going to research instructional methods to address this need. Female students were earning a grade of “C” or better at a rate of 68% compared to 58.4% for the male students in math. CF has applied to join a NSF grant with two other sister colleges to address the disadvantaged populations in the STEM fields. This will encourage student to interact more with the instructors, and hopefully help male students be more engaged than before. This should hopefully increase success rates of both female and male students, but also close the gap between genders.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
College of the Florida Keys

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

The College continues to support developmental education by offering developmental courses in the disciplines of reading, writing, and mathematics. The College offers courses in compressed, modularized, and co-requisite strategies. The College has had great success using the modular math strategy and the compressed reading strategy. The College exceeded the system average of student success (students earning a grade of C or higher) in these two disciplines utilizing these two strategies. The system average for student success for modularized math was 58.6% while the College's success rate in this same area was 67.1%. The system-level of success for compressed reading was 73.5%, while the College's success rate for this strategy was 77.4%. The College's success rate for compressed writing (68.1%) slightly lags the system average for this discipline utilizing the same strategy (71.8%).

The College provides admissions counseling to all students entering college or career credit programs. Advisors notify all students of their developmental education options. The College tests all students who are not exempt from testing and who have not taken a placement test in the last two years to assess communication and computation competencies. Students are advised of their developmental options based on test results. For non-exempt students who are within three points of the proper P.E.R.T. cut off score, advisors offer students additional opportunities to retake portions of the P.E.R.T exam before registering them in a developmental course.

Additionally, advisors use intrusive advising strategies to assist students in crafting multi-semester course schedules to support successful transitions for developmental students. Advisors also conduct planning sessions for students who are exempt from developmental classes to ensure that they are aware of support services. Furthermore, advisors meet with all students who are placed on academic probation. For each student placed on academic probation, advisors produce a customized student success plan that includes a mandatory student success course.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, co-requisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Subject: Math
1. Student Success.

The College only offers math as modularized content. The College exceeded the system average of student success (students earning a grade of C or higher) using this strategy. The system average for student success for modularized math was 58.6% while the College's success rate in this same area was 67.1%.

2. Delivery Strategy

To use this strategy, each of the two developmental math courses consists of seven modules. Each module is divided into sub-modules. Each module begins with a pre-quiz, which identifies each student's strengths and weaknesses. Students who demonstrate content mastery through the pre-quiz can immediately move on to the next module. Students who do not demonstrate proficiency can complete the sub-modules at their own pace based on their comfort level and ability. The students are provided a deadline by which they must complete the entire module. At the end of each module, the student completes a post-quiz to evaluate mastery of the content.

3. Pedagogical Revision

With the implementation of the modularized strategy, the instructor can utilize a flipped-classroom approach. Students can work on modules at home and come to class with better preparation related to class content. The instructor spends part of the class reviewing more difficult concepts. The majority of class time is spent with students working through modules, and the instructor is available to provide one-on-one interaction with students. This strategy offers a more customized instructional approach where each student has time with the instructor to work on those specific areas of deficiency, and it allows instructors to develop custom remediation plans, as necessary.

4. Content Alignment

Each module builds on the content of the prior module. The modules proceed in a sequence to ensure that students develop the skills to be successful in the next course. The modules in Developmental Math I prepare the students for success in Developmental Math II. At the conclusion of Developmental Math II, the students have developed the skills necessary to be successful in Intermediate Algebra. Some developmental math instructors also teach college-level math courses. To ensure that students are obtaining the skills needed to be successful in college-level math, faculty adjust developmental courses based on information collected by evaluating student success in college-level math courses.

Subject: Reading

1. Student Success

The College only offers reading in a compressed format. The College exceeded the system average of student success (student earning a grade of C or higher) in compressed reading. The system level of success for compressed reading was 73.5% while the College's success rate in this same area was 77.4%.

2. Delivery Strategy

To utilize this strategy, the three credit developmental reading courses are offered in a seven-and-a-half-week format. Courses are sequenced so that students starting at the lowest level of developmental reading could complete the entire developmental sequence in one semester. Students in these courses meet for extended time periods each week as compared to traditional 15-week courses. This strategy allows for a more in-depth immersion into the subject area in a shorter time period.

3. Pedagogical Revision

The compressed format allows for longer individual class meetings. Using longer meeting times, the instructors design more in-depth assignments and better utilize small group work. This strategy also allows for more intensive one-on-one instruction to meet the individual needs of the students. The longer class times provide the students and instructor with more time for in-depth discussion of reading assignments and reading strategies in class.

4. Content Alignment
Content within developmental reading is aligned with the requisite skills needed to pass English Composition I and master college-level reading skills. Instructors use the compressed format to teach the necessary skills required to prepare students to be successful in English Composition I. All content typically covered in a 15-week course is included in the seven-and-a-half-week course. Aligning content with essential reading skills allows students to be successful by ensuring that they have the requisite skills to pass developmental reading, English Composition I, and other classes that require college-level reading skills. The instructors are also able to assess each student and provide individual feedback about what areas need improvement in order to advance reading skills.

Subject: Writing
The College offers developmental writing using both a compressed and co-requisite strategies.

Compressed
1. Student Success: Compressed
The College's success rate for compressed writing (68.1%) slightly lags the system average for this discipline utilizing the same strategy (71.8%).

2. Delivery Strategy: Compressed
The delivery strategy for writing closely mimics the delivery strategy for reading. Three credit developmental writing courses are offered in a seven-and-a-half-week format. Courses are sequenced so that students starting at the lowest level of developmental writing can complete the entire developmental sequence in one semester. Students in these classes meet for longer time periods each week as compared to traditional 15-week courses. This strategy allows for a deeper immersion into the subject area in a shorter period of time. In addition, the College uses MyWriting Lab to provide adaptive learning practices to offer individualized instruction.

3. Pedagogical Revision: Compressed
The compressed format allows for longer individual class meetings. Using longer meeting times, the instructors design more in-depth assignments and better utilize small group work. Longer class times also provide the opportunity for more peer-review and working on the writing process in class. This strategy allows for more intensive one-on-one instruction to meet the individual needs of the students. The College also provides more personalized instruction through the use of technology.

4. Content Alignment: Compressed
Content within developmental writing is aligned with the requisite key skills needed to pass English Composition I and those skills needed to pass other college-level writing-intensive courses. Instructors are able to teach the skills needed to prepare students to pass English Composition I and other writing-intensive courses using the compressed format. All content typically covered in a 15-week course is included in the seven-and-a-half-week course. Aligning content with crucial writing skills allows students to be successful by ensuring that they had the requisite skills to pass developmental writing, English Composition I, and other writing-intensive classes.

Co-requisite

1. Success: Co-requisite

The number of student who took a co-requisite writing course was very low. This low sample size prevented the success rate from being reported through Ed Stats.

2. Delivery Strategy: Co-requisite

Co-requisite classes allow students to be concurrently enrolled in English Composition I and either Developmental English Module I (1-credit course) or Developmental Education Module II (2-credit course). Students who score between a 95 to 98 on the PERT are allowed to enroll in Module II while students who score between a 99 to 105 are allowed to enroll in Module I. Both courses provide specialized instruction in developmental writing concepts to assist students in ENC 1101.

3. Pedagogical Revision: Co-requisite

Students work one-on-one with an instructor to diagnose and address the student's deficiency in writing. Then utilizing one-on-one instruction, tutoring, and Computer-Based Technology, students receive instruction in only those areas where they demonstrate a writing deficiency.

4. Content: Co-requisite

Content closely mimics topics covered in ENC 1101 so as to provide scaffolding for students to succeed in that course. Topics include the components necessary to write a unified, well–developed paragraph, such as topic sentences, use of major and minor development, coherence, unity, and use of logical organizational patterns. Other topics include the conventions of standard American English as appropriate for academic writing.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

The College will focus on the underrepresented subpopulation of Hispanics taking Developmental Math. This subpopulation had a success rate of 58.3%. To assist this subpopulation, the College will promote the use of Smarthinking. Smarthinking is an online support service the College purchases every year. Among the services provided by Smarthinking is math tutoring in Spanish. The College will work to ensure all instructors are aware of this service and promote it to students that they think would benefit from it.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Daytona State College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Daytona State College (DSC) leadership from a cross section of departments (School of Mathematics, School of Humanities, Academic Advising, Assessment, the Academic Support Center and the Writing Center) actively collaborate to support student success in the areas of communication and computation. Since the State of Florida's developmental reform in 2013, more students are enrolling in gateway courses right away with the support structure in place they need to be successful. A pre and post reform data snapshot (2013-14 and 2017-18) confirms that success in gateway computation and communication courses has increased at DSC. The School of Mathematics has two pathways—STEM and non-STEM. The non-STEM gateway course is MGF2106, for which successful completion (C or better) has increased from 64% to 70%. The STEM gateway courses are MAT1033 and MAC1105, for which successful completion has also increased. Successful completion in MAT1033 has increased from 52% to 65% and for MAC1105 the increase is from 59% to 72%. Successful completion in ENC1101 was at 67% in 2013-14; in 2017-18 successful completion had risen to 73%.

The School of Mathematics developed STEM and non-STEM Math Pathways in 2014, which have been implemented at scale across the institution. The combination of curriculum innovation and redesign, inter-department program alignment, informational resource development, and advisor training has helped make choosing a math pathway an equitable, reliable, and transparent process for all stakeholders. Leadership in the School of Mathematics developed the Math Pathways Guide, which advisors use to help students choose mathematics courses. Both the Guide and an instructional video on the Math Pathways are introduced to every student who takes SLS1122: Managing Your Success, a course required for all AA students and taught as dual enrollment in every high school in the college's service area. Mathematics faculty also created textbooks for both MAT0018 and MAT0028, which are available to students for free. In addition, the School of Mathematics has partnered with the Academic Support Center (ASC) to support math courses in both pathways by hosting classes, assigning a designated learning specialist to assist during flipped classroom instruction, creating review sessions, and offering supplemental instruction.

The Academic Support Center offers multifaceted support for students in developmental mathematics classes.

- ASC Liaison: Prior to each semester, the ASC Coordinator meets with developmental math faculty to inform them of services available to support their students.

- Orientations and Class Visits: At the beginning and midpoint of each semester, instructors bring their classes into the ASC for an overview of services.
- Real World of Math (RWOM): Use of this computerized program is a required element of developmental math courses. It is loaded on all ASC desktops, allowing learning specialists and tutors to offer assistance with the concepts covered.
- Embedding: At an instructor's request, learning specialists can be placed in an online course shell to answer questions, advertise services, and access course materials.
- Test Reviews: Learning specialists offer out-of-class test reviews catered to individual course schedules.
- Practice exams: The ASC provides physical copies of midterm and final exam reviews for MAT0018 and MAT0028.
- Tutoring: Learning Specialists and tutors are available during operational hours on all campuses to assist with developmental math in a supportive environment where students can study and/or access a computer.
- Students can access a searchable learning specialist/tutor schedule on the ASC website.
- Ask a Tutor widget: This widget is included in all developmental math course shells. It allows students to easily ask a content question. Questions are answered within one business day.
- ASC Chat: This live chat is manned by a learning specialist during operational hours and is accessed via the ASC website.
- Helpful Links and Handouts: From the ASC website, students can access resources to assist with concepts covered in their courses.

Writing Specialists (with developmental reading and writing credentials) in the Writing Center and ASC play an integral role supporting students in the gateway composition course, ENC1101. They serve as facilitators for ENC0055L: The English Studio during which they offer just in time support concurrent with students' ENC1101 enrollment. This staffing model is both pedagogically and fiscally effective. Specialists facilitate ENC0055L as a part of their workload. In addition, the DSC Writing Center offers one-on-one appointment-based consultations with the goal of improving communication skills. Appointments last up to 45 minutes and are available to DSC students, staff, and faculty. Students can get assistance with any type of communication based-project, such as essays, oral and visual presentations, reports, creative writing, and much more. Sessions are tailored to the individual needs of the learner to help them accomplish their communication goals and improve their confidence in writing. The Writing Center offers multifaceted support for students in developmental reading and writing classes that can help them gain the skills essential to perform college-level work.

- Orientations and Class Visits: At the beginning of each semester, writing specialists visit individual instructor's classrooms for an overview of writing center services to both instructors and students.
- Embedding: At instructor's request, writing specialists can be placed in the online course shell to answer questions, advertise services, and access course materials.
- Tutoring: Writing specialists and tutors are available during operational hours on main campus and most regional campuses to assist with developmental reading and writing in a supportive environment where students can study and/or access a computer.
- Recurring Appointments: Students can request recurring one-on-one appointments throughout the semester for continued support.

- Workshops: At an instructor's request, writing specialists will develop an hour-long workshop to present specific course-related content.
- WC Chat: This live chat is available during operational hours and is accessed via the WC website. During non-operational hours, when the chat is accessed, it defaults to a Frequently Asked Questions section.
- Helpful Links and Handouts: From the WC website, students can access resources to assist with concepts covered in their courses.

Advisors and academic departments communicate regularly about program updates and the multiple measures advisors use to guide students onto the correct pathway based on a student's chosen major, various test scores, and high school GPA (overall and in-discipline). Faculty leadership have created materials advisors share with incoming students that explain the value of developmental coursework including: a Mathematics Pathway Guide and accompanying instructional video, a regularly updated advising guide for writing and reading courses, regularly scheduled cross trainings, and a campus-wide early alert system powered by Civitas.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Mathematics (Computation)

The School of Mathematics redesigned the onboarding experience for students, beginning with developmental coursework, into STEM and non-STEM pathways. With two pathways to choose from, the decision about which math classes to take doesn't start with a student's math ability or lack of preparation. Instead, advisors can clearly articulate the connection between a student's educational goals and the math classes that are required. Students on the STEM pathway begin their coursework with MAT1033. Two developmental math courses (MAT0018 and MAT0028) are available for students who need additional preparation before taking MAT1033. Students on the non-STEM pathway start their coursework with a college-level gateway class, MGF2106: Survey in Mathematics. Content in MGF2106 is made up of real-world problems and scenarios relevant to everyday life as well as non-STEM programs of study. In addition, faculty use innovative and engaging teaching strategies, like flipped classrooms, offering differentiated instruction when needed. The contextualized math content in MGF2106 provides a great opportunity to show students that math isn't just an abstract subject studied in higher level courses. It's relevant to the work they're doing in their classes and chosen fields of study.

Modular: MAT0056L: Developmental Mathematics II Lab is a two-credit hour modular course created for students who need a self-paced review of pre, elementary, and intermediate algebra before enrolling in MAT1033: Intermediate Algebra. Students can complete modular coursework online in the Academic Support Center, where they receive needed support from math faculty volunteers, learning specialists, and peer tutors. This modular pre-gateway developmental option is for self-motivated students on a STEM mathematics pathway. Advisors have been successfully guiding the right students into this option. Enrollment in MAT0056L went down from 2017-18 to 2018-19, from 111 to 71 students, and the number of students who earned a

passing grade ticked up slightly to 91.5%. This developmental strategy has the highest success rate among developmental course options in mathematics.

Compressed: MAT0018C: Mathematics I and MAT0028C: Mathematics II are designed for students on a STEM mathematics pathway who need deep exposure to foundational mathematics concepts before enrolling in MAT1033. These developmental options have the highest enrollment (768 students in 2018-19). With clearly defined STEM and non-STEM pathways, students motivated to succeed in a STEM field choose these courses when they need to build a comprehensive foundation of mathematics concepts. Compressed course success remained steady for 2018-19 at 69%. These compressed options use the Real World of Math (RWOM) applied mathematics platform developed by School of Mathematics faculty.

Co-requisite: MAT0055L: Developmental Mathematics I Lab is a one-credit hour co-requisite course taken concurrently with MAT1033A: Intermediate Algebra (four hours) and is designed to support students in their college-level coursework. This co-requisite option is for motivated students on a STEM mathematics pathway who are ready for Intermediate Algebra, but who need to spend some additional time rebuilding foundational math skills. The one-hour lab uses the RWOM platform in order to give students the extra practice they need to understand and apply foundational mathematics concepts. Enrollment for MAT0055L was down from the previous year (from 138 to 60 students). Co-requisite course success is also down slightly at 58.35%.

Reading and Writing (Communication)

DSC offers two developmental course options for reading and writing: ENC0055L: The English Studio (co-requisite) and ENC0027: Introduction to College reading and Writing (compressed).

Co-requisite: ENC0055L: The English Studio is a one-credit, weekly, guided lab made up of a facilitator and a group of 12 student peers, who are also enrolled in various sections of ENC1101: Introduction to Composition. This group workshop is designed to help students navigate course requirements, build critical thinking skills, and complete complex writing and reading assignments. It is designed for students who qualify for placement in developmental education courses in reading and/or writing. Studios are led by Academic Support Center (ASC) Learning Specialists, Writing Center Specialists, adjunct instructors and faculty volunteers. ENC0055L is available in 8-week and 16-week formats which mirror the ENC1101 course format a student is taking. For example, if a student takes a Fall A 8-week ENC1101 class, he should also enroll in a Fall A 8-week Studio. This lab comes with no textbooks or course material of its own since the work of this lab is the work students bring from their ENC1101 classes. The goal of the lab is that everyone enrolled successfully completes ENC1101. Success in ENC1101 among students who took ENC1101 and ENC0055L in the same semester was at 72% in 2018-19. Enrollment is down in the Studio from the previous year (from 418 to 350 students) though success in the Studio is up, from 75% (2017-18) to 77.7% (2018-19).

Compressed: ENC0027: Introduction to College Reading and Writing is a 3-hour combined (compressed) developmental course that replaces both ENC0025: Developmental Writing (4 credits) and REA0017: Developmental Reading (4 credits). ENC0027 is defined as a compressed option because reading and writing

instruction have been compressed into one, 16-week course. This introduction to reading and writing helps students gain proficiency in college-level communication coursework before they enter gateway courses. Emphasis is placed on advancing reading comprehension and writing skills. The course has also been updated to mirror the combined college-level reading and writing expectations students are experiencing across disciplines. Students who might need pre-gateway reading and/or writing remediation are both a good fit for this course because each subject is taught in coordination with the other. Students who take ENC0027 are counseled to register for ENC1101 and ENC0055L in a subsequent semester. Enrollment in ENC0027 was at 114 students with 57.9% success for the 2018-19 school year.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

The School of Mathematics, the School of Humanities and Communication, the Academic Support Center, the Writing Center, Planning and Professional Development, Institutional Research, and Academic Advising will work together to deliver and assess the following success strategies.

Mathematics (Computation)

This year's data showed a drop in success among two sub populations in mathematics: Hispanic students, from 74.9% in 2017-18 to 65.2% in 2018-19 and young students (19-years-old or less), from 60% in 2017-18 to 57.4% in 2018-19. In order to increase success among these two subpopulations of students, the math department and the ASC will partner to offer targeted support in developmental mathematics classes modeled on last year's successful interventions for African American students. Last year (2017-18), African American students succeeded in developmental mathematics courses at a rate of 60%; success for this subpopulation increased to 71.5% in 2018-19. In order to increase success among African American students, mathematics faculty provided an array of support strategies including: volunteering in the ASC, holding review sessions, offering both faculty and peer-led supplemental instruction, offering virtual office hours, allowing students to retake assessments, and calling and emailing students with exam and quiz reminders. In addition, the math department and the Academic Support Center partnered to add the ASC's Ask a Tutor widget to all pre-gateway developmental math online course shells (MAT0018 and 28). The widget allows students to ask course specific questions, which are then sent to a group of learning specialists who take turns answering math questions from online courses. Not only does the Ask a Tutor widget provide an additional on-time support structure for students doing online coursework, these online interactions often lead to face-to-face attendance in the ASC.

Reading and Writing (Communication)

In developmental writing and reading courses (ENC0055L and ENC0027), young male students (under 24-years-old) have the lowest success rates among sub populations. In order to increase success among this cross section of sub-populations, the strategies employed to increase African American student success in developmental reading and writing from the 2017-18 to the 2018-19 will be continued:

- Implement professional development for School of Humanities and Communication faculty and ENC0055L facilitators about the success disparity and develop department level strategies to address the success gap (Spring and Fall 2020).
- Provide cross training for advisors about the success disparity and modify the ways advisors encourage attendance in the Studio to address the success gap (Spring and Fall 2020).

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****,* ***2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Eastern Florida State College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

The success of developmental education students at Eastern Florida State College (EFSC) has been a focus of both faculty working to enhance instructional activities and student services providing support and guidance outside of the classroom. To improve student success in developmental education courses, EFSC established a college wide Developmental Education Steering Committee in 2016 that includes faculty, administrators, and student services staff. This group meets regularly to discuss student outcomes and identify areas for improvement.

To ensure that students are aware of opportunities to improve their communication and computation skills, EFSC provides a description of Developmental Education and alternative methods within the college catalog (page 490-491), the student handbook (page 32), and online. In addition to these descriptions, the College has policies and procedures in place for academic advising to ensure that students are given the counsel needed to make decisions appropriate to their personal experience. The comprehensive advising plan is outlined in EFSC standard operating procedure 438. Academic advisors discuss degree requirements with all new students. After describing developmental courses and alternative remediation options, those students who are considered not college ready based on common placement test scores will be allowed to select the developmental option that best fits students needs.

Since developmental education reform started, EFSC has implemented numerous initiatives to increase student success including:

- More intentional scheduling of eight-week compressed courses to ensure students can take both levels of developmental education with the same faculty in the same term
- Increased emphasis on connecting students in developmental education courses with learning labs through learning lab orientation and tutor classroom visits
- Setting up appointments for students through a revamped early alert system
- Enhanced communication between instructors and learning lab tutors through a re-vamped early alert system so that when students struggle, learning lab tutors know what to work on with students
- Ensuring students have early access to computer support software used in courses
- Increased access to peer tutors for developmental education courses
- Encouraging learning lab tutors to attend developmental education course sessions
- Connecting developmental education students in academic trouble to Academic Success Coaches
- More comprehensive first time in college student advising to include importance of taking developmental education based on academic preparedness rather than simply being exempt

Since the implementation of developmental education reform, Eastern Florida State College has seen steady decrease in total developmental course enrollments (Figure 1) and a steady improvement in successful

completion of developmental math and English courses. While there has been an overall improvement since Reporting Year (RY) 2013-14. Success rates between RY 2017-18 and RY 2018-19 dropped slightly for both Developmental Math and Writing (Figure 2). At least part of this drop in success rates was due to an increase in withdraw rates in Math and Writing courses (Figure 3).

During spring 2019 EFSC started using new satisfactory grades to indicate student progression levels in the modular format. These grades, S1 and S2, are being calculated as 'Other' within the State's calculation which, has reflected negatively in the success rates for this course and has contributed to the apparent decline in success. There were 60 such grades assigned to students during RY 2019 and when these grades are calculated as successful completions, which is the intention of the grades, the overall success rate for RY 2019 would be 59.5% and the Modular format success rate would increase from 52.9% to 66%.

Figure 1: Enrollment in Developmental Education Courses RY2014 to RY 2019

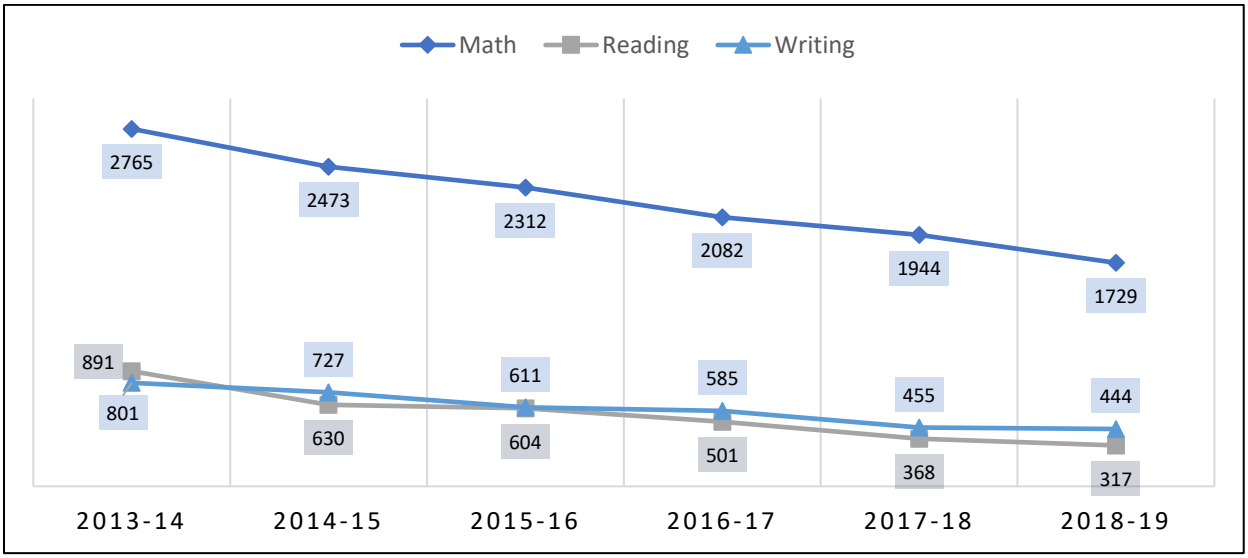


Figure 2: Success Rate of Developmental Education Courses RY2014 to RY2019

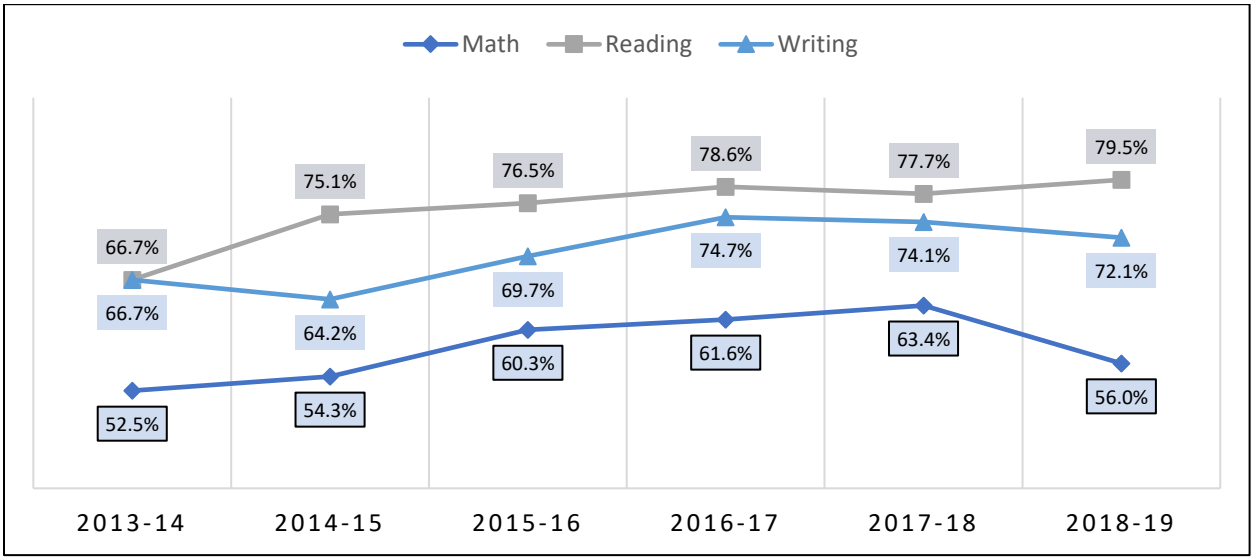
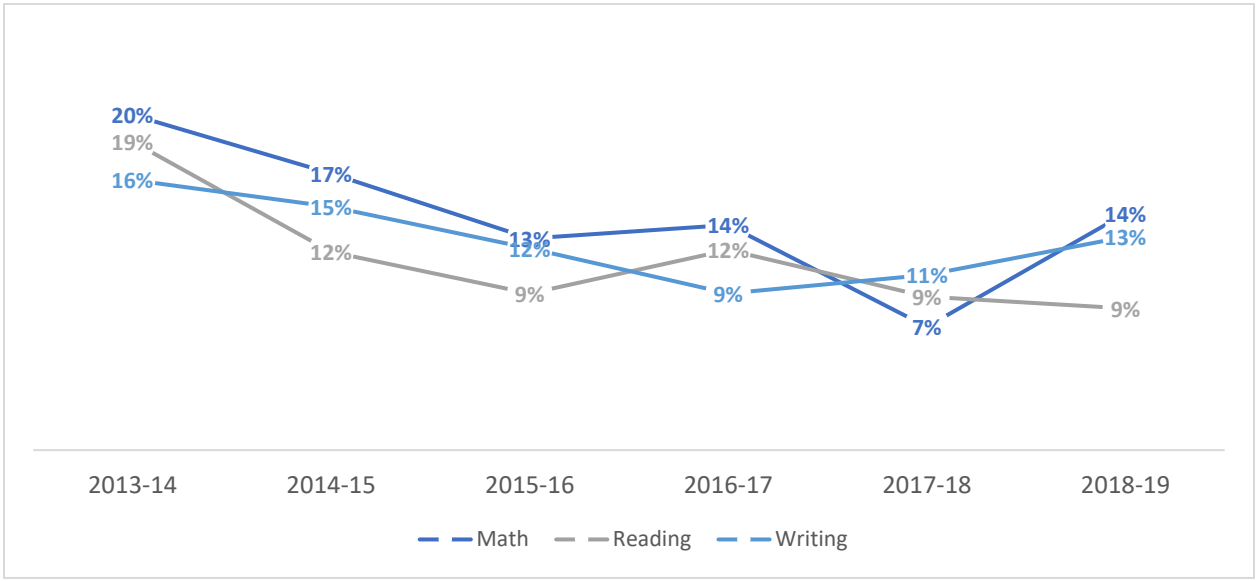


Figure 3: Withdraw Rates for Developmental Courses RY 2014-2019



Perhaps as important as success in developmental courses, the success rate in first college level English and Math courses for students who go through developmental courses has improved. For English Composition, students who took developmental courses had about the same success rates as those non-dual enrolled students who placed directly into college-level English courses (Figure 4 and Figure 5). Students who successfully completed developmental math courses had higher than average success rates in Intermediate College Algebra (MAT 1033) and nearly as successful as those non-dual enrolled students who place directly into college level math courses (Figure 6).

Figure 4: Success Rates of Non-Dual Enrolled Students in ENC 1101 RY2015 to RY 2019(Writing DevEd)

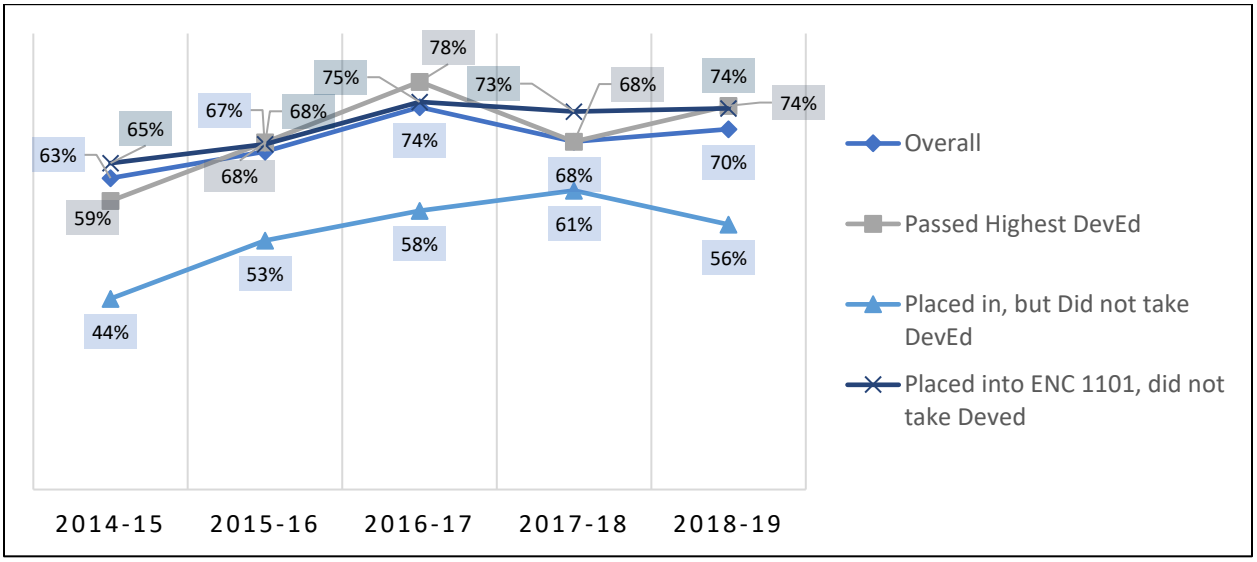


Figure 5: Success Rates of Non-Dual Enrolled Students in ENC 1101 RY2015 to RY 2019 (Reading DevEd)

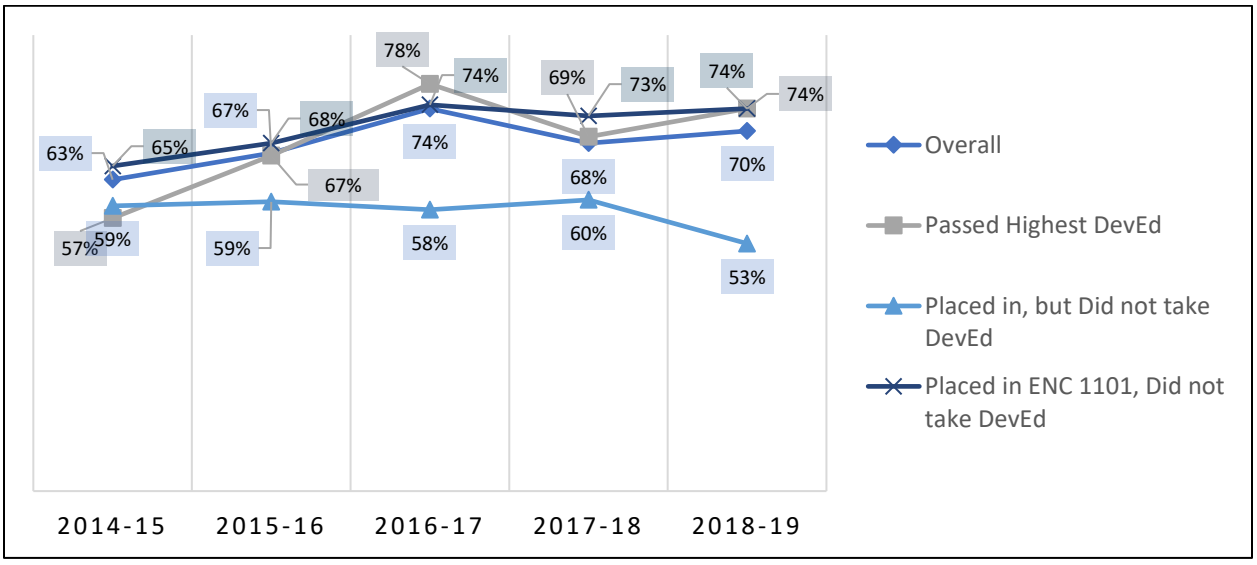
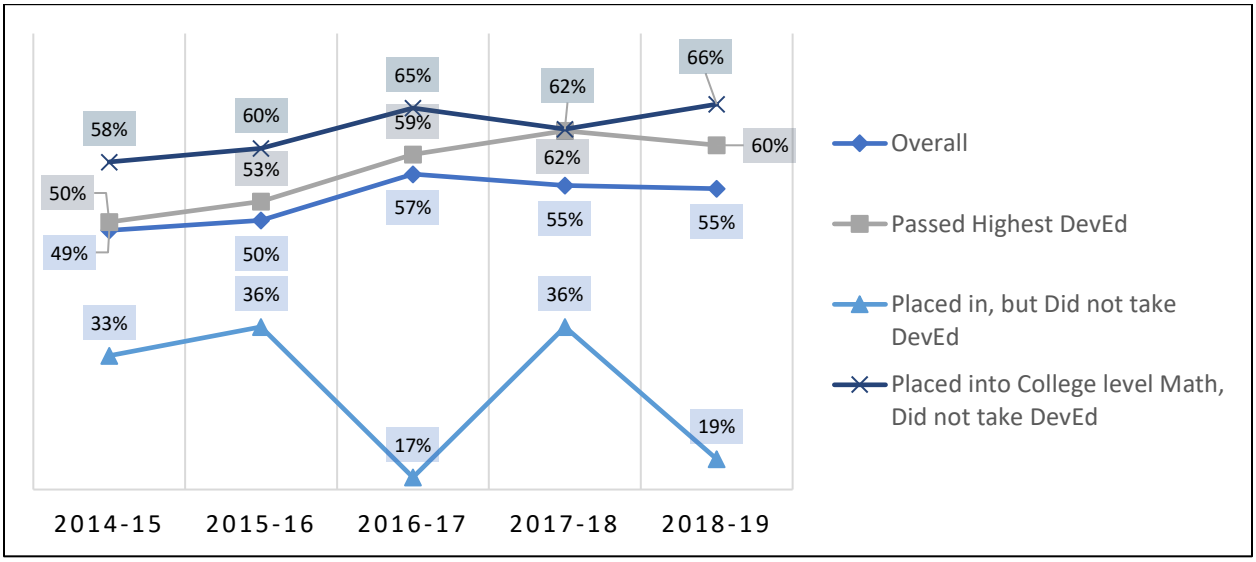


Figure 6: Success Rates of Non-Dual Enrolled Students in MAT 1033 RY2015 to RY 2019



II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Math Course Delivery Strategy Success

EFSC uses compressed and modularized delivery modes for developmental math. MATV 0057 (Modularized Developmental Mathematics) is modular and repeatable, scheduled in 8-, 12- and 16-week sessions; MATV 0018 (Developmental Mathematics 1) is compressed, scheduled in 8- and 12-week minimesters; and MATV 0028 (Developmental Mathematics 2) is compressed, scheduled in 8- and 12-week minimesters. While enrollment in developmental courses overall has declined, all three Developmental Math courses continue to enroll enough students to justify several sections on each campus and online. The Modular version of the courses is open to any developmental math students and accounts for about 25-30% of enrollment each term.

For this analysis we consider the new math grades, S1 and S2, as successful completions. The State's calculations for modular courses considered these grades as 'Other' and go against the success rate. EFSC considers these successful grades that should be calculated the same as an 'S' grade as noted in the page two of the FCS definitions. During RY 2018-19, the success rate for math modular courses was higher than the compressed version of the courses (66% vs. 57% respectively). However, the compressed version has shown a steady increase since RY 2015-16 from about 56% to just under 63% prior to dipping in RY 2019. The success rate for modular version of the course has been relatively higher since 2015-16 at 68% this rate dropped to 65% in 2017-18 and is now up slightly to 66%.

Table 1: Math Developmental Ed Success Rates by delivery formats RY 2015-16 to RY 2018-19

	Reporting Year			
Delivery Strategy	2015-16	2016-17	2017-18	2018-19
Compressed	56%	59%	63%	57%
Modular	68%	68%	65%	66%
Overall	60%	62%	63%	60%

For both compressed and modular delivery formats there was a significant difference in the success rate depending on if the course was taught face-to-face or online. The compressed version of the course was offered in a hybrid format for the first time this past year.

Table 2: Math Developmental Ed, Face-to-face instruction vs. online for Reporting Year 2018-19

	Face-to-face		Online		Hybrid	
Delivery Strategy	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled
Compressed	60%	808	52%	428	58%	38
Modular	77%	230	55%	226	--	--
Overall	64%	1,038	53%	654	58%	38

Developmental Math Pedagogy and Content Alignment

During regular math discipline area meetings success of students in developmental math courses are reviewed. While there were no major changes implemented in developmental math during RY 2019, other than the addition of a compressed 8-week offering of Modularized Dev Math (MATV 0057), the faculty did observe some potential obstacles to success in the modular version of the course. These obstacles were mainly related to content delivery and mastery level. During RY 2017-18, faculty noticed that while students were in modular courses, some of the assessments being delivered were covering topics that were not recommended for the student to cover based on their diagnostic assessment. This led to lower levels of mastery due to students being given questions they did not prepare for during each portion of the modular course. Faculty have addressed this issue to ensure that assessments align with the content required for students in the modular format and implemented the changes in RY 2018-19. Additionally, mastery for each module had been set at 80% on the end-of-module assessments.

Within the modular version of developmental math, faculty made a couple adjustments to the delivery of the course content. The first adjustment is the implementation of Progress Knowledge Checks at the end of Modules A and B, rather than Comprehensive Knowledge Checks. The comprehensive check is reserved for the final module. This creates an environment more like a traditional classroom design were students take chapter exams and then a comprehensive final exam. As a result, we are noticing less frustration from the students during Module exams and a steadier progression through the course.

The second adjustment for the modular version of developmental math was to offer it in a compressed format of eight weeks during major terms. The course has been offered in eight-week terms over the summer during 2017 and 2018, both summer terms, student success was higher than average (78.6% vs. 73.6% and 73.3% vs. 69.2% respectively). During fall 2018, the success rate of the eight-week modular course was about average, and some sections of the course had too few students enrolled for the course to be offered. Additional piloting is being considered this year.

During 2019-20, developmental math faculty coordinators are reviewing all 410 topics in the modular math course to ensure alignment of all topics and to eliminate unnecessary redundancies.

Developmental English Course Delivery Strategy Success

For developmental reading, EFSC uses the compressed delivery mode. REAV 0007 (Developmental Reading 1) is compressed, scheduled in either 8-week or 12-week minimesters. REAV 0017 (Developmental Reading 2) is also compressed, scheduled either in 8-week or 12-week minimesters. All versions of Developmental Reading courses are four-credit courses, comprised of lecture and lab in a proportion of 3:1 contact hours.

For developmental writing, EFSC also uses the compressed delivery mode. When offered, the four-credit ENCV 0015 (Developmental Writing 1) is compressed, scheduled in 8-week or 12-week minimesters. The four-credit ENCV 0025 (Developmental Writing 2) is also compressed, scheduled in 8-week or 12-week minimesters. As an alternative for those students who qualify, ENCV 0027 (Combined Developmental Reading and Writing) is a four-credit course comprised of lecture and lab in a proportion of 3:1 contact hours. It is offered in 12-week minimesters or 16-week full terms.

Due to the lack of student demand in the modular option for both developmental reading and writing, the compressed format of the course was the only option for students during RY 2018-19. Additionally, both developmental reading and writing have only been offered as face-to-face courses in accordance with the Course Objectives and Plan Summary. Prior to recent adjustments in delivery strategy, the success rate for modular developmental writing courses was about 12% lower than the compressed format (RY 2014-15). During RY 2015-16 modular developmental English courses did see a jump in student success; however, the large jump in success is likely due more to the small number of students who took the course (27 students/28 course enrollments). From fall 2014 to fall 2016, modular writing and reading developmental courses were offered as an option, but due to the small level of student enrollment during those terms, 37 courses were cancelled.

Table 3: English Developmental Ed Success Rates by delivery formats RY 2014-15 to RY 2018-19

	Reporting Year				
Delivery Strategy	2014-15	2015-16	2016-17	2017-18	2018-19
Compressed	70%	73%	77%	76%	75%
Modular	58%	86%**	--	--	--
Overall	69%	73%	77%	76%	75%

**Large increase was likely due to small overall numbers for RY2016; there was only had three sections and 28 course enrollments

Developmental English Pedagogy and Content Alignment

Developmental reading courses began being offered in eight-week minimesters. At some campus locations, students can take reading 1 during Minimester A and reading 2 during Minimester B, both taught at the same time by the same instructor. This course arrangement allows developmental students to immerse themselves in the review and practice of basic reading skills (REAV 0007) when they first enter college and then move smoothly into the more challenging course (REAV 0017) which emphasizes higher-level vocabulary and inferential/critical reading skills.

REAV courses utilize course companion websites to enhance student skills. Students can take advantage of an initial period of free access to these websites (Pearson, MyReading Lab, the online reading component required

in some REAV 0017 courses) during the final weeks of REAV 0007. Getting a jump-start into REAV 0017 coursework, students can begin reading articles in various content areas at increasingly challenging reading Lexile levels. On other campuses, course companion website options, such as those offered by Townsend Press, enable students to enhance their vocabulary levels as well as work on specific reading skills.

Since the implementation of developmental education reform, there have been very few students at EFSC who have enrolled in the first writing developmental level (ENCV 0015). Faculty have focused on improving success rates with ENCV 0025 and the combined reading/writing developmental education course (ENCV 0027).

Beginning in RY 2019-20, EFSC is offering REAV 0017 in a hybrid format for the first time, providing students with another scheduling option. Currently, one campus offers an REAV 0017 hybrid on Saturday morning, and another campus plans to offer REAV 0017 hybrid courses in both a day section and evening section during the spring 2020 term. These hybrid sections may allow students to use their class time more effectively. Additionally, one campus will introduce the newly-approved modular course, REAV 0056, in the spring term as well. Along with the increasing options for students, the more traditional scheduling of 8-week minimesters and 12-week minimesters will still be offered. To further support Developmental English students, faculty recently revised a course called The College Vocabulary Study, REA 1505. This one credit support course is planned to be offered in fall 2020.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Students within certain demographic groups have struggled more with developmental education course success than other groups. Within developmental math courses during RY 2018-19, minority students have lower success rates other student demographics, students aged 19 or younger had the lower success rates than other age groups, and male students have lower success rates than female students. As with the overall success rate, students in each of these student groups showed improvement until the most recent reporting year. During RY 2019, success rates for those students aged 19 or younger dropped more than other groups as were the lowest among the different age groups. In addition, the 19 and younger age group was the most successful during RY 2016-2018.

There have been college wide efforts outside of the classroom that have been focused on improving outcomes for Developmental education students. These efforts include connecting students in developmental education with tutors through learning lab orientations and tutor classroom visits. The focus of getting FTIC connected to support services available, particularly tutoring, is a part of the more comprehensive FTIC advising sessions that were recently put into place. During these sessions and in advising sessions with students who get into academic trouble, support resources such as tutoring are reviewed. Our FTIC and younger students struggled during 2018-19 as their success rates dropped to 55% (19 or younger) and 57% (FTIC). About 75% of our FTIC students are 19 or younger, so working with FTIC students to improve their outcomes will impact the age groups' success.

Table 4: Developmental Math Student Success by Race/Ethnicity RY 2014-15 to RY 2018-19

	Reporting Year				
Race/Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
Black	43%	53%	48%	53%	51%
Hispanic	51%	62%	61%	63%	60%
Other	52%	56%	68%	74%	62%
White	59%	63%	64%	65%	62%
Overall	54%	60%	62%	63%	60%

Table 5: Developmental Math Student Success by Age Group RY 2014-15 to RY 2018-19

	Reporting Year				
Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	56%	64%	62%	67%	55%
20-24	48%	57%	60%	62%	58%
25 or Older	58%	62%	62%	63%	62%
Overall	54%	60%	62%	63%	60%

Table 6: Developmental Math Student Success by Gender RY 2014-15 to RY 2018-19

	Reporting Year				
Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	56%	60%	64%	64%	60%
Male	52%	61%	58%	62%	58%
Overall	54%	60%	62%	63%	60%

The same group of students who struggle in developmental math courses also have difficulty with developmental English courses. Black students have lower success rates in developmental English courses than other student demographics, students aged 20-24 typically have the lower success rates than other age groups, and male students have lower success rates than females. Like developmental math students, each group of students has improved overall since RY 2014-15 and students aged 19 or younger had a larger decrease in success rate during RY 2018-19.

Table 7: Developmental English Student Success by Race/Ethnicity RY 2014-15 to RY 2018-19

	Reporting Year				
Race/Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
Black	59%	62%	70%	64%	68%
Hispanic	69%	80%	75%	82%	81%
Other	81%	70%	85%	88%	77%
White	73%	77%	78%	75%	76%
Overall	69%	73%	77%	76%	75%

Table 8: Developmental English Student Success by Age Group RY 2014-15 to RY 2018-19

	Reporting Year				
Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	71%	77%	76%	77%	72%
20-24	64%	69%	75%	78%	76%
25 or Older	73%	74%	79%	73%	77%
Overall	69%	73%	77%	76%	75%

Table 9: Developmental English Student Success by Gender RY 2014-15 to RY 2018-19

	Reporting Year				
Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	73%	77%	78%	78%	77%
Male	65%	68%	75%	72%	72%

Overall	69%	73%	77%	76%	75%

Current or planned strategies designed to increase student success for underrepresented groups

Eastern Florida recognizes the need to develop strategies to help increase the success of underrepresented students. To this end, the College has recently started a mentoring program to help minority male students, students that frequently have the lowest success rate in math and English courses. The Minority Male Initiative was developed to connect minority male students with minority male mentors. Mentors work with students to help engage them with student support services and activities. The College has also started offering a series of workshops through the EFSC Center for Teaching Excellence designed to help faculty recognize implicit biases that may adversely affect classroom practices and to choose other more effective approaches as they deal with the cultural differences of their students. Several developmental education faculty have participated in these workshops.

In addition to mentoring support, faculty that teach developmental English courses have made efforts to reach non-native English-speaking students. Students considered ESOL (English Spoken as Other Language) is a subpopulation of concern in Developmental English courses. To help this group, the developmental reading and writing faculty collaborated, during spring 2019, to develop REA 1505, College Vocabulary Study. This is a one-credit elective course focused on empowering students to enrich their academic vocabulary. It will focus on vocabulary building skills, such as context clues and word parts (prefix, suffix and roots) as well as direct instruction of specific college-level vocabulary. After going through the Curriculum Development process at EFSC, the course has been state—approved, and it and will soon be offered on some campuses.

To improve the math success rates, particularly for students 19 and under and minority students, math faculty will be encouraging more use of tutoring services. They are considering required tutoring for student who perform below 75% on their first test for the compressed, face-to-face version of developmental math courses. Some math faculty also plan to structure student work groups during class to help build students' relationships with their peers in a team approach/support system. Ideally these student groups will work on assignments outside of class as well.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Florida Gateway College
Prepared by: Dr. Matthew Peace, Dr. Pedro Mora, Dr. Troy Appling, Elizabeth Cobb, Lynne Boyd, Sandi Tomlinson, and Michele Cuadras.

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Information is disseminated through Academic Advising and Test Center. These locations review college readiness exam scores (PERT) for degreed programs and (TABE) for certificate programs. Students not meeting college entry exam scores are referred to The Student Success Center for remediation through the Boot Camp programs. Information about Boot Camp is published on the college website, catalog, and student handbook. Students with exempt status are not required to take a placement test and may enter ENC 1101 and MAT 1033. However, students are advised to consider their capabilities and encouraged to consider developmental class options.

For all developmental mathematics courses, as well as MAT 1033 (intermediate algebra), students are required to take a first day "knowledge check" to gauge their readiness for the course. Students with weaker results are advised about other developmental mathematics courses (i.e. lower levels) and also informed of resources including tutoring (both in person and online), websites, and strategies to get caught up on the prerequisite material. In all disciplines, faculty are encouraged to employ flexibility with students as they are remediating at the beginning of the term. Modularized classes allow for a more flexible schedule.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

In all disciplines, teaching faculty are evaluated each year by a faculty coordinator or administrator for quality of instruction both in and out of class. Faculty are encouraged to vary their teaching methods in an effort to optimize the class time and provide the most benefit to each student.

A. Mathematics
The Mathematics Developmental Education courses offered at Florida Gateway College are:

1. Arithmetic with Algebra (MAT 0018)
2. Elementary Algebra (MAT 0028)

These courses are typically taught by our adjunct faculty members, who possess at least a bachelor's degree in Mathematics or a related field and several years of experience teaching developmental education math courses at different academic levels. The courses are offered at various times during the day (from 8:30am to 7:15pm) in both compressed and modularized formats to cater to Florida Gateway College (FGC) student population's needs. All developmental mathematics courses are taught in a computerized classroom. Computerized classrooms have the flexibility to allow students time to work on homework in class after the large class discussions are finished. This is very useful since students get immediate feedback and assistance from their instructors during the class on homework assignments. The computerized classrooms also allow instructors to vary classroom strategies from large group, small group, and one-on-one discussions to cater to student need. Starting in fall 2018, one online section of MAT 0028 was offered each term in the modularized format to allow more flexibility in student's schedules.

a. <u>Compressed</u>

The total number of students enrolled in courses in this modality was **113**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

85 obtained a grade of C or better:	75.2% (+ 0.5%)
4 obtained a grade of D:	3.5% (- 6.8%)
18 obtained a grade of F :	15.9% (+ 3.3%)
6 withdrew from the course:	5.3% (+ 3%)

The courses in the compressed format are taught in a span of 8 weeks or less. Typically, these courses are paired with a continuation course that is offered in the second half of the same semester:

MAT 0018 (first portion of the semester) → MAT 0028 (second portion of the semester)
MAT 0028 (first portion of the semester) → MAT 1033 (second portion of the semester)

Compressed courses require a greater time commitment both in and out of the classroom. Sessions are typically longer and/or more frequent to accommodate the compressed term. This suggests that students enrolling for these courses have allowed for more time in and out of the classroom in their schedule and have the confidence to progress through the developmental sequence faster. The percent of students obtaining a passing grade of C or better is 75.2%, which is consistent with last year's percent for the same group. While the rate did not decrease, to achieve a higher success rate, the college has implemented an initiative where tutors from the Student Success Center spend a portion of the classroom session giving students direct assistance with the class topics during their computer work time (see section III). In addition to providing students immediate assistance in coordination with the instructor, students will become more familiar with the tutoring staff and in turn be more likely to utilize the college's tutoring services outside of class.

b. <u>Modularized</u>

The total number of students enrolled in courses in this modality was **246**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

126 obtained a grade of C or better	51.2% (- 0.1%)
18 obtained a grade of D	7.3% (- 0.6%)
61 obtained a grade of F	24.8% (- 4.5%)
41 withdrew from the course	16.7% (+ 5.3%)

The courses in the modularized format are taught in a span of 16 weeks. The percent of students obtaining a passing grade of C or better is 51.2%, which matches, almost exactly, with last year's success rate. Noticeably, the success rate for the compressed sections is significantly higher than the modularized sections of the same courses. Modularized classes have an added challenge of ensuring all students are progressing in the course, but also allowing for flexibility to work at their own pace. Unfortunately, students working at their own pace can fall far behind and are not able to catch up. It also noted that students who are weaker in mathematics and/or have less time to commit to coursework tend to register for full term courses. Those students are more likely not to succeed.

The college utilizes an early alert system to catch students who are in danger of failing with the goal of remediation and in some cases, advisement to withdraw from the course. Comparing to last year's numbers, the decrease in the D/F rate nearly matched the increase in withdrawals suggesting that those struggling students appropriately withdrew from the courses.

As previously stated, starting in fall 2019 all sections of developmental mathematics have an embedded tutor in the classroom to assist instructors in supporting students. The embedded tutors are especially valuable in modularized classes as students' skill levels may vary widely within a given section of a course. Instructors are encouraged to employ differentiated teaching techniques including small group sessions to cater presented topics to student need.

B. Writing

The developmental writing courses at Florida Gateway College are:

1. Principles of Writing I (ENC 0015)
2. Principles of Writing II (ENC 0025)
3. Fundamentals of Reading and Writing (ENC 0027C)

Developmental writing courses are typically taught by adjunct and full-time faculty with a bachelor's degree or higher in English, Reading or Writing Education, or a related field. Typically, one section of ENC 0015 and ENC 0025 are offered each term in the compressed hybrid formats. In 2018-2019, a modularized online section of these two courses was offered to provide variation in the schedule and to accommodate students needing the full term. ENC 0027C prepares students for entry into ENC 1101 and is four credits; therefore, it is offered in the modularized format in the online environment.

a. <u>Compressed</u>

The total number of students enrolled in courses in this modality was **61**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses)*:

53 obtained a grade of C or better	86.9% (+ 0.9%)
1 obtained a grade of D	1.6% (+ 1.6%)
7 obtained a grade of F	11.5% (- 0.1%)
0 withdrew from the course	0% (- 2.3%)

The courses in the compressed format are taught in a span of 8 weeks or less. Typically, these courses are paired with a continuation course that is offered in the second half of the same semester:

ENC 0015 (first portion of the semester) → ENC 0025 (second portion of the semester)

The success rates of 86.9% for students earning a "C" or above in the 2018-2019 academic year are acceptable, showing that students can move quickly through the non-credit bearing-developmental writing classes so they can take the credit-bearing freshman composition sequence. To achieve this kind of success rate, it is apparent that students are receiving quality review, practice, and application of writing skills. The course is set up so that they "learn," "practice," and "certify" in assigned writing skills such as the writing process, grammar, and proofreading in an online courseware program which requires them to certify in required competencies at an 80% pass rate. Their learning in this format can then be applied to writing assignments such as writing paragraphs to a prompt, participating in the revision process including metacognitive reflection, and writing essays. The pairing of the courseware skills practice and diverse writing assignments seems to work well to demonstrate their ability to apply what they are learning. We are confident that students gain the knowledge to succeed in their credit-bearing English courses such as freshman composition.

The D rate climbed slightly, while the withdrawal rate fell to 0%. Borderline students are encouraged to remain in the course if there is hope they can improve to a successful grade. With an F rate of 11.5%, continued use of the early alert system will appropriately advise students significantly below borderline to withdraw from the course.

b. <u>Modularized</u>

The total number of students enrolled in courses in this modality was **65**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

41 obtained a grade of C or better	63.1% (- 17.2%)
2 obtained a grade of D	3.1% (- 3.5%)
18 obtained a grade of F	27.7% (+ 14.6%)

4 withdrew from the course	6.2% (+ 6.2%)

The overall success rate for modularized writing courses fell 17.2%. This is explained by the introduction of modularized ENC 0015 and 0025 online courses. While the first course had a success rate of 80%, the second course had a very low success rate of 36%. For this reason, the course will be examined more closely before being offered in the modularized online format again.

The format for ENC 0027C, which is offered as a modularized four-credit course, is almost identical to the delivery and strategies implemented in the ENC 0025 course. In ENC 0027C, students receive teaching that covers the course competencies of ENC 0025 and Principles of Reading II (REA 0017). This course, which is offered both online and face-to-face, integrates instruction in reading, grammar, and writing skills. This is accomplished in part with students completing related skills in an online courseware program which requires them to certify at an 80% pass rate in required competencies. Their learning in this format can then be applied to writing assignments such as writing paragraphs to a prompt, participating in the revision process including metacognitive reflection, and writing essays. In addition, students in this course read substantive, college-level non-fictional texts applying reading strategies they have practiced in their online homework such as identifying patterns of organization, analyzing for purpose and bias, and applying inference strategies. Incorporating reading, grammar, and writing tasks gives students the needed practice in key content area competencies so they review and practice basic English skills. The intention is that they will gain the confidence needed to succeed in their credit-bearing composition courses.

The success rate for ENC 0027C fell from 2017-2018 and was lower than the ENC 0015/0025 compressed courses. The difference may be in the added expectations of the more robust four-credit course, the added reading component, and the fact that it was offered solely as an online class this past year in response to demand.

To assuage the possible problem of expectations that were too high, the number of homework skills per week was reduced to make the online component of completing the courseware more manageable. Additionally, a face-to-face section was added in fall 2019 giving students another choice besides online. Though the enrollment in it is quite low in the face-to-face section, there is hope it will help students who may not be ready to master online learning their first semester of college. In addition, the faculty use an early alert system to inform students of failing grades and offer them support from student services such as advising and tutoring.

As is the case with all the developmental disciplines, students tend to be classified as non-traditional. They manage multiple jobs, raise children, and handle various life problems such as lack of transportation, scarce finances, and lack of support at home. Sometimes college work takes a back seat to taking care of their families and their personal lives.

Finally, the English faculty are currently researching the possibility of offering a writing sample prompt for students who scored between a 99 and 102 on the writing portion of the PERT. This could serve a few of our developmental writing students better by offering them a different test format in order to give them another opportunity to pass and move into the credit-bearing composition sequence.

C. Reading

The developmental reading courses at Florida Gateway College are:

1. Principles of Reading I (REA 0007)
2. Principles of Reading II (REA 0017)

Developmental reading courses are typically taught by adjunct faculty with a bachelor's degree in English, Reading Education, or a related field. Typically, one section of Principles of Reading I (REA 0007) and Principles of Reading II (REA 0017) are offered each term. The format is exclusively modular in 2018-2019, though one section was taught in a 12-week compressed summer term (see below). Those sections still employ a self-paced model. Overall, due to low enrollment, only one strategy (i.e. one section) is offered per term. An online modularized strategy was found to have the more success (and demand) due to the self-paced nature of the course and the online format.

a. Compressed

The total number of students enrolled in courses in this modality was **14**. The final course grade breakdown is as follows. Note: In previous year, the 12-week "compressed" course was considered modularized since the course was taught in a similar manner as the fall/spring sections. For this reason, there is no "prior" data for the compressed format. A more thorough analysis of the data will be presented in the modularized subsection.

12 obtained a grade of C or better	85.7%
0 obtained a grade of D	0%
1 obtained a grade of F	7.1%
1 withdrew from the course	7.1%

Students excelled in the compressed format, though it should be noted that a small population size of 14 could be subject to increased variance.

b. Modularized

The total number of students enrolled in courses in this modality was **71**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

55 obtained a grade of C or better	77.5% (- 5.8%)
0 obtained a grade of D	0% (+ 0%)
16 obtained a grade of F	22.5% (+ 8.4%)
16 withdrew from the course	0% (- 2.6%)

The courses in the modularized format are taught in a span of 16 weeks. While success rates fell to 77.5% in the modularized format, the rate is still acceptable and higher than 2016-2017. F rates rose sharply, with a small

decrease in withdrawal rates. In fact, no students withdrew from these courses. Continued use of the early alert system will appropriately advise students significantly below borderline to withdraw from the course.

Instructors teaching developmental reading often find their students feel defeated at struggle with basic reading. In addition to a course reorganization entering its third year, the lead instructor employs "The Four C" method: compassion, communication, concentration, and comprehending. Students were required to contact the instructor by email or phone at the beginning of the term to introduce themselves and discuss their concerns about taking reading. Extra time was built into each model to ensure students had time to concentrate on the essentials with the goal of comprehension. Allowing students multiply opportunities with assessments helped to remove fear while still testing for comprehension. Students completing developmental reading courses are stronger, more confident, and ready to tackle college English and speech. During the current academic year, additional assignments requiring students to find online resources to guide them through the learning path will be implemented. The goal is to empower the developmental student and fully vest them in the learning process.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

During the 2017-2018 academic year, 53.7% of females earned a C or above compared to 71.4% of males. Females outnumbered males in enrollment (227 vs. 175) yet more males actually passed. In 2018-2019, 65.8% of females earned a C or above compared to 63.2% of males. Females continued to outnumber males in enrollment (445 vs. 125). This result shows that female performance has risen and is now more in line with male performance.

Examining other subpopulations, the age range of 20-24 consistently underperformed other age ranges, with the most noticeable disparity in writing (65.6% vs. 82.1% for age 19 or less). Those in the age range of 20-24 in developmental education courses are often non-traditional. They may be financially independent, but work multiple jobs and care for young children. The college is currently piloting a first year experience program that aims to provide a cohort of students with skills they need to be successful in developmental and college credit courses. Students in this age range (and others) can benefit from additional support outside the classroom.

In addition, during 2018-2019, the Student Success Center (SSC) visited developmental classrooms, participated in campus activities, shared videos for online courses about student success services which include tutoring, mentoring, study groups, time management, and study skills. SSC launched a paper drop review via email to support students' writing skills. Planned strategies for increasing student success include embedding tutors for developmental and intermediate algebra math classes beginning fall, 2019. These embedded tutors will remain in the classroom the entire term in support of students. Pop-up tutoring events were launched in fall, 2019 to increase student awareness of campus resources.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, **2019.** Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Florida SouthWestern State College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.
Florida SouthWestern State College (FSW) has remained committed to supporting students placing into developmental courses aligned with post-secondary education competencies through individualized advising and extensive academic support services.

At FSW, all incoming students continue to be required to receive academic advising prior to registering for the semester. At that time, counseling is offered on the qualifications needed to be exempt from placement testing and each student is provided with an education plan which includes the gateway courses based on exemption. Even qualified exempt students are provided the opportunity to take the P.E.R.T so that they may use the results as a guide as to whether or not to enroll directly into gateway courses.

The Early Alert program at FSW remains a faculty driven intervention intended to provide support to students experiencing challenges with their coursework. Students enrolled in developmental courses have open access to academic support provided through FSW's Academic Support Centers (ASCs), specifically for math, writing, and reading skills. The ASCs are found at all campus locations and provide walk-in assistance without appointments.

The College also maintains a first-year experience program through the SLS 1515 Cornerstone Experience course. This course, which all incoming first-time in college students must take, helps to inform students on the support mechanisms at FSW as well as engage faculty with students at a time when support can be fostered at an early stage in the academic career of the students.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.
In MAT 0057, from AY 14-15 to AY 18-19, modularized course success rates gradually improved from a low of 37% in Spring 2015 to a high of 60% in Fall 2018. Over the same time, compressed success rates declined from 44% to 29% before being dissolved as an option at the end of AY 16-17. Results since the reduction in learning strategy options support the inference that the uniformity across sections more effectively ensures students perform at a more comparable level upon completion.

Gateway studies conducted by FSW comparing success rates of students entering a Math gateway course (MAT 1033) have consistently shown greater success rate for students entering the gateway course via developmental as compared with a direct (no developmental course). Over 9 terms, Spring 2015 through Spring 2019

(fall/spring only), gateway success via developmental exhibits a mean success rate of 61.0% while gateway success via a direct route (no developmental course) exhibits a mean success rate of 55.8%.

In writing (ENC 0022), success rates have consistently been higher for compressed strategy sections, which remain the dominant strategy offered. Gateway studies conducted by FSW comparing success rates of students entering an English gateway course (ENC 1101) have consistently shown that there is little difference in success rates of students entering the gateway course from a developmental pathway compared with those entering from a standard pathway. Over 9 terms, Spring 2015 through Spring 2019 (fall/spring only), gateway success via developmental exhibits a mean success rate of 74.9% while gateway success via a direct route (no developmental course) exhibits a mean success rate of 73.7%.

Based on the results for these studies, the English department has undertaken a new approach to the support system through the implementation of a co-requisite version of the course. Beginning Fall 2019, as a pilot, ENC 1130 will now be offered in conjunction with ENC 1101. Each ENC 1101 section which is tied to an ENC 1130 section will have a select number of seats reserved for 1130 students. This 'embedded' model will allow for greater integration of students needing extra support within the confines of the college-level course. If the pilot of the co-requisite version is successful, full implementation will occur in Fall 2020.

In reading (REA 0019), success rates by learning strategy does not exhibit a clear leader between compressed, modularized, or contextualized. Over the last five years (AY 14-15 through AY 18-19), each of the three strategies has exhibited the highest success rate at some point in time. While the contextualized strategy has exhibited the lowest success rates in 4 of 8 terms it was offered, it was the highest of the three strategies in the remaining four terms. Faculty continue to feel that each strategy should remain as an option when possible. This is particularly relevant to the contextualized version which may vary by focus of the contextualization, although data is still limited to conclude this. Regardless, the three learning strategies vary only slightly in terms of content alignment, and since no clear strategy appears to be most effective, offerings by learning strategy tend to vary based on availability and faculty to teach the course as opposed to success rates of the students.

The integration of ENC 1130 co-requisite course mentioned above is also related to REA 0019. In the pilot, a plan is in place such that a student successful in the 1101/1130 combination would mean fulfilling the reading developmental area as well. As this is pilot phase, it is unclear if this will continue as future plans are based on pilot results.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

If we compare success data based on subpopulations with comparative FCS schools (comparative based on the five FCS schools closest to FSW), it is clear that FSW exhibits a similar pattern to the other schools. In the six-college comparison of math, which includes FSW, Eastern Florida State, Hillsborough Community, Miami-Dade, Palm Beach State, and St. Petersburg, among Caucasian students FSW is the lowest (6th of 6), but only by 1% compared with Eastern Florida. For Hispanic students, FSW is 5th of 6. For Black/African American, FSW is 3rd of 6. And finally, for Asian, FSW is 3rd of 6.

In a similar comparison for reading of those four sub-populations (Caucasian, Hispanic, Black/African American, and Asian), FSW ranks 6th, 6th, 3rd, and 4th. The same study for writing ranks FSW 2nd, 3rd, 1st, and 6th. It is clear through these data that no pattern emerges.

If the data is instead compared across FSW sub-populations only, Asian ranks the highest in math (1st of 4 sub-populations), while Black/African American ranks the 4th of 4. Among reading, this is reversed, with the Asian sub-population ranking 4th of 4, and Black/African American 1st of 4. For writing, results are again different with Asian ranking 4th of 4 and Black/African American 3rd of 4. Again, it is clear through these data that no pattern emerges.

Regardless of the data lacking any apparent trends, FSW maintains a 'Dedicate to Graduate' initiative, in which FSW maintains a committee with a mission to providing FSW students with the tools and assistance to continue in college and ultimately graduate. This committee meets monthly to ensure a collaborative effort to improving student success via active collective goalsetting across the college to include advising, academic support centers, adaptive services, financial aid, student engagement, academic affairs, marketing, and residence life.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:

Florida State College at Jacksonville

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

In its 2013-2014 Senate Bill 1720 Developmental Education Reform Plan, Florida State College at Jacksonville (FSCJ) proposed a model consisting of compressed and modular developmental education course strategies. Given the low student enrollment in modular courses throughout the 2014-2015 and 2015-2016 academic years, FSCJ has offered primarily seven-week compressed developmental reading, writing, and mathematics courses since the 2016-2017 academic year. Effective in the Fall 2018 term, the College began offering 12- and 15-week combined, compressed developmental education courses in reading, writing, and mathematics: REA 0022, ENC 0022, and MAT 0022, respectively. Designed for entry-level developmental students, the 0022 courses combine two levels of developmental education instruction into one five-credit course. The enclosed developmental education accountability report comprises data about student success in FSCJ's traditional compressed courses (REA 0017; ENC 0025; MAT 0018, MAT 0028) and in the new combined, compressed 0022 courses.

In the 2018-19 academic year, 4,323 students, representing duplicated headcounts, enrolled in developmental education courses at FSCJ. Of the 2,825 students enrolled in developmental math, 1,792, or 63.4%, attained a grade of "C" or above. Five hundred and ninety-three (593), or 76.6 %, of the 774 students enrolled in developmental reading earned a grade of "C" or higher, and 516, or 71.3%, of the 724 students enrolled in developmental writing achieved a grade of "C" or greater.

By comparison, in the 2017-18 academic year, 3,858 students, representing duplicated headcounts, enrolled in developmental education courses at FSCJ. Of the 2,477 students enrolled in developmental math, 1,683, or 67.9%, attained a grade of "C" or above. Five hundred and sixty-nine (569), or 78.5%, of the 725 students enrolled in developmental reading earned a grade of "C" or higher, and 512, or 78.0%, of the 656 students enrolled in developmental writing achieved a grade of "C" or greater.

The success rate for students earning a "C" or better in developmental math in the 2018-19 academic year represents a 4.5% decrease from that reported in 2017-18. The success rate for students who attained a "C" or higher in developmental reading in 2018-19 declined by 1.9% from the percentage reported in 2017-18. Additionally, the success rate for students achieving a "C" or greater in developmental writing in the 2018-19 academic year when compared to that in 2017-18 represents a significant decrease of 6.7%.

A comparison between FSCJ student success rates in compressed developmental education courses and those reported across the Florida College System appears below:

Comparison Between FSCJ and System-Level Data for the Compression Course Strategy:

Subject Area	FSCJ	System-Level
Math	63.4%	59.9%
Reading	76.6%	73.5%
Writing	71.3%	71.8%

In the 2018-19 academic year, the success rate of students who achieved a "C" or higher in compressed developmental math courses at FSCJ was 3.5% higher than that of students across all Florida College System institutions. During the same reporting period, the success rate of students earning a "C" or greater in compressed reading courses was 3.1 % higher at FSCJ than at the system-level. In 2018-19, the success rate in compressed writing courses at FSCJ was .5% less than that at the system-level. The aforementioned data suggest that FSCJ has been reasonably successful with supporting developmental education students. The College's existing model for outcomes assessment may provide faculty and staff with an opportunity to examine the data further and to plan future measures and achievement targets designed to enhance student learning outcomes and success rates.

Through its policies and procedures, the College informs students about opportunities to improve their communication and/or computation skills, as outlined in section 1007.263, Florida Statutes. The "Academics" section of the *College Catalog* specifies FSCJ's policies about the Developmental Education program, including an explanation of the term *developmental education* as well as guidance about students' exempt or non-exempt

status, per Senate Bill 1720. In addition to informing non-exempt students about assessment and placement policies, the catalog contains information about the College's developmental education course offerings, recommended course sequencing for full-time and part-time students, and financial aid eligibility. Additionally, the catalog outlines the policy that students who place into one or more developmental education subject areas are required to enroll in a student success course. Developmental students may satisfy this requirement by enrolling in either SLS 0005: Foundations of College Success or IDS 1107: Strategies for the Pursuit of Knowledge.

To facilitate the effective implementation of the College's developmental education policies, staff members from the Office of Curriculum and Instruction periodically facilitate presentations at collegewide advising training sessions. Curriculum and Instruction staff members also work closely with colleagues in the College's Assessment and Certification Centers to examine placement processes. Additionally, the Office of Curriculum and Instruction collaborates with the Developmental Education Council to review and update developmental education policies and procedures. During the 2018-19 academic year, a close collaboration between the Developmental Education Council and the Marketing and Communications department generated a trifold brochure titled "Academic Starting Points" for students as well as a flip chart illustrating developmental education policies and procedures for academic advisors.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Throughout the 2018-2019 academic year, Florida State College at Jacksonville offered seven-week compressed courses as well as 12- and 15-week combined, compressed courses in developmental math, reading, and writing. The class offerings reflect the College's course master outlines, which faculty review for currency and relevancy on an approximately three-year cycle.

FSCJ offers two levels of developmental education coursework in mathematics—an entry-level course (MAT 0018) and an upper-level course (MAT 0028). Alternatively, students who place into entry-level developmental math may opt to enroll in MAT 0022, which combines and compresses the content of MAT 0018 and MAT 0028 into one course. Students who place into upper-level reading enroll in REA 0017 while those who place into entry-level reading enroll in the combined, compressed REA 0022 course. Similarly, in developmental writing, students placing at the upper level enroll in ENC 0025 while those at the entry level complete the combined,

compressed ENC 0022 course. FSCJ's curriculum reflects the statewide developmental education competencies designed to prepare students for college readiness in the respective disciplinary areas.

In the 2018-19 academic year, 4,323 students, representing duplicated headcounts, enrolled in developmental education courses at FSCJ. Of the 2,825 students enrolled in developmental math, 1,792, or 63.4%, attained a grade of "C" or above. Five hundred and ninety-three (593), or 76.6 %, of the 774 students enrolled in developmental reading earned a grade of "C" or higher, and 516, or 71.3%, of the 724 students enrolled in developmental writing achieved a grade of "C" or greater.

Many of the college's developmental courses are scheduled in both traditional lecture classrooms and computer laboratories, thus providing students with a combination of didactic and lab-enhanced delivery formats. In each developmental area, faculty members often incorporate software—in some cases, adaptive learning software—into their instruction. Whether integrated into the instructors' Canvas course shells or deployed via a third-party platform, the software enables students to acquire the knowledge, skills, and abilities to compute, read, and/or write proficiently and therefore to succeed in college-credit courses. Both the compressed and combined, compressed delivery strategies, enriched by a variety of pedagogies, contribute to student success in FSCJ's developmental courses.

The college, moreover, focuses intentionally on the content alignment of entry- and upper-level developmental courses as well as combined, compressed ones relative to gateway courses. To illustrate, the majority of entry-level developmental math courses, designed for non-exempt students with a PERT placement score of 50.00 to 95.99, are scheduled in the first seven weeks—that is, in the "A7" session— of a 15-week academic semester, while most of the upper-level developmental math courses, created for students with a PERT placement score of 96.00 to 113.00, are scheduled in the second seven weeks, or the "C7" session, of a 15-week term. This strategic scheduling model facilitates students' ability to complete their developmental coursework successfully within a compressed timeframe and to progress more efficiently to college-credit courses.

In addition, the combined, compressed developmental math, reading, and writing courses are typically scheduled in either an A-15 (full fifteen-week term) or a B-12 session, which starts during week four of the 15-week term. This model is designed to provide entry-level students with the opportunity to complete two developmental education levels within one course, facilitated by one instructor. Faculty members have intentionally aligned the exit competencies of both the compressed and combined, compressed developmental education courses with the entrance expectations of the respective gateway courses.

Additionally, twice each fall and spring semester, members of the college's Developmental Education Council, which has convened for nearly twenty years, meet to discuss strengths and areas for improvement involving the delivery strategies, pedagogies, and content alignment of developmental mathematics, reading, and writing. The Developmental Education Council regularly makes recommendations for enhancing student success through the college's curriculum review process as well as its academic and student support services.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Student Success by Subject and Race/Ethnicity

In terms of student success data by race/ethnicity, 782, or 68.2%, of the 1,146 White students enrolled in developmental math earned a grade of "C" or above, and 39, or 78.0%, of 50 Asian students achieved a "C" or greater.

Two hundred and three (203), or 60.4%, of the 336 Hispanic students attained a "C" or higher in developmental math. Of the 1,064 Black students enrolled in developmental math, 619, or 58.2%, earned a "C" or better, and of the 101 students reporting two or more races, 60, or 59.4%, received a "C" or higher. Clearly, a significant achievement gap exists among Hispanic and Black students as well as those of two or more races when compared to their White and Asian peers in developmental math.

In developmental reading, 182, or 83.9%, of 217 white students earned a "C" or higher; 78, or 78.8%, of 99 Hispanic students achieved a "C" or above; and 18, or 100%, of 18 Asian students received a "C" or better. Additionally, 284, or 72.1%, of 394 Black students attained a "C" or greater; and 15, or 65.2%, of 23 students representing two or more races earned a "C" or above. The data reveals a concerning achievement gap in the developmental reading success rates among Black students and those representing two or more races when compared to their peers in other racial/ethnic categories.

In developmental writing, 135, or 76.3%, of 177 White students earned a "C" or higher; 64, or 74.4%, of 86 Hispanic students achieved a "C" or above; and 15, or 83.3%, of 18 Asian students received a "C" or better. Additionally, 268, or 67.7%, of 396 Black students attained a "C" or greater, and 13, or 61.9%, of 21 students reporting two or more races earned a "C" or above. An analysis of the data indicates that Black students enrolled in developmental writing experienced a notable achievement gap relative to the success rates of White, Hispanic, and Asian learners. Though comprising a small number and percentage of the overall developmental

writing enrollments, students of two or more races, when compared to their peers in the other racial/ethnic categories, achieved dramatically lower success rates.

Student Success by Subject and Age

In addition to analyzing student success by subject and race/ethnicity, the College examined success by subject and age. In developmental math, 362, or 58.4%, of 620 students age 19 or less achieved a "C" or above; 402, or 62.3%, of 645 students between 20 and 24 years old attained a "C" or higher; and 1,028, or 65.9%, of 1,560 students age 25 or above earned a "C" or higher.

In developmental reading, 176, or 73.3%, of 240 students age 19 or less attained a "C" or better; 149, or 77.6%, of 192 students between 20 and 24 years old received a "C" or higher; and 268, or 78.4%, of 342 students age 25 or above earned a "C" or higher.

In developmental writing, 159, or 71.9%, of 221 students age 19 or less achieved a "C" or higher; 124, or 67.4%, of 184 students between 20 and 24 years old attained a "C" or above; and 233, or 73.0%, of 319 students age 25 or above received a "C" or greater.

The data illustrate that students age 25 or above comprise the highest enrollment number of the three age groups. In math, reading, and writing, moreover, students age 25 or above attained the highest success rates among the three age groups.

Student Success by Subject and Gender

The college also reviewed developmental education enrollments and success rates by subject and gender. In developmental math, 1,206, or 63.7%, of 1,894 female students earned a "C" or higher, and 585, or 63.0%, of 929 male students attained a "C" or greater. In developmental reading, 396, or 78.1%, of 507 female students achieved a "C" or above; 197, or 73.8%, of 267 male students received a "C" or better. In developmental writing, 340, or 71.3%, of 477 female students achieved a "C" or above, and 176, or 71.3%, of 247 male students earned a "C" or higher. Across the three developmental subjects, female students comprise a higher subpopulation than do their male counterparts. Female students, furthermore, achieved higher success rates than did males by .7% in math and by 4.3% in reading. Female and male students attained equal success rates by percentage (71.3%) in developmental writing.

Planned Strategy to Increase the Success of Students of Color in Developmental Mathematics

An analysis of developmental education success rates in the 2018-19 academic year reveals a significant achievement gap among Black students, Hispanic students, and students of two or more races enrolled in developmental mathematics at FSCJ. Although 68.2% (n=782 of 1,146) of White students and 78.0%

(n=39 of 50) of Asian students earned a "C" or above in developmental math, only 58.2% (n=619 of 1,064) of Black students, 60.4% (n=203 of 336) of Hispanic students, and 59.4% (n=60 of 101) of students representing two or more races did so. Based on these findings, the College seeks to increase the success rates of students of color—namely, Black and Hispanic students as well as those representing two or more races—in developmental mathematics.

Having identified a concerning achievement gap in developmental math among Black and Hispanic students as well as those reporting two or more races, the College will implement a plan to increase student success. Accordingly, the College will continue to disseminate the Perceived Math Self-Efficacy Survey (PMSES), developed by math faculty, in collaboration with the Office of Institutional

Effectiveness, to gain insights into students' perceptions of their skills and abilities regarding applied mathematical principles and concepts. The survey is distributed in the spring term to students who were enrolled in a developmental education, college-level, or college-credit math course in the immediately preceding fall term. Comprising the following two questions, the survey generates both aggregated and disaggregated results by course type (e.g., developmental education, STEM versus nonSTEM), student demographic data (e.g., race, age, and gender), as well as the students' declared academic degree plan or award sought.

- Question 1: Indicate how confident you feel about correctly doing the following mathematics tasks:
    - Calculating the price of a TV after a 30% discount
    - Calculating how many square feet of tile you need to cover a floor ○ Solving an equation like 3x + 5 = 17

  For question 1, students rate their confidence factor on a 1 to 4 scale, with 1 signifying *not confident* and 4 representing *very confident*, about each of ten statements, three of which appear above as examples.

- Question 2: Thinking about studying mathematics, indicate the extent to which you agree with each of the following statements:
    - If my calculation gives a result different from what I'd expect, I don't recheck my work. ○ I try to predict what would be a reasonable answer before working a problem.
    - When learning something new in math, I relate it to what I already know.

For question 2, students rate the degree to which they agree with each of nine statements on a 1 to 4 scale, with 1 indicating *strongly disagree* and 4 representing *strongly agree* (see the three sample statements above).

To help address the aforementioned achievement gap, members of the Developmental Education

Council drafted two additional survey questions for students enrolled in the following courses: MAT

0018: Basic Mathematics; MAT 0028: Elementary Algebra; or MAT 0022: Essentials in Mathematics I and II. Question 3 aims to measure students' awareness of such academic and student support services as tutoring, academic advising, academic success coaching, career advising, and the Student Assistance Program (SAP) for personal counseling. Question 4 seeks to measure students' use of academic and student support services. The long-term goal of adding these questions to the existing Perceived Math Self-Efficacy Survey, if supported by math faculty, is to enhance student awareness and usage of academic and student support services and thus to increase success in developmental math courses among all students, particularly students of color for whom a concerning achievement gap exists.

The enclosed developmental education accountability report represents Florida State College at Jacksonville's commitment to supporting developmental education students' success through the compressed and combined, compressed course strategies. Data from the 2018-19 academic year reveals a significant achievement gap in developmental math among students of color. Throughout the 2019-20 academic year, the College will strive to enhance the success of Black and Hispanic students in addition to those from two or more races enrolled in developmental math. The faculty-developed Perceived Math Self-Efficacy Survey, with added questions about students' awareness and usage of academic and student support services, represents the proposed instrument for collecting, analyzing, and acting upon data to close the achievement gap among the identified student subpopulations in developmental mathematics. Although the College has been reasonably successful with supporting developmental education, the analysis of 2018-2019 student performance data reveals opportunities for continual improvement in serving its many diverse learners.

College: Gulf Coast State College
Date: October 31, 2019
Report Completed by (name, title, email and phone number):
Holly Kuehner, Vice President of Academic Affairs
hkuehner@gulfcoast.edu
850-872-3803

Please complete the developmental education report template by responding to the following sections.

I. Executive Summary
Provide an overview of the college's success with supporting developmental education.

Gulf Coast State College offers both modularized, compressed, and co-requisite developmental education courses for reading and writing and compressed courses for mathematics. Additionally, the college runs a writing/reading lab and a mathematics lab, which are staffed by full-time personnel. Part-time and peer tutors also staff the lab, and faculty members may volunteer during their office hours to ensure student needs are met. Online tutoring is also available for students who cannot come to campus.

Developmental writing initiatives include providing student progress updates; working one-on-one with students; conducting skill-specific mini-lessons; and assigning daily writing assignments, group exercises, peer review sessions, and extra credit opportunities in the writing/reading lab. Faculty have incorporated mandatory weekly visits to the Writing and Reading Lab to use MyLabs materials, assigning struggling students with extra visits, and increasing communication between REA0055L and/or ENC0055L and ENC1101 instructors. Faculty are encouraged to incorporate innovative methods of instruction and to evaluate the pedagogy for ESL students and varying learning styles. Faculty members create daily/weekly assignments to encourage participation and mini-lessons that build upon skill development. During the 2018-19 academic year, faculty developed ENC1101C, a co-requisite course, for implementation in the 2019-20 academic year to replace REA0055L and ENC0055L.

Continued strategies for improving the success rates in mathematics include: attendance/participation grades, increased communication between course manager, tutors, and instructors of developmental courses, and on-line math tutors. We use MyMathLab to monitor the student's activity and progress on homework, quizzes and exam reviews. MAT0012, Developmental Arithmetic with Algebra, meets in a computer lab to allow students constant access to review materials. We also have course videos recorded by a GCSC faculty member available online. We continue to offer free tutoring in the GCSC Mathematics Tutoring Lab (Math Lab).

II. Review of Developmental Education Student Success Data
For each subject, review the delivery strategies as defined in section (s.) 1008.02, Florida Statutes (F.S.), (contextualized, compressed, co-requisite or modularized) in which students were most successful based on data. Explain how delivery strategy, pedagogy and content alignment led to student success.

Information related to each course and delivery method is listed below. In some areas success rates declined in 2018-19. We will implement specific strategies listed in this section and in section III of this report, striving to improve success rates for 19-20. We are finding that one-on-one conferencing regularly throughout the

semester is very helpful. There has been an increase in our number of students who are speakers of languages other than English—from 36% in 2017-18 to 42% in 2018-19—and we are still working to assist students who are in the early stages of learning to speak and write in English. We have developed some vocabulary resources and continue to staff the Writing and Reading Lab with tutors who specialize in English for Speakers of Other Languages (ESOL). ENC0022 faculty have also implemented some strategies that the 0055L support courses have incorporated into their program, such as the use of Benchmark dates to encourage the likelihood that students will stay on track if they have dates when modules must be completed. If students do not complete the modules on time, punitive consequences such as point deductions will occur. We also have joined the 0055L support courses in their new initiative of MyLabs Madness where faculty stay late to staff the Writing and Reading Lab to assist students who need to catch up on their work, and snacks and drinks are served. Specific course information is listed below.

2018-2019

REA0019: 66.7%--Compressed and modularized
REA0055L: 69.5%--Co-Requisite

This data demonstrates a 2.5% decrease in success rates for compressed courses and a 7% increase for co-requisite courses from 2017-2018.

To increase retention in developmental reading classes based on the success rates listed above, the developmental reading instructors will:

- Reinforce weekly visits to the Writing and Reading Lab for both classes
- Create engaging mini-lessons for specific content skills that build comprehension and rapport between instructor and student for REA0019
- Encourage progressive and innovative methods of instruction (to include the use of technology such as videos and educational websites/resources) for both classes
- Increase communication between REA0055L instructors and ENC1101 instructors regarding individual student progress
- Require pre- and post-midterm conferences between REA0019 students and instructor
- Require pre- and post-midterm conferences between REA0055L students, ENC1101 instructors, and Writing and Reading Lab tutors
- Establish stronger student benchmarks to incentivize timely completion of coursework for both courses
- Host supplemental instructional sessions in the Writing and Reading Lab

ENC0022 62.3%-17-18 and ENC0022 56.6% 18-19—Compressed and modularized
ENC0055L 56.4% 17-18 and ENC0055L 63.6% 18-19—Co-Requisite

This data demonstrates a 5.7% decrease in success rates for compressed and a 7.2% increase in co-requisite courses.

To increase success rates and retention in developmental writing classes, the Developmental Writing instructors will

- Assign daily writing assignments
- Work with students one-on-one during each class
- Conduct mini-lessons for concepts that many of the students do not comprehend during class and in the lab
- Meet with students twice a semester outside of class to discuss progress, more often if a student is struggling
- Find innovative methods of instruction, especially incorporating multimedia and other technologies
- Modularize grammar, punctuation, mechanics, and style instruction for students in individual areas that need remediation
- Offer prewriting/planning group exercises
- Conduct peer review opportunities for each writing assignment
- Offer many opportunities and, at times, extra credit to go to the Writing and Reading Lab
- Volunteer in the Writing and Reading Lab
- Meet regularly with the Lab staff and other developmental faculty to brainstorm retention and success ideas
- Share information and ideas regarding students that developmental faculty have in common
- Continue to attend professional development sessions

Regarding REA0055L and ENC0055L:

Our co-requisite reading and writing support courses taught concurrently with ENC1101 are growing in number of students to serve, and our success rates have improved over the past year. We continue to brainstorm ways to further increase our success rates. We recognize the challenges that students have faced who place into both Writing and Reading support labs; many struggle to succeed in three separate classes—often taught by three separate instructors—for a total of five English-intensive credit hours. Beginning in Fall 2019, Gulf Coast State College is pleased to offer a new course that fully integrates co-requisite Developmental Reading (REA0055L) and Writing (ENC0055L) courses within English Composition I (ENC1101). This combined course, Enhanced English Composition I (ENC1101C), features one extra credit hour and two extra contact hours of instruction per week; face-to-face format; student learning, teaching, and writing opportunities; and intensive reading and writing skill development via focused lessons and student-instructor conferences.

ENC1101C has been designed as a direct response to past success rates in both REA0055L and ENC0055L. Throughout the 2018-2019 academic year, faculty members within the Division of Language and Literature researched co-requisite models and consulted with other Florida colleges to determine that the combined model, ENC1101C, is the best fit for Gulf Coast State College students. Faculty members reviewed the ENC1101C offerings at institutions such as Pensacola State College and Florida State College at Jacksonville, designed a sample course syllabus and calendar, and presented the course to a number of administrative groups on campus in order to determine contact and credit hour logistics. In Spring 2019, ENC1101C was unanimously approved by the Curriculum Review Committee. By Fall 2019, the Division of Language and Literature offered three full sections of ENC1101C at a variety of times in order to fit students' scheduling needs. The college hopes this new course will greatly improve the overall success of its developmental reading and writing students.

MAT0012 64.6% 2017-18 and MAT0012 66.6% 2018-19

*This data demonstrates a 2% increase in success rates for MAT0012.

Information related to the compressed course MAT0012 Developmental Arithmetic with Algebra is listed in the information below. From 2017-2018, the success rate for the course increased. We offer both compressed and modular courses for developmental math. We offer a compressed developmental course, MAT0012 - Developmental Arithmetic with Algebra. We use a Pearson textbook for MAT0012 and the same textbook for MAT1033. The students are able to use the same textbook and the same MyMathLab code for both classes, which allows continuity for the students in the course content and format. The benefit of using MyMathLab is that students have immediate feedback on the homework and quiz problems. The course is set up with targeted homework problems, quizzes on each section of homework and a review for each exam. The instructor has the option of testing on MyMathLab or giving a pencil and paper exam. Most instructors give online exams. All the MAT0012 Developmental Arithmetic with Algebra courses are scheduled in a computer lab. To allow students constant access and the ability to review materials, we have course videos recorded by GCSC faculty available. We offer free tutoring in the Mathematics Tutoring Lab (Math Lab). Many of the adjunct faculty members, who teach the developmental math course, also tutor part-time in the Math Lab. The Math Lab offers on-line tutoring as well. Students are encouraged to use the Math Lab for help. On the first day of class, some faculty members walk their class to the Math Lab, so that their students know the location of the lab. We will continue to use MyMathLab and offer free tutoring in the Math Lab to continue to improve student success. The use of MyMathLab, has allowed the instructors to keep track of the students' progress on-line. The instructors are able to target the areas in which students are struggling, and adjust the lecture as needed. Members of the GCSC Math Lab visit the developmental class, to encourage students to use the services provided by the Math Lab. Additional steps for the future are outlined in section III to continue to improve development education success in mathematics. We feel that this compressed mathematics course prepares the students for the pace and the amount of work that is required to be successful in a college-level math course.

We also offer two modular courses, MAT0055 Developmental Mathematics Module (1) 1 credit hour & MAT0056 Developmental Mathematics Module (2) 2 credit hours. We have not had student interest in these courses; therefore, we will determine if the courses should be re-designed to better meet the needs of the students or if the courses are no longer viable and should be deleted from our course schedule. In general, students are self-selecting into MAT0012 rather than the modularized courses.

III. Review of Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race, age and gender). Select one subpopulation and outline a plan to increase student success for this subpopulation over the next year.

In 2017-18, Gulf Coast State College developed a plan to increase student success for students 19 and under for the 2018-19 year. The plan included a variety of strategies for improvement for this subpopulation. The plan included the following:

1. Provide additional training for anyone who advises developmental education students.
2. Implement mandatory attendance in tutorials/labs for math, writing, and reading.
3. Provide orientation sessions to the writing/reading lab and mathematics lab for developmental students.
4. Creation of additional modules or modification of lectures in areas that are typical problem areas for students.

5. Provide lab workshops in the writing/reading lab and math lab on specific topics identified by faculty as typical problem areas for students
6. Writing/Reading: Conduct one-on-one conferences with students to assist with progression through the course and to help identify areas where students need more support and find resources and further support. Mathematics: Identify students who are struggling and communicate with them about available resources for help.
7. Writing/Reading: Explore the possibility of offering concurrent developmental courses and ENC1101 with the same instructor to provide continuity across courses.

Review of results for Writing and Reading
19 or younger population
51.6% of students in Writing and 57.6% of students in Reading made a C or above in 17-18.
60.0% of students in Writing and 70.1% of students in Reading made a C or above in 18-19.

These results demonstrate an increase in success rates for the 19 and under population in Writing of 8.4% and Reading of 12.5%.

Review of Results for Mathematics
19 or younger population
61.2% of students in Mathematics made a C or above in 17-18.
67.9% of students in Mathematics made a C or above in 18-19.

These results demonstrate an increase in success rates for the 19 and under population in Mathematics of 6.7%.

2019-20 plan for the 20-24 aged subpopulation
Since the implementation of the 2017-18 plan showed increases in success rates for students under 19 years of age in 2018-19, during the 2019-20 academic year, Gulf Coast State College has chosen to focus on student success rates for students aged 20-24. The success rates in 2018-29 for this subpopulation are: 62.9% for Reading and 52.9% for Writing. The success rate for the subpopulation in mathematics is 56.8%. We would like to continue implementation of strategies targeting 20-24 year olds to increase success rates in this subpopulation. In addition, there are additional strategies listed below for mathematics.

Our goal is to continue to:

1. Provide additional training for anyone who advises developmental education students
2. Implement mandatory attendance in tutorials/labs for math, writing, and reading.
3. Provide orientation sessions at the writing/reading lab and mathematics lab for developmental students.
4. Creation of additional modules in areas that are typical problem areas for students
5. Provide lab workshops in the writing/reading lab and math lab on specific topics identified by faculty as typical problem areas for students.
6. Writing/Reading: Conduct one-on-one conferences with students to assist with progression through the course and to help identify areas where students need more support and find resources and further support. Mathematics: Identify students who are struggling and communicate with them about available resources for help.

7. Pilot our new ENC1101C course that uses a co-requisite model, embedding the remediation into a college-level course, with the same instructor for both the college-level and the remediation to provide continuity so that students work with the same instructor on both levels.

In addition to the steps listed above, mathematics has added additional strategies. The course manager reviewed course work in conjunction with the success rates for this subpopulation from the 2018-2019 academic year to determine areas of focus. From this information, we have identified the exams that had an overall decrease in students' grades. We were also able to determine at what point in the semester students begin to stop-out. Pearson has begun piloting an embedded Early Alert program in some of the MyMathLab courses. The textbook that we use for the MAT0012 course was one of the courses that was selected for the pilot program. We will explore the Early Alert Program and contact the students when we notice they are not successfully making progress in the course. We will also use the data from our study to communicate at the critical points in the course, to the students that help is available and encourage the student to meet with the instructor to develop a plan to make the student successful in the course. We are investigating the benefit of recording mini-lessons for the topics covered in the MAT0012 Developmental Arithmetic with Algebra course. Students will have a 10-15 minute video to watch on the subject, rather than a one-hour and fifteen-recorded class session.

IV. Support for Student Success in Developmental Education

Describe developmental education efforts as outlined in s. 1007.263, F.S., related to advising, early alert systems and tutoring to support student success in developmental education.

Advising Services

Gulf Coast State College utilizes a central advising center for first-year or undecided students and provides degree maps to students during their first advising session. The degree map provides an overview of the courses to be taken each semester for a full-time student (part-time degree maps are also available). Once students have chosen their major, they are directed to faculty advisors in their program area. The advising center staff, following statute rules related to placement testing, assist students in finding the classes most appropriate for their placement. If a student feels that he or she is not prepared for a college-level course, the student can choose to take the developmental course. Students are given special caution regarding the abbreviated time frame involved in compressed courses, including scheduling options for alternatives including co-requisite delivery options. We also plan to add further training for advisors working with developmental students.

Early Alert Systems

Gulf Coast State College has not made a decision to implement a commercial early alert system at this point. We will continue to explore possibilities. However, developmental education faculty track student progress in Canvas and MyLabs and incorporate conferences into the course schedule to ensure students get the support they need if they are falling behind. Additionally, faculty work closely together with other developmental education faculty in writing, reading, and math, and lab staff to discuss students who are falling behind in multiple developmental courses.

Gulf Coast also has academic counselors, Student Accessibility Resources, and TRIO who provide extra coaching and tutorial support if the faculty recommends more resources for struggling students.

Tutoring Services

Gulf Coast State College offers tutoring services for all developmental courses in reading, writing, and mathematics. The labs offer both in-house and online tutoring and seek to provide tutoring that is accessible to all students. In addition, the tutoring services are available to all students who may need assistance with mathematics, reading, and writing regardless of their enrollment in developmental courses.

The labs are the primary means of accommodating students enrolled in both compressed (ENC0022/ENC0019) and co-requisite (ENC0055L/REA0055L) developmental writing and reading courses and compressed mathematics (MAT0012). Because these developmental courses use MyMathLab, MyWritingLab, and MyReadingLab software to offer personalized, adaptive, and modularized instruction to developmental students, the labs provide computers and headphones for student use. Furthermore, lab staff is prepared to help students set up their accounts, teach them how to navigate the software, and assist them with formatting and organization of writing assignments. Writing/reading staff is also on hand to aid students who need clarification regarding assignments; suggestions regarding revision and recognition of patterns of grammatical and mechanical errors; remediation of specific content area skills including reading comprehension, organization of ideas, transitions from one idea to another, grammar, and vocabulary development; and assistance with basic computer skills, Canvas and Microsoft Word, and MLA/APA/Chicago formatting. The Writing and Reading Lab also offers weekly academic writing workshops that provide students with the opportunity to focus on different stages of the writing process. Mathematics staff also provides assistance in course work, regardless of the level. Additionally, staff also helps students with instructions on of the use of the TI 83 and 84 calculator and with navigating their math courses on Canvas and MyMathLab. Ultimately, the Mathematics and Writing and Reading Labs seek to nurture traditional and non-traditional students alike so that the student population at Gulf Coast State College may achieve significant gains in student learning outcomes, retention, and subsequent course success.

The developmental education report is requested in accordance with s. 1008.30, F.S. Submit report to www.surveymonkey.com/r/dear2018 by **October 31.**

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Hillsborough Community College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.
HCC supports students who require developmental education courses through a curriculum taught by qualified and dedicated faculty members and through comprehensive advising services. The college policy to inform students about opportunities to improve their communication or computation skills begins with admissions. All First-Time-In-College (FTIC) and Former Students Returning (FSR) students must complete a welcome orientation and connect with an advisor. Non-exempt students who are required to take a college placement test are advised into the appropriate developmental education course or courses.

HCC offers an array of options for mathematics, reading, and writing developmental education:

- Mathematics: Compressed and contextualized courses
- Reading: Compressed and Co-requisite
- Writing: Compressed, modular, and hybrid (reading/writing combined)

HCC also offers an array of support services for students who enroll in developmental education courses. Academic and student support services include comprehensive advising services, academic success centers that include tutorial support, and online tutoring support, including SmarThinking and NROC (National Repository of Online Courses). More information about these resources follows.

Academic advisors use a guide specifically designed to assist with advising students needing developmental education coursework. This guide includes information on each developmental education category, including the course options available and the ideal options for each risk category (low, medium, and high risk) of students.

All HCC students have access to academic success centers (ASCs) on each campus. Tutoring services are typically provided to students who need help for their mathematics, sciences, nursing exam preparation, writing, English for Academic Purposes, PERT preparation, and computer science courses. Students visiting the ASCs can participate in either individual or group tutoring sessions.

In addition to tutors, HCC offers access to electronic tutorial support via SmarThinking. SmarThinking is an online tutoring program that connects students on-demand to an experienced educator. The National Repository of Online Courses (NROC) is another resource for students. NROC has high-quality content that is media-rich, adaptable, and affordable. The content is mapped to state and federal standards, and it can be used with or without a textbook. The content can enhance online, blended, and face-to-face learning environments.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy, and content alignment contribute to student success.

Math

Table 1 *Performance in Developmental Education Mathematics Courses*, tracks performance since 2014-2015 in compressed, contextualized, and modularized developmental mathematics courses at HCC. Modularized courses held early promise, but financial aid did not support them initially. Enrollment declined, and ultimately the format was discontinued. For the 2018-2019 Developmental Education Accountability Report (DEAR), the review focuses upon the compressed and contextualized courses.

Table 1. *Performance in Developmental Education Mathematics Courses*

Year	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19
	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)
Strategy										
Compression	2,823	52.4%	2,846	55.9%	3,202	54.7%	3,176	56.8%	3,033	58.3%
Contextualized	775	68.1%	671	64.7%	755	64.6%	653	61.3%	598	65.2%
Modularized	3,121	7.2%	1,109	56.7%	94	55.3%	**	**	**	**

For compressed math courses, pedagogical revisions changed MAT 0018 *PreAlgebra* (3 credits) and MAT 0028 *Beginning Algebra* (3 credits) from their original 16-week, four-credit hour versions into eight-week, three-credit versions. These courses target students who intend to pursue a pathway requiring MAC 1105 *College Algebra*. MAT 0022 *Integrated Arithmetic and Algebra* (5 credits) is another compressed option that combines the arithmetic and algebra skills of MAT 0018 and MAT 0028. These options prepare the students for successful entry into MAT 1033 *Intermediate Algebra* and subsequently into MAC 1105.

The compressed options are the most popular option with students, in part because advisors direct undecided students to these options. Advisors direct students to these options because they are pre-requisites to MAC 1105, and advisors believe that undecided students who pursue the college algebra path have more career options. However, evidence indicates a high attrition rate associated with the college algebra path. Consequently, we are continuing to work with advisors to encourage undecided students to enroll in MAT 0029 *Developmental Mathematics for Statistics and Liberal Arts*, particularly if these students are not giving any indication that they will be pursuing a major that requires MAC 1105 *College Algebra.*

In 2018-19, total enrollment in the compressed versions of developmental education mathematics courses (MAT 0018, MAT 0028, and MAT 0022), decreased by five percent from 3,176 in 2017-18 to 3,033. Grades C and above increased from 56.8% to 58.3%. Mentioned in last year's report, to improve subsequent success rates in mathematics, faculty developed an approach combining a sequence of MAT 0028 and MAT 1033 (*Intermediate Algebra)* in one semester. Pass rates in those sections of MAT 1033 continue to range between 75% and 90% in a majority of the sections.

Faculty developed the contextualized course, MAT 0029 *Developmental Mathematics for Statistics and Liberal Arts*, as a pedagogical approach targeting students whose intended major did not include MAC 1105 *College Algebra.* This contextualized option prepares students for successful completion of MGF 1106 *Topics in Mathematic,* MGF 1107 *Explorations in Mathematics*, or STA 2023 *Elementary Statistics*. In 2018-19, total enrollment in MAT 0029 decreased from 653 in 2017-2018 to 598, and grades C and above increased from 61.3% to 65.2%, which exceeded 2016-17's passing rates of 64.6%.

Reading

Table 2, *Performance in Developmental Education Reading Courses*, tracks performance since 2014-2015 in compressed, co-requisite, and modularized developmental reading courses at HCC. HCC discontinued the modularized versions of the courses in 2015-2016 because student enrollment was not adequate to support continuing them. The reasons provided by advisors were that students were unwilling to take the additional diagnostic tests associated with the modules. For the 2018-2019 DEAR, the review focuses upon the co-requisite and compressed options: REA 0018 *Developmental Reading* (2 credits; co-requisite) and REA 0019 *Developmental Reading* (4 credits; compressed).

Table 2. *Performance in Developmental Education Reading Courses*

Year	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19
	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)
Strategy										
Compression	1,643	65.9%	1,372	69.2%	1,347	67.0%	1,311	65.4%	1,268	70.0%
Corequisite	154	66.2%	95	60.0%	71	64.8%	82	70.7%	65	64.6%
Modularized	153	79.7%	**	**	**	**	**	**	**	**

Faculty developed REA 0019 *Developmental Reading* (4 credits) as a pedagogical approach combining the course outcomes previously covered in two levels through REA 0007 *College Preparatory Reading I* and REA 0017 *College Preparatory Reading II*. REA 0019 is offered on all HCC campuses over a 16-week term. Upon completion of the course, students transition immediately into gateway courses. Based on instructor feedback, the course was increased to four credit hours effective Fall 2015 to cover the course competencies more adequately. In 2018-19, enrollment in REA 0019 *Developmental Reading* decreased by three percent, from 1,311 in 2017-18 to 1,268. The percentage of students with grades of C and above increased from 65.4% to 70.0%, which represents the highest percentage in the time period covered.

The co-requisite reading course, REA 0018 *Developmental Reading*, is offered on one campus, currently taught by one instructor. Enrollment in this course decreased from 82 in 2017-18 to 65 in 2018-19. Grades C and above decreased from 70.7% to 64.6%.

A special study was conducted in February 2019 to determine how students who successfully passed REA 0018 versus REA 0019 performed in ENC 1101. Tracking student success rates since 16/FA yielded comparable results; i.e., students who enrolled in and successfully completed the two-credit hour REA 0018 course were successfully completing ENC 1101 at the same rates as students who enrolled in and successfully completed the four-credit hour REA 0019 course. These findings suggest that HCC should consider expanding offerings of REA

0018 on other campuses. The reader should note that the numbers of students enrolling in REA 0018 are quite small compared to those enrolling in REA 0019.

Table 3. *Performance in ENC 1101 Following Enrollment in REA 0019 versus REA 0018*

ENC-1101 Course Performance Following Enrollment in REA 0019							
	Total A,B,C Grades	% A,B,C Grades	Total D,F Grades	% D,F Grades	Total Withdraw Grades	% Withdraw Grades	Total Grades
16/FA	185	60%	91	29%	34	11%	310
17/SP	293	63%	123	27%	47	10%	463
17/SU	71	67%	24	23%	11	10%	106
17/FA	190	57%	95	29%	48	14%	333
18/SP	291	68%	90	21%	46	11%	427
18/SU	79	67%	27	23%	12	10%	118
18/FA	155	62%	66	26%	30	12%	251
Total	1,264	63%	516	26%	228	11%	2,008

ENC-1101 Course Performance Following Enrollment in REA 0018							
	Total A,B,C Grades	% A,B,C Grades	Total D,F Grades	% D,F Grades	Total Withdraw Grades	% Withdraw Grades	Total Grades
16/FA	15	65%	5	22%	3	13%	23
17/SP	15	58%	8	31%	3	12%	26
17/SU	4	57%	2	29%	1	14%	7
17/FA	9	60%	5	33%	1	7%	15
18/SP	21	78%	4	15%	2	7%	27
18/SU	5	56%	2	22%	2	22%	9
18/FA	8	62%	2	15%	3	23%	13
Total	77	64%	28	23%	15	13%	120

Writing

Table 4, *Performance in Developmental Education Writing Courses*, tracks performance since 2014-15 in compressed and modularized developmental writing courses at HCC. For the 2018-19 DEAR, the compressed options include ENC 0022 *Developmental Writing* and ENC 0027 *Developmental Reading and Writing.* The modular option is ENC 0055 *Developmental Writing Module.*

Faculty developed the four-credit hour ENC 0022 course as a pedagogical approach combining the course outcomes previously covered in two levels through ENC 0015 *College Preparatory Writing I* and ENC 0025 *College Preparatory Writing II*. ENC 0022 is offered over a 16-week term. ENC 0027 *Developmental Reading and Writing* is another compressed course that combines the course outcomes of REA 0017 *College Preparatory Reading II* and ENC 0025 *College Preparatory Writing II.* The course targets students who are low risk; i.e., they test nearly at college levels in their college placement test scores in reading and writing. Successful completion of ENC 0022 or ENC 0027 transitions the student into college-level coursework.

Table 4. *Performance I Developmental Education Writing Courses*

Year	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19
Strategy	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)	# Students Enrolled	% Students (Grade C and Above)
Compression	1,503	59.4%	1,307	64.9%	1,441	66.7%	1,395	63.7%	1,294	66.7%
Modularized	439	56.5%	126	76.2%	62	72.6%	14	78.6%	21	61.9%

In 2018-19, enrollment in ENC 0022 and ENC 0027 decreased seven percent from 1,395 in 2017-18 to 1,294. Grades C and above increased from 63.7% in 2017-18 to 66.7% in 2018-19. ENC 0022 is offered on all campuses; ENC 0027 is offered on one campus.

The modular course, ENC 0055, continues the trend of a sharp decline in enrollment. This modularized course is intended to be offered as a co-requisite to ENC 1101 English Composition I, or it can be taken prior to enrollment in ENC 1101.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Data by subpopulations was reviewed against the 2017-2018 performance and against System performance by race/ethnicity for the White, Hispanic, and Black subpopulations for all three developmental education areas (mathematics, reading, and writing).

Table 5. *Developmental Education Race/Ethnicity Data by Largest Subpopulations: HCC Prior Year, HCC Current Year, and System Current Year*

Year	HCC 2017-18								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black
# Students Enrolled	1,127	1,243	1,078	271	456	491	262	486	486
% Students (Grade C and Above)	58.2%	63.2%	48.6%	69.0%	71.7%	54.8%	66.4%	70.6%	54.1%
% Students (Unsuccessful)	14.8%	11.3%	19.3%	19.9%	14.5%	26.9%	16.4%	14.6%	26.1%

Year	HCC 2018-19								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black
# Students Enrolled	1,075	1,162	988	239	412	493	224	421	458
% Students (Grade C and Above)	64.5%	63.9%	47.9%	74.9%	77.2%	58.4%	71.4%	71.0%	57.9%
% Students (Unsuccessful)	13.2%	12.7%	20.6%	13.8%	10.2%	22.1%	12.9%	12.1%	22.3%

Year	System 2018-19								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black
# Students Enrolled	14,761	12,957	11,075	2,111	1,990	2,567	3,725	4,982	5,371
% Students (Grade C and Above)	62.2%	62.9%	53.0%	77.4%	76.9%	67.3%	73.8%	74.7%	68.0%
% Students (Unsuccessful)	18.5%	18.3%	25.9%	10.9%	8.9%	15.7%	13.0%	11.1%	15.5%

The Black subpopulation shows lower success rates than the White and Hispanic subpopulations. For all three developmental education areas, the percentage of students who earned grades of C and above are lower than the system averages for the Black subpopulation. The HCC White and Hispanic subpopulations showed higher success rates than the System in mathematics. The White subpopulation showed lower success rates in reading, but the Hispanic subpopulation showed higher success rates. In writing, both White and Hispanic subpopulations showed lower success rates.

Developmental education faculty meetings are being scheduled to review options to consider adopting at HCC. As an example of an option that HCC should consider adopting, the 2017-2018 Florida College System (FCS) Developmental Education Accountability Report indicated that a majority of colleges in the FCS have adopted early alert systems targeting developmental education students. HCC has early alert systems in place on multiple campuses, and greater focus could be placed on aligning these systems with improved developmental education success rates.

Data are being reviewed to determine if certain developmental education courses appear to be better for preparing students for success in the related gateway courses. Of note is the fact that nearly all success rates associated with pathways from developmental education courses to gateway courses are showing a positive trend in student performance. For example, Table 6 provides the trendline for percentages of success grades earned by students who passed MAT 1033 after successfully completing MAT 0028.

Table 6. MAT 0028 to MAT 1033 Pass Rates

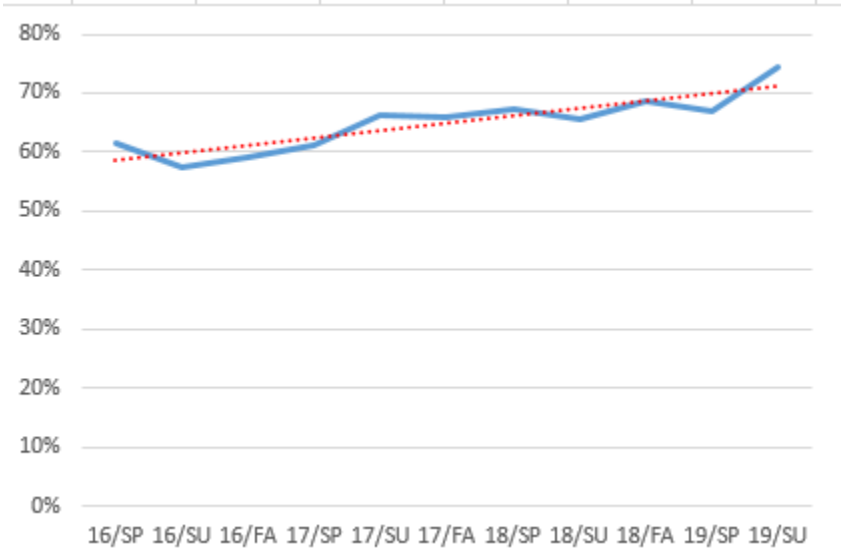
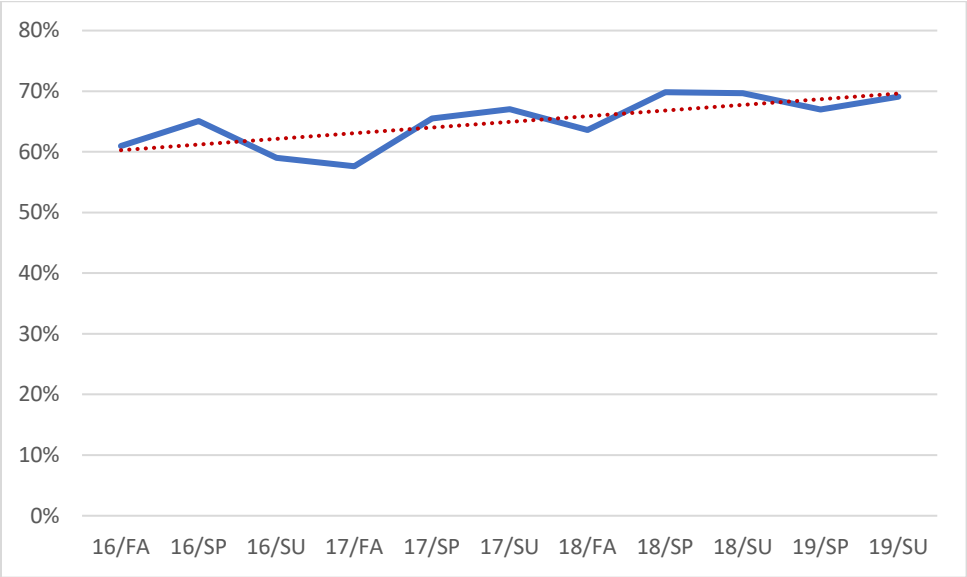


Table 7 provides the trendline for percentages of success grades earned by students who passed ENC 1101 after successfully completing ENC 0022.

Table 7. ENC 0022 to ENC 1101 Pass Rates



One possible factor affecting the improved success rates is HCC's Quality Enhancement Plan, which requires FTIC students to enroll in SLS 1106 *First Year Experience Orientation.* The requirement went into effect in Fall 2017, and students are making increasing use of academic support services, such as SmarThinking. Another factor that may account for the positive trend in MAT 1033 pass rates is the addition of a credit hour, making it a four-credit hour course. Research cited in HCC's 2018 Developmental Education Accountability Report supported the hypothesis that the increase in MAT 1033 meeting time was related to the increase in performance.

Current strategies to improve success among the Black subpopulation specifically include devoting grant resources to improve student success among minority populations. HCC's Lumina Foundation Grant, *Equity and Racial Injustice,* seeks to improve academic performance in minority populations. Grant projects include the production of streaming tutorial videos, and the intent is to increase access among minority students to tutorial support. Developmental education faculty and academic support center staff have been asked to help develop the videos, and students in developmental education courses will be encouraged to access the resources.

HCC will continue to provide professional development opportunities for all faculty that include strategies to increase success among minority populations. HCC offers an array of faculty professional development opportunities, including the annual Black, Brown, and College-Bound Conference, which highlights best practices in improving minority student success rates. In HCC's February meeting of the Student Success Committee, a faculty member presented strategies to improve minority student performance. At the HCC Professional Development Day, among the multiple strategies presented to improve teaching and learning, a dean offered a session dedicated to improving retention rates for students of all colors, with an emphasis on race, gender, religion, and class. Another faculty member is proposing strategies to mentor new African American instructors, and these mentoring strategies could be expanded to include discussions around improving minority student performance in developmental education and overall.

In summary, HCC continues to invest in academic support services designed to target minority student success rates and overall student success rates.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name: Indian River State College

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Indian River State College's singular mission is student success. We continue to strive to improve gateway course success and minimize the time that students spend in developmental education courses. We maintain a series of important procedures, tools and personalized counseling sessions to inform students, who are not otherwise exempt under s. 1008.30, about the opportunities they have to improve their communication and computational skills at IRSC.

a. Advising Services

Advisors use all available information (multiple measures) within each student's record to determine the best possible placement into English, math, and reading. Students are identified as SB1720 exempt or non-exempt upon receipt of their high school transcripts and all students are required to meet with an advisor before registration takes place. During this initial session, advisors make a recommendation to each student, based upon prior grades earned in related courses in high school and/or placement test scores (if they exist or were established based on status). These advising placement recommendations are recorded in the student information system.

b. Early Alert Systems

The Blackboard Retention Center is available for all instructors to monitor students for grades, access, activity, and deadlines. Instructors establish risk parameters to identify when students are atrisk of failure. Early alerts or reach outs can be sent for at-risk students to provide intervention opportunities. Advisors provide these "reach outs" to struggling students to offer support, encouragement, and additional resources to address each student's unique challenges. Faculty and advisors work closely together to support students through this process.

c. Tutoring Services

IRSC's Academic Support Centers (ASC) have expanded the usage of both in-course and open ASC tutoring hours at all Indian River State College campuses. Currently, all developmental education and gateway math courses have a tutor assigned to them. These tutors work closely with the instructors to provide instructional support and assistance, work with students as a group or individually and with students in the Academic Support

Centers. This expansion has included the addition of dozens of new tutors and includes peer tutors in gateway math and science courses, as well.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Math

1. Delivery Strategy: The delivery strategies for developmental math were compressed, contextualized, and modularized. IRSC chose to deliver developmental math courses in these three formats due to student need and the close comparison of previous success rates. Modularized instruction included online and self-paced instructor-supported computerized versions of the course, including a newly developed course designed to quickly bring students through the developmental remediation in quick 4-week 1-credit increments. The majority of classes consisted of compressed courses, running two weeks shorter than the traditional semester, along with fast-track classes, which lasted only half the traditional semester time. These delivery methods serve a wide variety of our diverse student population, and allow IRSC to satisfy the needs of the vast majority of our student population. Of the three, compressed showed a marked increase in course success of 11.3% over modularized, which showed another noticeable 16.3% increased success over contextualized. The marked differences in success rates is still being discussed, and can be partly attributed to scheduling changes made for the year which moved almost all of the developmental math classes into the compressed format. This was done with the intention of allowing students the time to move into developmental math from a higher level math during the drop week, when many students realize they are not prepared for the higher level. While the success rates between the three deliveries varied, the most noticeable difference in the number of student withdrawals related to the modularized delivery when compared to contextualized, a difference of 3.7%. Modularized courses included online classes where students needed additional study and life skills to be successful, and these classes have traditionally lower success rates and higher numbers of withdrawals, which could account for this difference.
2. Pedagogical Revision: One strategy adopted during the year involved the creation of a self-paced single credit developmental course that could be repeated until the student mastered the material. The structure of the class provided students the opportunity to work in a computer lab with an instructor present to guide and assist, and this initial offering had promising results. Students were allowed to “test” ahead in this environment, thus spending time and money only on math skills that were lacking, and finish remediation in as little as four weeks. A late start gateway algebra class attempted by these early completers proved very successful, and the pilot study was extended to subsequent semesters.

3. Content Alignment: Developmental education math faculty were fully embraced by the college credit math faculty this year in a structural move that merged all math faculty into one department. Previously, developmental math faculty were part of the Developmental Education Department. This move provided a closer working environment for IRSC mathematics instructors, and has proven to enrich the work of streamlining the content of the developmental math courses to meet the needs of the students by addressing specific math skills needed for success in gateway courses.

Reading & Writing

1. Delivery Strategy: During this reporting period, IRSC piloted a modularized course that integrated developmental reading and developmental writing (ENC0017). All sections were delivered in a faceto-face format as data from previous years indicated that this modality was 11% more successful than virtual delivery.

   The newly piloted developmental reading and writing course is tailored to meet student's individual needs. The course encompasses short lectures designed to prepare students for ENC1101, and online materials designed to improve their reading, grammar and writing. During the first week of class, students are assessed for areas of need and a tailored curricular plan is developed utilizing online materials from Cengage. In the 2018-2019 academic year, 383 students took Developmental Reading and Writing (ENC0017). 71.3% of the students in ENC0017 earned a "C" or better. It was noted that 20.5% of students withdrew from the course prior to completion. Evaluation of their submitted work indicates that students who fall behind in the course tend to withdraw versus work towards 'catching up'. The possibility of redistributing work across the semester is being evaluated.

   Current data analyses are looking at disaggregating the data to examine whether ENC0017 contributes towards student success in ENC1101, whether success in ENC0017 differs by group membership, and an examination of which specific instructional components contribute towards student success. Preliminary data suggests that students who engaged in ENC0017 are passing ENC1101 at a similar rate as students who enroll directly in ENC1101 (72% versus 71% in Spring 2019). An evaluation of whether that rate differs from SB1720 exempt students is in progress and will guide further instructional revisions.

2. Pedagogical Revision: During the 2017-18 year, faculty researched, evaluated, and developed new options for the integration of developmental reading and developmental writing and launched this new course (ENC0017) in Fall of 2018.

3. Content Alignment: Following the pilot of ENC0017 in Fall 2018, faculty met to discuss areas in need of revision. Course lectures were streamlined to ensure congruency between sections and ensure they matched information presented in ENC1101.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Equity in access and success for all students continues to be a driver behind gateway course completion. When reviewing course success rates, we continue to see disparity between our white students and students of color, particularly in mathematics. Over the upcoming year, we will continue efforts to close this equity gap.

a. Student Focus Groups

Working closely with faculty, advisors, and student activities identified students will be interviewed in a focus group setting to help identify the resources, problems, support, and barriers that black students need to be successful in developmental education.

b. Professional Development

Targeted professional development for developmental education and gateway math faculty, adjuncts, and tutors will be provided. The professional development will include equity, active learning strategies, and sensitivity training.

c. Tutoring

The faculty will work closely with the Academic Support Center to share schedule of course topics. There will be additional tutors and peer tutors provided for sections of developmental and gateway math courses.

d. Early Alert System

Faculty and adjuncts use all the available resources to monitor student grades, access, activities, and missed deadlines. Notifications to student advisors when students are at-risk and provide interventions, support, encouragement and additional resources to address the unique challenges of the student.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****,* ***2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Lake-Sumter State College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

LSSC supports students enrolled in developmental education and informs students about opportunities to improve their communication or computation skills. The targeted support services available include Admissions Counseling, Academic Advising services, Starfish Early Alert System, tutoring services, Learning Centers, and Math Emporiums.

Admissions Counseling

(1) All students entering college or career credit programs receive admissions counseling, which provides developmental education options for students when their assessment results (as determined under s. 1008.30) indicate a need to improve the communication or computation skills necessary for satisfactory performance of college-level work. Additional admissions counseling may include dialogue regarding tutoring, extended time in gateway courses, free online courses, adult basic education, adult secondary education, or private-provider instruction.

(2) Admission to LSSC's associate degree programs is subject to minimum standards adopted by the State Board of Education:

- (a) A standard high school diploma, a high school equivalency diploma as prescribed in s. 1003.435, previously demonstrated competency in college credit postsecondary coursework, or, in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of s. 1002.41. Students who are enrolled in a dual enrollment or early admission program pursuant to s. 1007.271are exempt from this requirement.
- (b) A demonstrated level of achievement of college-level communication and computation skills.
- (c) Any other requirements established by the board of trustees.

(3) Admission to other programs within the Florida College System institution shall include education requirements as established by the board of trustees.

(4) A student who has been awarded a certificate of completion under s. 1003.4282 is eligible to enroll in certificate career education programs

(5) A student with a documented disability may be eligible for reasonable substitutions, as prescribed in ss. 1007.264 and 1007.265.

Academic Advising Services

LSSC has four full-time academic advisors on the Leesburg Campus, four full-time advisors on the South Lake Campus, and one full-time advisor on the Sumter Campus who provide academic support for students enrolled in developmental education courses. Initial and ongoing placement advising occurs through LSSC's comprehensive advising program—which begins with course placement curriculum integrated into LSSC's New Student Orientation. Additional course placement curriculum information is offered through College publications, the College's website, individual academic advising sessions, and personalized advising plans tailored to the student's achievement and ultimate career and/or university goals. Students can meet with an advisor in-person at any LSSC campus, or online in a secure environment using Zoom Meetings. Students needing guidance with developing career and/or university goals can also receive advising support through one full-time career development advisor who serves our Leesburg and Sumter Campuses and one full-time career development advisor who serves our South Lake Campus. In addition to advising support, students can utilize our degree auditing tool known as "Degree Works" to track their progress as well as ensure that they are satisfying their degree and/or program requirements.

Starfish Early Alert System

Since the fall of 2016, LSSC has utilized Starfish Retention Solutions as our primary Early Alert tool. Approximately 90% of our faculty actively engage in the LSSC Early Alert Program through their participation in two Starfish progress surveys each semester. These surveys record student progress at critical points in the semester (weeks 3-4 and weeks 7-8)--where outreach and intervention strategies can be implemented to help students understand how they are doing in class, explore their options for improving their academic performance, obtain additional support, and understand the ramifications of withdrawing from a course if they believe that is the right option for them. Each academic year, we average 16,000 concern flags and 32,000 kudos given to encourage students showing improvement or exhibiting good or outstanding academic performance. The benefits of this initiative include integrating technologies at the College to mine student performance data and activate intrusive advising and intervention strategies, helping the College detect at-risk students in real-time and activate an immediate communication response, intentionally engaging faculty to provide ongoing student performance and engagement feedback, and fostering a coordinated outreach between faculty, advisors and other service areas at the College.

Learning Centers & Tutoring Services

LSSC has Learning Centers on all three campuses. The mission of the LSSC Learning Centers is to provide a supportive and comfortable learning environment and multi-disciplinary academic support for all students. For students needing to improve their English, Reading, Math, Science, and Computer skills, the LSSC Learning Centers provide a variety of self-paced tutorials that utilize different modes of delivery. The presence of the

Human Anatomy and Physiology models at the Learning Centers allow students a hands-on approach to their learning. For currently enrolled students who cannot visit on campus, the Learning Centers offer Virtual Tutoring. Also, a Lending Library allows students to borrow textbooks and calculators for the current semester to assist them with their assignments.

Math Emporiums

In addition to the Learning Centers, some developmental math courses are delivered using a modular approach with required lab time. Three math emporiums (labs), one on each campus, are available for students to receive on-demand assistance and personalized instruction.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, co-requisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

a. Math

1. Delivery Strategy

Lake-Sumter State College uses the contextualized and modularized strategies for developmental math courses. The strategy that has been the most successful is the contextualized instruction used in the second level developmental math course, MAT 0027 Developmental Math II for Liberal Arts. This course is recommended for students who have a degree program that does not require MAC 1105 College Algebra and it puts those students in our Liberal Arts (or non-STEM) Pathway. As such, the enrollment continues to lag the other LSSC developmental course enrollments since students who are undecided about their intended major are often advised to take the traditional algebra-based pathway (or STEM Pathway).

The results are encouraging, though, for the students who do take the contextualized course. Many of these students are non-traditional students who are not exempt from placement testing. These students often comment that they find algebra challenging when they are not able to “relate” it to anything.

2. Pedagogy

In the contextualized strategy (MAT 0027), the presentation of quantitative tools and techniques is provided in the context of real-world applications. Students are motivated to explore ways to solve a problem before the instruction of specific techniques begins. In this “trial and error” scenario, students often perform the calculations necessary to solve a problem but have not formalized their methods. In many instances, the instruction involves formalizing their methods and expanding on the situations where the method can be used. Our current pedagogical approach seems to be working since LSSC’s success rates continue to be higher than the state average (76% vs 66.3%)

In the modularized strategy, LSSC math faculty revised the delivery of MAT 0028 Developmental Math II to include additional classroom lecture time with the instructor. The course delivery was also revised to permit calculator usage after Test 1 to reduce the amount of time students are spending performing calculations by hand. The revisions may account for the 1.8 percentage point success rate increase compared to the previous year's institutional results. However, LSSC continues to lag behind the state average by 7.1 percentage points; therefore, math faculty will need to determine additional strategies to improve student success rates in the developmental courses.

3. Content Alignment

Content in LSSC's developmental courses (MAT 0018, MAT 0028, MAT 0027) align with Florida Mathematics Postsecondary Readiness Competencies (FLDOE Board Rule: 6A-10.0318) and prepare students to complete a Liberal Arts pathway or a STEM pathway.

The first-level modularized course (MAT 0018) is designed for students who need instruction on the basic operations with real number. Students on either pathway start with this course if a skills assessment places them at this level. The second-level modularized course (MAT 0028) progressively prepares students to enter either a STEM or non-STEM pathway, although it is mainly designed to align to STEM-pathway math courses (MAT 1033 Intermediate Algebra, MAC 1105 College Algebra, etc.)

MAT 0027 (LSSC's contextualized math course) content is aligned to the State standards for the second-level developmental math course as well as to the content students will see in the general education liberal arts math courses. In this contextualized developmental math course, the focus is on the introduction of concepts that will be explored more fully in subsequent courses. For example, while scatter diagrams and correlation are discussed in detail in the Elementary Statistics course, these concepts are presented during the study of plotting ordered pairs.

b. Reading

1. Delivery Strategy

Lake-Sumter State College has used the modular strategy for the delivery of REA 0007 (Developmental Reading I) and REA 0017 (Developmental Reading II). However, this class was combined with Developmental Writing in 2017. The combination of Reading and Writing into one course could account for the shift in LSSC enrollment in these developmental courses: Reading enrollment dropped significantly while Writing increased.

2. Pedagogical Revision

An LSSC faculty-led project launched in 2017-18 built upon the experiences of developmental students in reading and the overlap with developmental writing, which sees a new, blended curriculum that addresses both skills in the same semester. Guided by specialist instructors from both fields, the needs of the learner are addressed by integrated reading and writing activities, with diagnostics to identify areas for remediation. The Mastery Pathways feature of the Canvas learning management software streams students into ability- and

knowledge-appropriate instruction and assessment. Students that demonstrate mastery bypass the instruction and practice for concepts and processes, taking only those modules that apply to areas for skills improvement. Results show LSSC students in Developmental Reading succeeded at a rate higher than the state average by 2 percentage points.

3. Content Alignment

The content alignment efforts detailed previously, such as adaptive software to remediate areas of need or accelerated progress through the sequence, informed the subsequent curriculum re-design. For example, the blending of reading and writing allows the instruction of both skills in the context of the other, rather than the disaggregated and de-contextualized approach of holding separate classes. The content alignment and modular approach, coupled with mastery demonstration for acceleration, means that students can complete developmental reading and writing in one semester. Previously, two levels of two developmental classes resulted in students not accruing college credit for at least a semester, if not two. In this approach, deployed in Fall 2018, this is halved. Apart from the time savings this blending offers the student, similarly the cost for students is halved.

c. Writing

1. Delivery Strategy

Lake-Sumter State College has used the modular strategy for the delivery of ENC 0015 (Developmental Writing I) and ENC 0025 (Developmental Writing II). The modular strategy is currently being used with the new blended Reading and Writing curriculum in ENC 0017 (Developmental Reading and Writing 1) and ENC 0027 (Developmental Reading and Writing II).

2. Pedagogical Revision

LSSC adopted a modular approach in 2014 and had an 90.1% student success rate for the 2018-19 year compared to the system-wide success rate of 71.1% in the modular strategy. Further revisions to the modular approach continue to be examined and tested; for example, a range of compressed and hybrid approaches are being developed. Current revisions include using changing the adaptive online software, InQuizitive by Norton, as well as offering fully seated as well as hybrid classes. Fully online options were developed for deployment in Spring 2018. Future goals include creating a textbook.

3. Content Alignment

The content alignment allowed student success by targeting areas of concern; the modular methodology, as well as the integration of computer labs into the curriculum, means that individualized help is available from the instructor as part of the learning environment. Active reading and preparatory writing is completed as homework, which creates a “flipped classroom” that promotes individual learner responsibility. Each learner moves at their own pace through modular tasks, culminating in a competency-based assessment to

demonstrate readiness for college-level writing class: ENC 1101. Further, this flipped method emphases using professional tone in writing. We can increase our support to this student population by combining Reading and Writing class. This will serve the large segment who have weaknesses in both areas.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

1. Race
    a. Math
    The number of black and Hispanic students combined enrolled in developmental math courses is still less than white students (225 vs. 244, respectively). Last year, the difference in success rates between the races saw white students with success rates that were 9 to 14 percentage points higher than those of Hispanic and black students in developmental mathematics. This year, that gap increased to 13 and approximately 15 percentage points higher (Hispanic and black students, respectively). It is interesting to consider the high success rate of those reported as "Two or More Races," (60.0%). However, these results are suspect due to a very low sample size (15). Most students in the "Grade Other" category were Hispanic (6.4%) compared to other race classifications. Withdrawal rates were highest for Asian students (9.1%), albeit this group had a very low sample size (11). Unlike last year, black students withdrew at a lower rate (6.4%) than either white (8.2%), or Hispanic (7.1%) students.

    b. Reading
    This class became combined with Writing and does not have any data.

    c. Reading and Writing
    The total number of students in Reading and Writing was 148: 66 white, 49 Hispanic, and 33 students black.

    The gap between black and white student success rates is small, 1.5 percentage points. However, the same is not true between Hispanic and white students. White students succeed at a rate of 6.7 percentage points higher than Hispanic students.

2. Gender
    a. Math
    In developmental math there were approximately twice as many females enrolled than males (185 vs. 92, respectively). Female success rates exceeded male success rates by 3.4 percentage points, similar to the gap in system-wide averages. The withdrawal rate for females was high than males: 8.3% vs 5.6%, respectively. Interestingly, the LSSC female withdrawal rate was lower than the state average by 1.4 percentage points while the male withdrawal rate was lower by 4.9 percentage points. This indicates students are persisting in the course at higher rates than the state averages.

    b. Reading
    Reading and Writing were combined into one course; therefore, data is not available for Reading.

c. Reading and Writing

The total number of students enrolled in the combined course was 164: 97 females and 67 males. Males succeeded at a rate 7.9 percentage points higher than females. The withdrawal rate for females was 1.6 percentage points higher than males.

3. Age

a. Math

Students in the non-traditional age group (25 years or more) have a higher success rate (58.0%) than 20-24 year old students (55.5 %) and 19 or less year old students (45.6%). The reason for the distinct gap between older and younger student groups could be that younger students are taking the course for skills review and don't have to pass it to satisfy a prerequisite requirement. Math faculty are considering other options for course delivery, such as the co-requisite model, that may address this issue.

b. Reading

This class became combined with Writing and does not have any data.

c. Reading and Writing

The total numbers this segment of the population is 165 students. Fifty-four students were 19 years or less, 36 students were between 20 and 24 years, and 75 students were 25 years or older.

The "19 years or less" segment passed at a rate of 96.3%, for "20-24 years" rate was 86.1%, and for "25 years or above" the rate was 89.3%. For those scoring a "D", the "19 years or less" rate was 0%, for "20-24 years" the rate was 0%, and for "25 years or above" the rate was 1.3%. In terms of unsuccessful students, the "19 years or less" rate was 1.9%, for "20-24 years" the rate was 11.1%, and for "25 years or above" the rate was 6.7%.

Current or planned strategies designed to increase student success for one or more underrepresented group(s).

Math

Math faculty are exploring other options for course delivery, such as the co-requisite model, to provide skills review in courses above the developmental level for the younger population of students who are exempt from taking developmental courses. This should close the age-related performance gap.

Reading and Writing

The data shows that the most at-risk group is Hispanic females between the ages of 20-24 years old. In order to increase success for this group specifically, we will employ three strategies.

First, we will include readings that are written by or feature Hispanic characters and events in order to increase identity recognition and interest. We will increase the level of intrusive intervention by which

instructors engage students individually. Finally, we will include a feedback response assignment that has students track feedback as well as how they will respond to the feedback. These three interventions should increase interest, engage students in the learning process, and allow for faster response to student issues.

College: MIAMI DADE COLLEGE
Date: OCTOBER 2019
Report Completed by:
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Executive Summary

Enrollment in Miami Dade College development education courses decreased by 3,310 total students from 2017-2018 to 2018-2019. In particular over the last year,

- Enrollment in Math developmental education courses decreased by 37%;
- Enrollment in Reading developmental education courses decreased by 31%; and
- Enrollment in Writing developmental education courses decreased by 17%.

Per section 1008.30 (4a), Florida Statutes, any student who "earned a Florida standard high school diploma" "shall not be required to enroll in developmental education instruction in a Florida College System institution."[1] Since the implementation of this statute in 2013, enrollment has steadily declined in developmental education courses, while enrollment into gateway courses in both English and Math increased. When Senate Bill 1720 was first passed in 2013, concerns about the pass rates in those gateway English and Mathematics courses was raised and addressed by the faculty and staff at Miami Dade College. Course redesign, supplemental instruction, tutoring, and other interventions were intentionally introduced and many remain as a part of a comprehensive package towards the aim of student success and subsequent course and degree completion.

Miami Dade College's Mathematics department continues to review, adjust and redesign course offerings for students on both the algebra and non-algebra tracks. Enrollment in developmental math class dropped from 1,649 enrolled students in fall 2017 to 469 enrolled students in 2018 and of those enrolled, 78% of students obtained a C-grade or better. In comparison, the number of students enrolled in the non-algebra, first semester math class nearly doubled, from 1,457 students enrolled in fall 2017 to 2,682 enrolled in 2018. Within the algebra-required track, the numbers of students enrolled also increased in the redesigned course from 2,984 in fall 2017 to 3,197 in 2018 and in the contextualized course from 165 in fall 2017, to 642 students in 2018.

Much of the Mathematics department initiatives have been supported through evidence-based study, pilot programs that subsequently become fully integrated throughout the discipline. For example, through the First in the World grant, the intermediate algebra course was redesigned and contextualized with a result of a 6.5% improved performance rate in Fall 2017 grades over the traditional course design format. Similarly, the redesign of college algebra has been supported by a grant from Every Learner Everywhere. The pilot being implemented in the fall 2019 term will aid the discipline in deciding on an adaptive learning model via the co-requisite lab, as well as other course improvements to the betterment student retention and success.

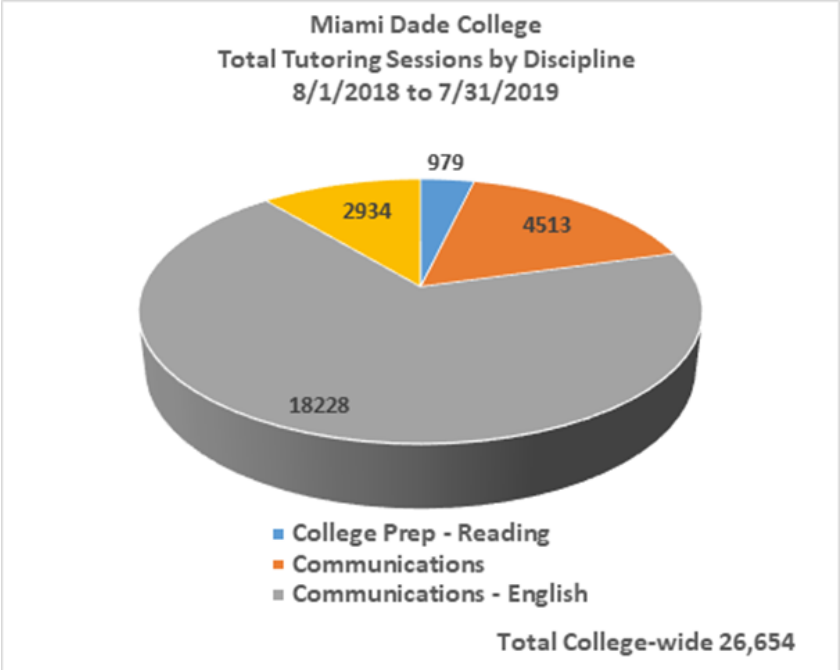
I. Developmental Education Student Supports

[1]Source: http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.30.html

The strong data of the aforementioned FITW grant and the positive success rate seen in contextualized intermediate algebra courses, impacted the holistic math discipline leading to more faculty involvement and more courses offered using contextualization. Beyond mathematics, other departments and disciplines have begun to rethink the ways that Miami Dade College students meet both Florida Statute 1007.263 (2) (b) "A demonstrated level of achievement of college-level communication and computation skills"[2] as well as the college's first and second Learning Outcomes.[3]

Within the realm of developmental education, though, Miami Dade College remains firmly invested in student success. All courses at every campus are connected with an academic support lab and tutoring center. Full and Part-time faculty make referrals early in an effort to have needed interventions and services identified at the beginning of the term. Both the Math and English disciplines believe in strong student support. Tutoring in both the Math and English areas is paramount to the ultimate success.

As an example of the efforts in tutoring, the English Discipline tracked recorded visits over the last two years within college prep/developmental education, and other English courses. During the 2017-2018 academic year there were 14,298 documented, one-on-one tutoring sessions. This past year, 18,228. The discipline believes that the strength in the number of tutoring visits played a part in the fact that this is the first year that the passing rate did not drop in ENC1101.



[2] Source: http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1007.263&URL=1000-1099/1007/Sections/1007.263.html

[3] Source: http://www.mdc.edu/learningoutcomes/

II. Developmental Education Student Success Data

a. Math

1. Delivery Strategy

During the 2018-2019 academic year, Miami Dade College had high rates of success with co-requisite and compressed developmental math courses. Students enrolled in developmental math courses completed the co-requisite course at a passing rate of 78.9% and the compressed course at 70.3%. The MAT0029 developmental math course, paired with a college level math course (MGF1106) was advised to students who do not require algebra for their pathway. Compressed math courses are accelerated elementary algebra courses. These courses typically are offered in the first 8-weeks of the 16-week semester, and students are then advised to also register for the second 8-week college-level course (MAT1033). MDC has found students motivated to finish their math in their first term of college enrollment leads to improved retention rates and academic success.

2. Pedagogical Revision

Since the passing of Senate Bill 1720, Miami Dade College has revised all developmental math education courses. In particular, for the non-algebra track, the developmental math course (MAT0029) was revised to align with Math for Liberal Arts (MGF1106), and is taken in the same semester. In addition, MAT1033, Intermediate Algebra, a course that precedes College Algebra (MAC1105), a requirement for many pathways, has also undergone review and revision. A redesigned model was introduced in fall 2015 and a contextualized MAT1033 begun in fall 2017. Both courses have more active classroom learning, early intervention strategies, and tutoring systems and the pass rates indicate the revisions have led to higher success rates.

3. Content Alignment

The co-requisite modality and curriculum content is intended to better align with non-algebra academic pathways. The quantitative reasoning components of the pairing of MAT0029 and MGF1106 prepares students for success in either MGF1107 or STA2023, a second semester of math determined either by the student program of study and/or their personal interests.

b. Reading

1. Delivery Strategy

During the 2018-2019 academic year, 824 students were enrolled in developmental reading, the lowest enrollment numbers across all three developmental education subject areas. Developmental Reading I (REA0007) and Developmental Reading Ii (REA0017) are both compressed courses taught within the same semester.

2. Pedagogical Revision

The two reading courses are offered in 8-week formats. These courses are four credits each with a one-hour lab component supervised by Lab instructors within Academic Support Centers. During the 2018-2019 academic year, 64.9% (535 students) successfully completed the compressed courses with a grade of C or better.

3. Content Alignment

The content in the REA courses prepares students for successful comprehension of reading material found in the general core course in college-level writing (ENC1101).

c. Writing

1. Delivery Strategy

During the 2018-2019 academic year, Miami Dade College had high rates of success with co-requisite and compressed developmental writing courses. Students enrolled in developmental writing courses completed the co-requisite course at a passing rate of 80.7% and the compressed course at 70.2%.

2. Pedagogical Revision

Developmental Writing I (ENC0015) and Developmental Writing Ii (ENC0025) classes are both four credits courses, with one hour as a supervised lab component, monitored by Lab instructors in an Academic Support Center. There are weekly reviews of syntax with in-class and out-of-class essays as well as in-class essay completions and writing workshops. The developmental course, Introduction to College Writing Through Reading (ENC0027), is offered as 3 credits. Many campuses have moved to a paired delivery, whereby ENC0027 and ENC1101 are taken as an 8-week/8-week combination. This enables students to complete the developmental education course and move directly into the first required general core course in college-level writing, ENC1101.

3. Content Alignment

ENC0027/ENC1101 combination courses are generally taught by the same instructor which creates fluid and familiar instructional delivery and as well as content alignment and course consistency.

III. Developmental Education Student Success Data by Subpopulations

Miami Dade College students, in both genders, out-perform their system-level peers in both math and writing. Based on the 2018-2019 data, 70.2% of MDC female students received a passing grade of C or better, compared to the 61.6% system-wide and male students 61.8%, compared to 57.1% system-wide. In writing, 77.9% of MDC female students received a passing grade of C or better, compared to the system-level average of 74.7% and 71.2% of males, versus 68.6% system-wide.

Similarly, within the age group categorization, MDC students in all three categories, 19 or less, 20-24, and 25 or above, out-perform their system-level peers. In math, 68.0% of 19 or less (vs. 58.9% system-wide); 65.5% ages 20-24 (vs. 57.9% system-wide); and 67.2% of students 25 or above (vs. 61.9%) received a passing grade of C or better. In writing, 76.7% of 19 or less (vs. 72.9% system-wide); 73.8% ages 20-24 (vs. 69.8% system-wide); and 73.5% of students 25 or above (matching the system-wide 73.5%) received a passing grade of C or better.

Presently in development is a Miami Dade College EAB platform. This technology product design is being reviewed and tested by the faculty and staff charged with College-wide Strategic Enrollment Management. The tool is meant as a strategy to improve the advising processes as well as early alerts and interventions. Coupled with the EAB process are planned enhancements to the holistic advising process and wrap-around supports, including faculty-led interventions, and peer-to-peer mentoring. Once development testing is completed, the **EAB Student Success Collaborative-Navigate** will increase student success and improve the student experience for all populations.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
North Florida College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

North Florida College's Developmental Education Program provides students with the basic academic skills required for the mastery of college credit curriculum. The program works to develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals.

Every effort is made to inform students about the opportunities to improve their communication and/or computation skills at NFC. At the initial required advising session for new students, advisors review transcripts and test scores (if applicable) with students and discuss their perceived strengths and weaknesses. Students who are deemed "exempt" according to section 1007.263 are introduced to NFC's Academic Success Center (ASC) staff and resources. Exempt students who elect not to enroll in developmental education courses are encouraged to build tutoring hours into their weekly schedules. Additionally, students in the gateway English and math courses are given a pretest during the first week of class, and students who perform below satisfactory (less than 70%) on the pretest receive an invitation to attend a weekly seminar designed to function like a co-requisite support session for the credit course. Attendance to the seminar is voluntary; however, students who recognize their weakness in a subject area early on tend to find a benefit in attending the seminar on an as-needed-basis. Non-exempt students whose test scores indicate a need for remediation are advised of their course delivery options as well as introduced to the Academic Success Center services and seminars.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Math: The majority of NFC's students who either elect or are required to enroll in a developmental math course choose the compressed option. MAT 0022 (Developmental Math Combined) is a course which combined the original Level 1 and Level 2 math courses into one. This traditional/lecture-based course is delivered over 16 weeks and was designed with the "moderate to high risk student" in mind (defined by math faculty's interpretation of math placement test scores). Developmental math faculty worked with NFC's intermediate and college algebra instructors to determine appropriate instructional materials and course outcomes for effectively preparing developmental education students for college credit math course work. The student success data indicate that 66.7% of students enrolled in the compressed math course complete the course successfully (with a C or higher). Faculty report attendance issues and lack of study skills as a factor contributing to lower success rates; furthermore, a curriculum review and assessment of course instruction has led to a math departmental review of new curriculum being considered.

Writing: The majority of NFC's students who either elect or are required to enroll in a developmental writing/reading course choose the compressed option. In ENC 0027 (Developmental Reading and Writing), students received face-to-face direct remediation using traditional classroom lectures and activities combined with an individualized, competency-based online program to support the face-to-face direct instruction. Students and faculty reported that the competency-based online curriculum was not user-friendly and caused more frustration than necessary. Success data for 2018-2019 indicate a low success rate of 54.5 %. Faculty for developmental English chose to review the curriculum and ultimately decided to revise the course using Open Educational Resources to support student learning outcomes beginning Fall 2019. Developmental English faculty worked closely with college credit English faculty to ensure that ENC 0027 writing course outcomes best prepare students for the instruction delivered in Freshman English I. Developmental English faculty also consulted other content area faculty as writing assignments were designed to give developmental education students the foundation they need to be able to write effectively across the content areas.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

After analyzing the student success data by subpopulations, NFC has chosen to continue its focus on students ages 19 or less (defined as "traditional-aged students" at NFC). A review of the success data by subpopulations indicates that traditional students enrolled in developmental courses at NFCC are less successful than non-traditional students. Anecdotally, instructors share that the non-traditional students (ages 20+) are more focused, prepared, and motivated than their traditional-aged peers (ages 19 or less). Instructors share that attendance is an issue for the traditional students whereas non-traditional students are rarely absent. A focus on students ages 19 or less includes a continued requirement for developmental education students to enroll in the first-year-experience course (Strategies for Academic Success). Helping these students identify goals and a purpose for attending college should impact a student's perspective regarding the need for remedial education. An institutional effort to erase the stigma associated with developmental education is necessary as well. Furthermore, professional development for instructors to find instructional strategies that meet the needs of ever-changing generational characteristics will be a priority. NFCC's Learning Resources department will develop workshops that target the needs of traditional-aged students. Specifically, a focus on the mental and emotional health care needs as well as the integration of new technologies in the life of traditional-aged students will drive decisions related to curriculum development, academic support, and professional development across campus.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Northwest Florida State College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Northwest Florida State College adheres to the requirements set forth in Florida Statutes, Section 1007.263. Florida Statute. Section 1007.263 states that, "Each board of trustees shall establish policies that notify students about developmental education options for improving their communication or computation skills that are essential to performing college-level work, including tutoring, extended time in gateway courses, free online courses, adult basic education, adult secondary education, or private provider instruction." The College has adopted Board of Trustees Policy TL 12.00 which notifies students that the College has procedures related to developmental education that adhere to state statute. The College's Board of Trustees Policy TL 12.00 states, "In accordance with State Board Rule SBR 6A-10.0315 and Florida Statutes FS 1008.30 and FS 1008.02, the Board of Trustees directs and authorizes the College President or his/her designee to establish procedures related to the implementation of college preparatory instruction in accordance with state law and State Board of Education Rules." Furthermore, the College's Catalog details Developmental Education support for students.

Specifically, the College offers advising and student academic support services to improve both communication and computation skills. The College's Student Success Navigation team provides student advising concerning the meaning and purpose of placement scores and how to advance throughout coursework. Students are counseled on a case-by-case basis as to how to approach each course selection in this regard and presented with information related to academic support resources designed to both support ongoing coursework and improve placement scores.

The College also provides students with support through its Academic Success Center which tutors students in both communication and computations skills on a 45-minute one-on-one appointment basis. In addition, the College offers a separate Math Lab which provides students with additional support for all of the College's math courses offered. This support is offered on a walk-in basis and students may stay as long as they need during operating hours. The College engages in robust advertising at the beginning of each semester for these services and has found that strong word of mouth advertising helps encourage students to take advantage of this support system.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Northwest Florida State College provides developmental mathematics instruction through compressed and modularized delivery methods as prescribed by Florida Statutes, Section 1008.01. Students have the opportunity to complete both Developmental Math I (MAT0018) and Developmental Math II (MAT0028) within any given fall or spring semester, each in a compressed format. The compressed developmental math courses for Fall 2018 and Spring 2019 served 469 students. For the 2018-2019 academic year, 40 students withdrew. Of the 429 students that completed the compressed developmental math courses, 292 received a C or better resulting in 68% success rate.

Students meeting the criteria for placement in MAT0028 at the beginning of any given fall or spring semester also have the option of meeting their developmental math requirement by taking Modularized Developmental Mathematics (MAT0157). MAT0157 gives highly motivated students the opportunity to progress quickly through content that is familiar. Students' progress through unfamiliar content at an individualized pace. MAT0157 courses for Fall 2018 and Spring 2019 served 81 students. During the 2018-2019 academic year, only one student withdrew. Of the 80 students that completed the modularized developmental math courses, 64 received a C or better resulting in an 80% success rate. Highly motivated MAT0157 students who completed all of the modules prior to the end of the semester were provided with college level mathematics content as well. This practice provides students an increased likelihood of success in the gateway mathematics course upon their first attempt. More advanced students are able to re-take the placement test to see if they score high enough to go directly into MAC1105 (College Algebra). Success rate data suggested students enrolled in MAT0157 were more successful than students enrolled in the compressed MAT0028. Student feedback suggests their ability to complete the homework in class with immediate assistance from the instructor helps them succeed. A great percentage of our developmental students have challenges in their life, including full time jobs. This makes it difficult to give high priority to their math homework at home after a compressed lecture class. It has been the faculty's experience that the majority of students learn math through repeated practice and not by listening to lectures.

In addition, Northwest Florida State College provides developmental reading and writing instruction through compressed and modularized delivery methods as prescribed by Florida Statutes, Section 1008.01. Students are given the opportunity to complete both Integrated Reading and Writing I (ENC0017) and Integrated Reading and Writing II (ENC0027) within any given fall or spring semester, each in a compressed format. The compressed developmental reading and writing courses for fall 2018 and Spring 2019 served 182 students. During the 2018-2019 academic year, 14 students withdrew. Of the 168 students that completed the compressed developmental reading and writing courses, 133 received a C or better resulting in 79% success rate. The College previously utilized modularized, work at your own pace content (i.e. the "flipped classroom") for almost all coursework. The College is returning to a more flexible, lecture-based system. The College anticipates this practice will better prepare students for ENC1101 and beyond while allowing instructors to identify areas of weakness and address them just in time. With the pre-made modularized content, faculty did not have the flexibility to make educational adjustments when needed.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

In developmental mathematics, MAT0018 female students achieved an 81% success rate and males achieved a 64% success rate. White male students achieved an 83% success rate while white female students achieved a 68% success rate. Hispanic female students achieved a 100% success rate and Hispanic male students achieved a 75% success rate. Black or African American female students achieved a 75% success rate and Black or African American male students achieved a 25% success rate. Asian females achieved a 100% success rate and Asian males achieved a 50% success rate. American Indian or Alaska Native and Asian female students achieved a 100% success rate and there were no male students in this category. Native Hawaiian or other Pacific Islander female students achieved a 67% success rate and there were no male students in this category. Female and male students who identified as two or more of these categories achieved a 75% success rate.

In MAT 0028, female students achieved a 57% success rate and male students achieved a 55% success rate. White female students achieved a success rate of 54% and male students achieved a success rate of 53%. Hispanic female students achieved a success rate of 53% and male students achieved a success rate of 82%. Black or African American female students achieved a 67% success rate and male students achieved a 57% success rate. Asian female students achieved a 100% success rate and there were no male students in this category. American Indian or Alaska Native female students achieved a 25% success rate and male students achieved a success rate of 50%. Native Hawaiian or other Pacific Islander female students achieved a 50% success rate and there were no male students in this category. Female students who identified as two or more of these categories achieved a 53% success rate and male students achieved a 54% success rate.

In MAT0157, female students achieved a success rate of 80% and male students achieved a success rate of 70%. White female students achieved a success rate of 92% and male students achieved a success rate of 69%. Hispanic female students achieved a success rate of 50% and male student achieved a success rate of 50%. Black or African American female students achieved a 33% success rate and male students achieved a 75% success rate. Asian female student achieved a 100% success rate and there were no male students in this category. The single Native Hawaiian or other Pacific Islander female student was not successful (0%) and there were no male students in this category. The single female student who identified as two or more of these categories was successful (100%).

Please note that the extreme outliers such as those with a 0% success rate typically had only one student enrolled. The data demonstrates that male students achieved a lower success rate compared to female students among all developmental mathematics courses. Such disparity is most evident in MAT0018 with a 17% differential. Black and African American males enrolled in MAT0018, American Indian or Alaskan Native female students enrolled in MAT0028, and Black and African American females enrolled in MAT0157 had the lowest success rate in the designated developmental mathematics education courses. The College has taken the following initiatives to enhance student success in all subpopulations in mathematics by providing students with options to: 1) enroll in a pilot co-requisite course (MAT0028 and MAT1033A), 2) use the Math Lab (instructor and peer) and Academic Success Center (45-minutes individualized) for tutoring sessions and 3) increase and promote MAT0157 option as student success is higher in the modularized course compared to other developmental mathematics delivery methods.

In developmental English, ENC0017 female students achieved an 82.4% success rate and males achieved a 64.3% success rate. White male students achieved a 69.2% success rate and white female students achieved a 76.9% success rate. Asian female students achieved a 100% success rate and as did Asian males. Black female

students achieved an 83.3% success rate and black male students achieved a 44.4% success rate. Hispanic female students achieved a 100% success rate and Hispanic male students achieved a 75% success rate. Native Hawaiian or other Pacific Islander female students achieved a 0% success rate and there were no male students in this category. Female students who identified as two or more of these categories achieved a 100% success rate and male students had a 0% success rate.

In ENC0027, female students achieved a 66.3% success rate and male students achieved a 68.1% success rate. White female students achieved a success rate of 64.1% and male students achieved a success rate of 67.9%. Asian female students achieved a success rate of 72.7% and there were no male students in this category. Black female students achieved a 66.7% success rate and male students achieved a 57.1% success rate. Hispanic female students achieved a 57.1% success rate and male students achieved an 85.7% success rate. Native Hawaiian or other Pacific Islander female students achieved a 0% success rate and there were no males in this category. American Indian or Alaskan Native female students achieved a 100% success rate and there were no male students in this category. Female students who identified as two or more of these categories achieved an 80% success rate and male students achieved a 75% success rate.

Please note that the extreme outliers such as those with a 0% success rate typically had only one student enrolled. The College's largest area of concern is the lower success rate achieved by its black male students. The College's primary plan for success is an overhaul currently in progress of its Integrated Reading and Writing program. The College previously utilized modularized, work at your own pace content (i.e. the "flipped classroom") for almost all coursework. The College is returning to a more flexible, lecture-based system. The College anticipates this practice will better prepare students for ENC1101 and beyond while allowing instructors to identify areas of weakness and address them just in time.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College: *Palm Beach State College*
Date: *2018-2019*
Report Completed by: *Dr. Kristy K. Taylor, Interim Associate Dean*
taylork@palmbeachstate.edu, (561) 993-1134

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

The College takes a proactive approach to developmental education through engaging, student-centered learning in alignment with its mission. The College was inducted into the Achieving the Dream (ATD) 2018 Cohort as a demonstrated commitment to its mission. ATD is a national network of 220 colleges across 40 states that has demonstrated a proven model for helping to accelerate student success through data-enabled decision making. The College is currently within its first year of ATD participation and has completed the discovery and planning phase. Considerations for initiatives targeting developmental education were included as part of the assessment and planning period.

The Institution's current success with supporting developmental education is due to the ongoing support and collaboration between multiple, distinct areas within the college as well as with external stakeholders. The Academic Affairs and Student Services teams work closely together to align course offerings, assess outcomes, and institute best practices. Developmental math, reading, and writing courses are housed within the Department of College Readiness, a component of Academic Affairs. To ensure that all students are properly served, the Department of College Readiness maintains a working relationship with several functional areas within Student Services to include: Enrollment Management, Admissions, Testing, and Advising.

Below are some examples of coordinated initiatives that have led to the institution's success:

Summer Immersion Programs- The *Math Jump* and *Jump Write In!* programs are offered as five-day, intensive bootcamp-style immersion programs. The courses (MAT0056 and ENC0052) are designed to provide instruction that will strengthen student's math or writing skills. Students completing these courses will be prepared to be successful in Intermediate Algebra (MAC1105) or English Composition (ENC1101) class. The program is free of charge and open to first-time-in-college students or current students who need extra help. Students participating in these programs not only get a jump on their math and English skills but are introduced to motivational speakers who help the students see the relevancy of the program content and applicability of the skills learned. The program is designed to build and promote a sense of community among the students; both *Math Jump* and *Jump Write In!* participants comingle during the lunch hour while listening to the motivational speakers and engaging in interactive activities. *Math Jump* and *Jump Write In!* courses continue to maintain a 90% pass rate.

Throughout the program, students participate in hands-on, discovery-based learning activities that not only demonstrate the critical importance and relevance of Math and English to everyday life but also embrace the themes of "Valuing Diversity" and "Building Community." Faculty and tutors are carefully selected for their dedication to program's goals, and these tutors help students work together to build mathematical and writing confidence while developing new and lasting friendships with other diverse members of their cohort. Additionally, students can develop and enhance their leadership, teamwork, critical thinking and creative

problem-solving skills. The essential focus of the Summer Immersion programs will remain on student success at the course level and timely completion at the Associate Degree level.

Workday Student: The College is transitioning to Workday Student as part of its Enterprise Resource Planning (ERP) systems implementation process. Workday Student includes all Student functions including recruitment, admissions, registration, financial aid, academic advising, student records, curriculum management and student financials. Workday Student is designed to streamline workflow for all students and as a consolidated support tool for the already established College's Early Alert Systems.

Early Alert Systems: The College's Early Alert System initiative now includes required training for all faculty, staff, and adjunct professionals to align with the implementation of Workday Student and the Career Pathway's model. While some aspects of the previous SCORE/Early Alert system are still available, the primary goal has been to shift to the use of Starfish over the past year.

> ***Previous System: SCORE/Early Alert –*** *This practice as outlined below from the previous year's Developmental Education Accountability Report has not changed. "Palm Beach State College's Early Alert system was implemented several years ago to proactively support at-risk students. The Student Contact Request (SCORE) reports were developed with input from faculty members and student services staff. The SCORE form automatically populates on every faculty member's grade roster next to each student's name. At the first hint of potential issues, faculty members become the first point of contact with the student before a SCORE is completed. When a SCORE request is initiated by the faculty member, the student and the designated campus academic advisor are notified immediately via email. Advisors then initiate outreach to students inviting them for an appointment to discuss their SCORE. This appointment may be in person or via telephone. At this meeting, the advisor may offer several options to students for consideration. Based on the issue, they may be referred to the Student Learning Center for tutoring, the Counseling Center when appropriate, back to the faculty with specific directions, or they may be counseled to consider a withdrawal from the course. A total of six advisors across the five campuses have been designated as early alert advisors who support all students who receive a SCORE, including developmental education students".*

Starfish Early Alert System Implementation:

Starfish is a collaborative effort between the faculty, advisors, and other services at Palm Beach State College to ensure student success and retention. The Starfish Early Alert system is a supplemental academic intervention tool for faculty and staff focusing on students at risk of failing or dropping out due to lack of utilization of college-wide supportive assistance services. Early Alert ensures access to Academic Advising and other student resources such as referrals to the Student Learning Center (SLC), The Center of Student Accessibility, Counseling Center, Panther's Pantry, and much more. Early Alert facilitates connecting the identified student with the resources to increase student retention and completion.

Starfish Early Alert is an early warning and student tracking system at PBSC that takes a more holistic approach to student success rather than concentrating solely on students with traditional at-risk characteristics. Starfish Early Alert relies on reporting by the faculty to identify students who need additional academic support. The four-step process is outlined below:

Step 1: Instructor Feedback: At any point in the semester, instructors can raise alert flags, congratulatory kudos, and helpful referrals to provide students with feedback.

- **Flags** are used to let students know of an instructor's concern for their performance. Instructors can raise academic flags (excessive absences, low test/quiz scores, and

unsatisfactory coursework) and behavioral flags (academic integrity concerns, disruptive behavior, and personal concerns).

- **Kudos** are used to recognize student accomplishments and to congratulate them on their academic performance. Instructors can provide kudos for students who are showing improvement in the course or who are showing outstanding academic performance.
- **Referrals** can be raised to suggest a helpful campus resource that may aid in a student's academic performance. Referrals may currently be issued to the following offices: Student Learning Center (SLC).

Step 2: Student Notification: When an academic flag, kudos, or referral is raised on a student, the student is automatically notified with an email addressed from the course instructor, and is provided with general recommendations for how to get back on track in the course. Any comments provided by the instructor when raising an academic flag, kudos, or referral will be seen by the student.

Step 3: Student Action for Flags & Referrals: Any time an academic flag is raised on a student, that student receives instant notification and recommendations for what steps to take to improve. When a student is referred to a resource, they receive instant email correspondence from the referred office with an invitation to get started. It is always up to the student to take advantage of the support they have been offered.

Step 4: Clearing Flags: Once a student takes action, the original flag may be cleared by the advisor or support staff member with whom they interact. The instructor who raised the original flag is also encouraged to clear the flag if a student's performance has improved in the course. Because an advisor, support staff member, or instructor must intentionally clear a flag, many flags may remain "active" for the duration of the term. However, this does not mean that the student has not taken action, and instructors are encouraged to raise new flags if their concerns persist or worsen.

Starfish Connect allows faculty and staff to post office hours in Starfish so students can easily make appointments to discuss course-related topics or concerns. This appointment management system ensures that students, faculty, and staff stay connected and save time scheduling appointments. Faculty and staff can customize appointment preferences including appointment name, length, scheduling deadlines, locations, and instructions. Office hours can be set up on a recurring basis or as a one-time occurrence and can be limited to a specific population of students (i.e. your advisees or students in your courses). Instructors can also set email reminder and notification preferences to suit their needs. Lastly, Starfish offers faculty and staff the ability the ability to sync their Starfish calendar with their outlook calendar to allow for easier calendar management and avoidance of double-booking.

All faculty and relevant staff members College-wide have been trained on the use of the College's new Starfish Early Alert system. Everyone is acclimating to the new system, and the transition is going as smoothly as can be expected.

Advising Services: Title V - Pathways to Success – As presented in previous years reports, this initiative remains in place. Title V continues support first-time-in-college (FTIC) students, Hispanic, and/or low-income students. The majority of these students take developmental education math, reading, and English courses. These students are provided with a dedicated Success Coach/Academic Advisor who provides proactive, holistic, case-management advising services. These students are granted priority access to free programs that will assist them in preparing for gateway level math and English courses that have historically low pass rates. Additionally, they are provided with ongoing workshops focused on topics such as adjusting to college life, scholarship essay preparation, career education, and other academic and non-academic resources.

1. **Case-Management & Mandatory Advising** – Palm Beach State College began the Pathways to Success Advising and Recruitment implementation of case-management and mandatory advising with the FTIC student cohort. Since then, students are required to meet with an academic advisor at the 15-credit, 30-credit and 45-credit thresholds in their academic career, which is designed to ensure completion in a timely manner. The data collected shows an increase in retention and completion as a result of students being connected to Pathways to Success' holistic, case-management style of proactive advising. The data gathered compares the retention and completion rates of the Pathways to Success students to the general population of First-Time-in-College students and Hispanic students who are FTIC but not connected to the Pathways to Success program. In both cases, the rates of completion and retention were higher for students connected to the Pathways to Success program.
2. **Faculty and Adjunct Professional Development** – Pathways to Success hosted a professional development event, the "2018 Title V Summer Institute for Faculty" for gateway math and English faculty and adjunct instructors. The focus of the Summer Institute was Equity and Diversity.
3. **Academic Advisor Professional Development** – This is an annual all-day training for advisors and related staff. The Department of College Readiness collaborates in this initiative and is included on the agenda for important updates related to advising students taking developmental math, writing, and reading courses.
4. **Advising Web Report Tool** – Due to the arbitrary nature of how additional sections of developmental education courses are added to the rolled-over class master, in collaboration with the Registrar's Office, the Department of College Readiness developed a reporting tool that will allow Associate Deans, Department Chairs, and Advisors to see how many students who are attending upcoming New Student Orientations placed into developmental math, reading, and writing courses. This report was designed to take the guesswork out of arbitrarily opening new sections late in the semester that do not fill and have to be cancelled, thus affecting students' schedules.

Student Learning Center Support Initiatives

The Student Learning Center, in addition to normal tutoring services and workshops, has implemented multiple initiatives to assist underprepared students who attend Palm Beach State College to achieve their educational goals. These initiatives are the results of a collaborative effort with Academic Services, specifically in the Math and English departments, to be more proactive in reaching out to students who are enrolled in gateway courses.

Highways Program: Faculty who teach ENC 1101 refer underprepared students to the Writing Lab for a series of one-on-one sessions aimed at strengthening mastery of deficient skills as identified in the diagnostic administered during the first week of class.

Embedded Tutoring Programs: Tutors are assigned to MAT 1033 and MAT 0022 classes and work with the instructor during class to assist students who may need additional help in understanding the material. This approach allows more one-on-one time with students, enables the instructor to identify students who need additional help, and attempts to create a more accessible student/tutor relationship that encourages the use of the Math Lab and its resources. This concept will also be introduced into specific ENC 1101 courses beginning Spring 2020.

On Path with Math: The focus of this program is to provide an incentive to students enrolled in MAT 1033, whose test scores would have placed them in developmental coursework, an opportunity to be successful in their course through consistent tutoring. Student are required to meet with a tutor twice a week for 12 weeks, and

students who successfully complete the program and pass MAT 1033 with a grade of "C" receive a 100% discount from the College on their next semester math course.

The Student Learning Center also worked collaboratively with faculty who teach SPC 1017 to create workshops that address areas of weakness identified in underprepared students. The workshops are offered in conjunction with the topics being taught during specific times during the semester. Examples of topics covered are How to Develop an Outline; How to Research Topics; How to Properly Incorporate Research in Your Speech; and How to Create Visual Aids. There appears to be a correlation between underprepared students enrolled in Fundamentals of Speech Communication and underprepared students in Composition I.

Other support initiatives the Student Learning Center is engaged include workshops, individual tutoring, and in-class to instruction for students enrolled in TRIO who are academically underprepared in math, reading and writing.

Academic Coaching: A new service that provides students with individualized strategies for how to navigate through college. Topics include time management, study skills, goal setting, and note taking. By meeting with each student individually instead of in group sessions, coaches can tailor the list of strategies covered to each student's needs.

The college's success with supporting developmental education is also due in part to the continuous programmatic support from the administration including the College President, the Vice Presidents, Deans, and Associate Deans in both Academic Affairs and Student Affairs district-wide. All levels of administration have been receptive to the needs of the Department of College Readiness. Task forces and committees have been assembled to address changes to developmental education and to research and explore best practices in developmental math, reading, and writing for potential adoption. Deans and Associate Deans at each campus work in conjunction to ensure program consistency as well.

The most crucial component of the college's success supporting developmental education, however, is the academic support the students receive from the dedicated and impassioned faculty members and the staff and the tutors of the Student Learning Center (SLC), all of whom understand the vulnerabilities of this population of at-risk students. Those who provide academic support are professionally adept in their disciplines and have practical experience supporting these students.

Considering the many changes within their respective areas, faculty teaching developmental math, writing, and reading continue to find engaging, innovative ways to reach their students, whether it be by employing different delivery methods or completely reorganizing and restructuring courses. Currently, faculty are working on contextualizing courses, creating Learning Communities, and creating co-requisite models for gateway courses.

In addition to these internal components that interact to ensure the college's success with developmental education, Palm Beach State College continues to strengthen its vital, symbiotic relationship with the Palm Beach County School District to address students' college readiness or lack thereof. Area high school principals and their math and English teachers partnered with key PBSC faculty, staff, and administrators for an open discussion/work session on identifying the college preparedness of our students.

This collaboration resulted in identifying overarching key gaps between demonstrated math and academic writing and reading skills of students leaving high school and what they need to demonstrate to be college-ready. Based on that information, the Palm Beach County School District created two College Readiness courses, one math and one English. They are for students that have been identified as needing additional support in both areas. They have an estimated 2,000 students enrolled in the English for College Readiness course and an estimated 3,000 students enrolled in the Math for College Readiness course.

Many students from this population will eventually be Palm Beach State College students, so this collaborative effort continues to serve both the school district and the college. The goal is that this collaborative effort continues to reduce the timeline to degree completion and increase student success rates in math, writing, and reading. Considering the changes to developmental education at the State level, Palm Beach State College has successfully been able to adjust and adapt in both Academic Affairs and Student Services to meet the diverse needs of the students who are not yet deemed college ready.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

A review of developmental education data from the previous academic year resulted in no major changes. Modularized course offerings continue to yield the highest success rates for students. Students enrolled in modularized courses also had lowest withdrawal rates:

Subject	Strategy	% of Students with a Grade of C and Above	Withdrawal Rate
Math	Modularized	69%	8.1%
Reading	Modularized	85.1%	2.1%
Writing	Modularized	72.5%	10.4%

An outline of the delivery strategy, pedagogy, and continent alignment for developmental math, writing, and reading courses is listed below:

Math:

1. **Delivery Strategy:** The success of the modularized courses stems from the overall design, multi-level engagement, and flexibility. The courses are designed utilizing the organization of inter-related topics into modules that build upon one another. Students enrolled in the courses are required to demonstrate proficiency in each area prior to advancing to the next module. The format of the modularized courses provides numerous opportunities for students to review content via formative and summative assessments.

   Some courses are supported via the Supplemental Instruction (SI) program, which targets students in developmental math and intermediate algebra courses. The program utilizes faculty-recommended peer leaders called SI leaders. These leaders are former students who are familiar with the course content and faculty members that they directly support. The SI leaders do not serve as tutors but peer-mentors who work in and outside the classroom to assist learners with developing the habits and study skills necessary to succeed in the course. A secondary component of the program, Technology Supplemental Instruction (TSI), was developed to expand supplemental math instruction to an online platform. Students can interact with SI leaders in an asynchronous environment with their questions answered within 24 hours.

   Additionally, a new hybrid module for the MAT0022 courses was successfully piloted. Students enrolled in the courses attended once per week to participate in a mini-lecture and hands-on, application-based activities. The remainder of the time was spent reviewing course material, video lectures, participating in discussion groups, and meeting with their instructor via virtual office hours as needed.

   Modularized courses at Palm Beach State College are offered in a variety of modalities (in-person and hybrid) and semester terms to include 6-week, 8-week, 12-week, and the traditional 16-week formats.

Initiatives aimed at restructuring math developmental courses directly align with the College's shift to Guided Pathways. The institution continues to explore contextualized math courses that incorporate meta-majors, learning communities, and structured corequisite models to connect developmental math with credit math courses.

2. **Pedagogy:** An outline of the most effective pedagogical practices that accompany classroom learning may be found below:

    a. There continues to be a collaborative effort among math faculty to implement revisions to the course learning outcomes for MAT0022 and MAT0056. The Math faculty focuses on developing, piloting, refining, and implementing models to determine best practices in alignment with state and national standards, expand modalities, and increase accessibility to students.
    b. The Developmental Math Cluster continuously reviews and revises its policies for developmental courses, taking a proactive approach to implementing best practices. Professors continue to adhere to the newly implemented district-wide grading scale to assess students' proficiency in the material. For consistency, professors utilize the same textbooks, schedules, and testing material college-wide and exempt students who maintain an overall grade average of 85% or higher from the final exam.
    c. MyMathLab is embedded into the class curriculum for the completion of homework assignments to provide additional opportunities for practice, feedback, and clarification of the course material. There is also a plethora of supplemental resources incorporated into the classroom such as Khan Academy, faculty-recorded videos, and Youtube videos.
    d. The Math faculty also continue to explore the online platform, EdReady, to address diagnostics, assessments, supplemental instruction, and course ancillaries.
    e. *Math Jump* and *Jump Write In!* are summer week-long programs that allow students to get a head-start on their math and English courses, which continues to prove successful. One added benefit of these programs is that students completing the program will receive institutional credit (2 credits) for MAT0056 or ENC0052, which enables them to enroll in credit math or English courses for the fall term.
    f. The Department of College Readiness coordinates with the Math faculty to identify and link instructors with a background in developmental Math to teach the MAT 1033C classes. The goal is to have students seamlessly transition from MAT0022, MAT0056, and MAT1033C with the same instructor or one with a similar background to provide continuity.

3. **Content Alignment:** The math faculty at Palm Beach State College continue to focus on content alignment between developmental and college-level math courses. Building on the work done in previous years, the college has begun piloting a combined MAT 1035 and MAC 1105 5-credit course. Additionally, the College recently implemented the Guided Pathways model, and the Math faculty worked together to ensure that the appropriate level of math was identified for each career path. Furthermore, the developmental math and credit math faculty continue to partner with the Palm Beach County School District to align math skills of student's graduation from Palm Beach County high schools and going to college.

Reading:

1. **Delivery Strategy:** In previous years, modularized courses have consistently been deemed as the most effective delivery method for reading courses. Modularized courses continue to have the highest enrollment rate with an overall 85.1% of students completing the classes with a grade of C or higher. The College also ran a small cohort class utilizing the co-requisite model, and 100% of students successfully completed the courses. Modularized courses continue to be the primary delivery method for reading due

to the low numbers of enrollment college-wide. The modularized reading and co-requisite courses were delivered via 6-week, 8-week, and 12-week semester terms. The 6-week and 8-week terms are the most popular among students because it helps to keep them engaged and focused and results in higher pass rates.

2. **Pedagogy:** REA0056 is a 2-credit compressed, modularized reading course that is currently being offered to students. This course is designed to provide students with literal and critical reading skills. The flexibility of the 2-credit course provides students with the option to take the course when they feel it is needed. Additionally, the course can be paired with ENC0052, another 2-credit writing course based on their needs. The flexibility of the 2-credit course options is designed to meet the needs of students who scored higher on the PERT. Finally, for students with lower PERT scores, the revisions to the developmental reading course resulted in the development of a combined reading and writing course, ENC0017. The ENC0017 course is a 4-credit class standalone course that combines reading and writing essentials.

    a. The reading faculty, Student Learning Centers (SLC), and advisors collaborate by utilizing an intrusive advising model to ensure student success.
    b. Students complete an in-class diagnostic exam to assess their reading speed and comprehension at the beginning of each term and a post-diagnostic at the of the term. This information is shared with SLCs upon request to assist provide targeted assistance to students.
    c. The reading faculty also continues to explore the online platform, EdReady, to address diagnostics, assessments, supplemental instruction, and course ancillaries.

3. **Content Alignment:** As in the past, the developmental reading faculty continue to focus on aligning the course learning outcomes with college-level reading expectations. These expectations emphasize skills that aid students in making connections to all college-level reading material. Based on the success rates of the course compared to last year, this alignment has increased comprehension and content retention.

Writing:

1. **Delivery Strategy** – Modularized course delivery was the strategy that was most successful. Of the 309 students enrolled in modularized courses, 72.5% completed the course with a C or higher with a 10% withdrawal rate. The modularized strategy was most successful because each module is designed to crosslink several topics; morphology, syntax, and sentence structures reinforce one another until students are proficient in that material and can complete the module before advancing to the next. Since each successive module builds upon its predecessor, these skills are reinforced until the student ultimately reaches a level where they can be successful in college-level writing courses. These modularized courses are delivered in a variety of formats including 6-week, 8-week, and 12-week sections. As part of the redesign of our developmental writing courses for the Guided Pathways initiative, we are exploring other methods of delivery including contextualized writing geared towards meta-majors, learning communities of English, and co-requisite models connecting developmental writing courses and credit writing courses.

2. **Pedagogy** – The English faculty members focus on pedagogical approaches that address the myriad learning styles and deficiencies typically encountered in developmental writing courses. Various pedagogical practices are employed to teach writing across the disciplines so that students are prepared for writing in any college level course that requires written assignments, particularly essays.

    a. The practice of assigning in-class writing activities that allow the faculty members to work one-on-one with the students to address specific areas needing revision has proven to be a successful practice. This method allows the professors to see the students' true writing ability without getting assistance outside of the class.

b. Use of individualized interactive grammar lab components that are tailored to individual student's needs has also proven helpful. This practice allows for additional time in the classroom for professors to focus on the writing process with a special emphasis on planning and revision.

c. In-class essay revision has also proven to be an invaluable practice because it allows students to critically analyze and revise their own work with the professor present for guidance before re-submitting it. This practice allows students to experience that writing a polished essay is a time-consuming, purposeful, and considered.

d. The Department of College Readiness has been collaborating with the Communications Department to offer specific sections of ENC1101 taught by instructors with backgrounds teaching developmental writing education. This is intended to help address the influx of students in ENC1101 who have yet to demonstrate competency in foundational concepts covered in developmental writing courses but can bypass those classes due to SB1720.

e. The English faculty is currently exploring adopting EdReady, an online platform, that will address diagnostic, assessment, supplemental instruction, and course ancillary needs.

3. **Content Alignment** – The work the English faculty at PBSC continues to focus on content alignment between developmental writing courses and college-level writing courses, particularly ENC1101. These efforts were built upon the work done the previous years by the Developmental English and the Credit English Cluster to more closely align the Course Learning Outcomes between the two areas. The writing process (pre-writing, thesis statement development, outlining, drafting, and self-revising) remains still the focus of the faculty so that students are prepared for College Composition and any other language-based college course they will have to take as part of their studies.

   Additionally, as part of the college's implementation of the Guided Pathways framework, the English faculty have been working on creating English Pathways aligned with the foundational developmental writing courses. Furthermore, the developmental English and credit English faculty members have partnered with the Palm Beach County School District to better align the writing skills of students matriculating into the College upon graduation from Palm Beach County high schools. These "English Think Tank" sessions resulted in ongoing collaboration and a newly designed English for College Readiness course at the high school level based on the best practices identified through the work of the College and school district.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

The 2017 Developmental Education Challenges & Strategies for Reform report published by the Department of Education cites that ethnicity, generational, and socio-economic demographics factors correlate with students enrolled in developmental education courses.[1] Enrollment in developmental education courses is most common among Black, Hispanic, and first generation college students.[1] The research suggests that utilizing a variety of strategies to support students enrolled in developmental education courses is the most effective approach.[1,2] These recommendations include:

- Utilizing diverse measures to assess college readiness and student placement
- Collaborating with local high schools for early assessment and intervention programs
- Instituting co-requisite options for students to progress through coursework
- Implementing sustainable, integrative support solutions.

Based on a review of data from the Florida Department of Education, Palm Beach State College continues to remain in alignment with national and state trends. An analysis of the data by race, age, and gender revealed that continued emphasis on the subpopulations of race is necessary to close disparity gaps. Per the most recent data, the achievement gap when it comes to African American (Black) students, particularly in the subjects of math and writing continues to exist. While African Americans continue to be the most commonly enrolled in both math and writing courses at Palm Bach State College, they were also the population of students with the lowest pass rates.

The College has implemented several strategies aimed at improving outcomes for students enrolled in developmental education courses while closing the equity gap. As outlined in the previous year's report, the College has developed a comprehensive plan to implement benchmark practices while addressing subpopulation disparities.

This plan has been expanded through 2023 to align with the College's strategic plan and Achieving the Dream initiatives:

The College's Panther Strong 2023 Strategic Plan has three target areas: engage, expand, and excel. Each of the target areas has objectives geared towards expanding opportunities for all students such as:

Engage	Expand	Excel
90% Key Stakeholder Engagement	15% Retention Rate Increase (for part-time students)	20% Completion Rate Increase
Top 10% National Engagement Benchmarks	15% FTE Growth	25% AA Students Attain Micro-Credentials
Honor Roll "Great Colleges to Work For"	80% Top-of-mind Awareness	Equitable Graduation Rates
Effective Space Design	UX Technology	Amplify Instructional Excellence

2018-2023 Plan Outline: At Palm Beach State, Black students are disproportionately assigned to developmental education courses, so the task force has been convened to research, understand, and address what the barriers to success are for this vulnerable population, whether they be inadequate academic and/or student support services or financial challenges. Additionally, Palm Beach State College remains committed to addressing the following:

1. Palm Beach State College will continue working with external stakeholders, including the longitudinal study with the SEC Mentoring Program, to identify best practices to address the needs of this at-risk sub-population. Toward this end, the College continues to build on the momentum of last year's SEC Mentoring programmatic success:

   SEC Mentoring Program: *Palm Beach State College was recruited as a Program Site for a research project administered by Florida State University. The focus of the study was high-risk Black children. The goal of the project was to analyze the effectiveness of the Situational Environmental Circumstances (SEC) on elementary school Black boys. By implementing the SEC Mentoring Program, it is expected that the participants will experience an increase in academic achievement, improvement in school attendance, and a decrease in disruptive and/or inappropriate behavior.*

Based on the data from the research findings of the study, elementary school boys participating in the SEC Mentoring Program demonstrated an increase in academic performance based on grade point averages, attendance rates and disciplinary rates. Although many of these students were not provided mentoring for a full year by the conclusion of the research project, they still demonstrated improvement with a minimum of 45 days of mentoring, which is equivalent to a school grading period. Since this is a longitudinal study, more data will be collected over the seven or more years after completion of elementary school to determine whether the program ultimately had an impact on the participants and their involvement in academic achievements.

2. Palm Beach State College will continue to establish and support community partnerships to strengthen precollege readiness and success by identifying and working with new external stakeholders, such as the National Council on Black American Affairs (NCBAA), to promote awareness about diversity and institutional equity.
3. Palm Beach State College will continue its outreach efforts through coaching within the MEN program as part of the Achieving the Dream initiative.
4. Palm Beach State College will continue its ongoing collaboration with the School District of Palm Beach County to identify how best to meet the needs of at-risk students leaving surrounding high schools and entering Palm Beach State.
5. Palm Beach State College will continue to partner with the *Student Success Grants* as part of the Educational Opportunity Center (EOC) and the TRIO program offered through the U.S. Department of Education, which aid low-income, first-generation students, including the most at-risk sub-population of Black students.
6. Palm Beach State College will continue to work with Financial Aid and Scholarships to identify financial assistance opportunities to assist developmental education students, including the most at-risk sub-population of Black students.

Resource Link:

King, John et al. (2017). Developmental Education: Challenges and Strategies for Reform. Department of Education. Retrieved from: https://www2.ed.gov/about/offices/list/opepd/education-strategies.pdf.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Pasco-Hernando State College

Report Completed by:
Gerene M. Thompson, Ph.D.

Dean of Arts and Sciences (727)-816-3325
thompsg@phsc.edu

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Pasco-Hernando State College's (PHSC's) Developmental Education program provides the foundation for student success in college-level English and Math courses. The three focus areas of developmental education instruction are mathematics, reading, and writing. PHSC's developmental education courses in 2018-2019 were MAT 0022, REA 0011, and ENC 0021. PHSC monitors the success of students in developmental education and continues to use a variety of mechanisms to increase the success rates of students in developmental math, reading, and writing. Due to the lack of enrollment in other modalities, the modularized format is the primary one used for all developmental education courses at the College.

For the 2018 – 2019 academic year the success rates of students in developmental reading (71.1%) and writing (74.6%) continue to outpace those for developmental math (34.3%).

Recognizing the need to increase the success rate for PHSC's developmental math students, the College has identified targeted interventions to support students in developmental math, specifically those in the age groups of 19 or less and 20 - 24. The targeted interventions are discussed in section III - Developmental Education Student Success Data by Subpopulations.

In developmental reading, a new edition of the reading textbook was introduced the year prior, and the percentage of students who were successful in this course rose to 71.1% up from 68.6% in 2017 - 2018. In developmental writing, a textbook for ENC 0021 was eliminated the year prior, as the developmental education faculty determined that only the *MyWritingLab* software was needed for instruction. As a

result, students requiring the course incurred less cost for materials. Additionally, the College saw gains in the percentage of students passing, which rose to 74.6% in 2018 – 2019, up from 69.6% the previous year.

PHSC continues to offer advising, faculty alerts, and tutoring "wrap-around" services to inform students about opportunities to improve their communication and/or computational skills. At a required initial meeting, advisors discuss course options for all students entering college or career credit programs (both non-exempt and exempt students). Students who are required or choose to take a Common Placement Test and do not meet the cut scores for college level courses are then advised of their developmental education course options. Advisors are encouraged to discuss the importance of time-management to students enrolled in developmental education courses. In addition, for students who opt out of developmental education mathematics, advisors remind students to take MAT 1100 for non-STEM majors. Additionally, advisors received training and were certified in "Advising as Coaching" by Inside Track. Students received more holistic advising with a focus on personal and academic success designed to address challenges through academic support and resources.

Faculty members instructing developmental courses have an "alert" system embedded in the College's student record system, which allows them to send messages to the student and applicable support staff. Academic advisors and Academic Success Center staff provide followup interventions to all students for whom alerts are received. This early alert system increases student success by allowing the College to provide resources and support when areas of concern are identified.

Finally, the College's Academic Success Center provides direct tutoring services for students in developmental and college level courses. This personalized attention allows students to improve their communication and/or computational skills in a supplemental learning environment outside of their classroom. The Academic Success Center staff go to New Student Orientations, Get Acquainted Days, Developmental Education Classrooms, and all major campus activities to promote their services. The tutoring schedules are also online and can be filtered by subject area and campus locations.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Mathematics

Delivery Strategy

MAT0022 Developmental Mathematics Combined was the only developmental mathematics course at PHSC during the 2018-2019 academic year. MAT0022 is a modularized course, which is customized by targeting and addressing specific skill gaps and is in a compressed course structure,

by combining both Pre-algebra and Elementary Algebra content and allowing accelerated progression to PHSC's gateway courses within one semester.

This modularized delivery strategy allows students to work on topics that they need in order to be successful in their next math course: MAT1033 Intermediate Algebra or MAT1100 Pathways to Mathematical Literacy. Each module begins with a "Show What You Know Assessment" (pretest) to give students opportunities to test out of topics (modules) they already know, thus accelerating their progression through the course.

Other course strategies that have aided in the successfulness of students include the following:

- Universal learning design to accommodate various learning styles and ADA compliance
- Students receive one-on-one instructor interaction and assistance during scheduled class meetings
- Lectures include step-by-step videos with companion workbook and promote independent learning
- Required homework assignments are spiraled, so that previous learning can be reinforced
- Modularized structure allows students the ability to move at own pace and work ahead

Pedagogy

No major revisions occurred in pedagogy for MAT0022 Developmental Mathematics Combined from the 2017-2018 academic year to 2018-2019 academic year because a new developmental math course sequence was being developed for implementation in the 20192020 academic year based on data from the Florida Student Success Center. Whenever possible, Developmental Education Teaching Assistants continue to visit classrooms in order to assist instructors by working with students that may need more one-on-one assistance.

Content Alignment

The topics taught in MAT0022 are pre-requisite skills that are aligned to objectives in the gateway mathematics courses: MAT1033 Intermediate Algebra (STEM pathway) or MAT1100 Pathways to Mathematical Literacy (Non-STEM pathway). Students build their foundation in math by working on the topics they need in order to be successful in PHSC's gateway mathematics courses.

Reading

Delivery Strategy

REA 0011 is a modularized developmental reading course designed to prepare students to meet the challenges of reading, primarily non-fiction, college level texts. REA 0011 uses a self-paced modularized delivery component, *Pearson's My Reading Lab*. Feedback from developmental reading instructors indicate that students need direct and explicit instruction, on an individual or group

level, to be successful. To support consistency, all instructors of REA 0011 use the master course template developed by a Subject Matter Expert (SME) at Pasco-Hernando State College.

Pedagogy

REA 0011 is a state-sanctioned, one-college approach to pedagogy at PHSC. Due to the lack of enrollment in other modalities, the modularized format of REA 0011 is the primary one offered at PHSC. Instructors have expressed concern that asking students who have trouble with reading to teach themselves to be better readers (by reading material they may not understand as a result of reading difficulties) is rather like circular reasoning. Students often "guess" at the right answer in the modularized components. To address this concern, a new edition of the reading textbook, which includes many new reading passages, was introduced in summer 2018. The master course template was updated to reflect this change.

Content Alignment

REA 0011 teaches pre-requisite reading skills, which are aligned with the objectives in the gateway courses. The curriculum is designed to teach students the rigors of college level reading and writing and to succeed in future credit-bearing courses. Understanding that the purpose of developmental education is to ensure that students have the fundamental skills to be successful in upper level courses, the content in PHSC's developmental reading course is designed to fill the gaps for student success.

Writing

Delivery Strategy

ENC 0021 is a modularized writing course designed to teach students the rigors of college level writing in order for them to succeed in future credit-bearing courses. All instructors of Modularized Developmental Writing (ENC 0021) use the template created by a Subject Matter Expert (SME) at PHSC. The delivery strategy for each course requires students to build their skill set in a scaffolded approach using *Pearson's My Writing Lab* and Canvasbased assignments or assessments. The scaffolding approach is designed to prepare students for the high-stakes (30%) final assessment, which is held in class or in a proctored environment. Required work is supplemented with in-class reviews of key material. Instructors may pause the students' computer access so that the whole class may discuss and practice key issues (combining sentences, relationships between main ideas, transitions, etc.). Some instructors also use diagrams, drawings, and charts to facilitate better understanding of grammar, punctuation, and MLA format. The modular structure of ENC 0021 permits students to organize their thoughts by creating an outline, followed by a first draft, and then a revision of the essay. While both grades count toward their final semester grade, students learn to revise and edit—an important skill in college writing. This allows students to build on their original work. Conferences with students occur both one-on-one and in small groups. Instructors

also emphasize the use of the Academic Success Center resources, tutors, and Developmental Education Teaching Assistants.

Pedagogy

ENC 0021 is a state-sanctioned, one-college approach to pedagogy at PHSC. Due to the lack of enrollment in other modalities, the modularized format of ENC 0021 is the primary one offered at PHSC. The developmental education (reading and writing) instructors continue to meet to discuss revisions and updates, further honing the course. As a result of these meetings, it was determined that the textbook was no longer needed and that only the *MyWritingLab* software was required for instruction. This change significantly reduced the materials cost for students. At the beginning of the fall 2018 semester, the Master Course was updated to reflect this change.

Content Alignment

ENC 0021 teaches pre-requisite skills, which are aligned with the objectives in the gateway courses. The curriculum is designed to teach students the rigors of college level writing and to succeed in future credit-bearing courses. At the end of the semester, the majority of students are able to write a coherent college essay. Most students pass this course with a "B" or better. Students who pass with a "C" are usually non-native English speakers (though not always) and students who have not given this course the necessary effort and attention.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Identified Subpopulation

Pasco-Hernando State College has identified two subpopulations for the 2018-2019 academic year: 1) Developmental mathematics students in the age group 19 or less, and 2) Developmental mathematics students in the age group 20-24. These subpopulations have the lowest success rates of all students in developmental education. These students are typically recent high school graduates and may not be required to take a developmental mathematics course. However, they may elect to do so.

Plan to Increase Student Success

During the 2018-2019 academic year, PHSC's mathematics department developed new developmental mathematics options for students to allow them to be successful in their next math course. These options include a new developmental mathematics course sequence, a math boot camp and massive open online course (MOOC). The math boot camp and MOOC were implemented in summer of 2019. Implementation of the new developmental math sequence began in August 2019.

New Developmental Mathematics Course Sequence

MAT0056 Foundations of Mathematics is a new 2 credit hour course that is the first of a two part developmental math course sequence. It is a compressed and hybrid course that meets during an 8-week term. Students must meet with the instructor on the main campus (West) on the first and last day of class to complete an assessment. Students are required to work on assignments at any PHSC campus Academic Success Center for a mandated number of hours each week. All students take an initial Knowledge

Assessment on the first day of class to determine their personalized assignments in order to gain mastery of topics necessary for them to be successful in the following course MAT0028 Introductory Algebra. MAT0056 utilizes adaptive software to identify students' specific skill gaps.

MAT0028 Introductory Algebra is a new 4 credit hour course that is the second of the two part developmental math course sequence. It is a modularized full semester course. MAT0028 is targeted to students' specific skill gaps by utilizing adaptive software. All students will take an initial Knowledge Assessment on the first day of class that will determine their personalized assignments in order to gain mastery of topics necessary for them to be successful in either of the gateway mathematics courses (MAT1033 or MAT1100).

Math Boot Camp

MAT0055 Accelerate in Mathematics is a new 1 credit hour course that offers accelerated progression to the gateway mathematics courses. It is a compressed 4-week course that is designed for students who only need a limited amount of concept reinforcement to prepare them for MAT1033 Intermediate Algebra or MAT1100 Pathways to Mathematical Literacy. MAT0055 targets students' specific skill gaps by utilizing adaptive software. All students take an initial Knowledge Assessment on the first day of class that determines their personalized assignments in order to gain mastery of topics necessary for them to be successful in either of the gateway mathematics courses (MAT1033 or MAT1100).

Massive Open Online Course

The Essentials in Mathematics MOOC, a free modularized developmental mathematics resource became available to students in the summer of 2019. This free massive open online course (MOOC) is a resource for students to gain the skills necessary to be successful in college-level math courses. It utilizes open educational resources (OER): videos with accompanying workbook pages as well as *MyOpenMath* software for practice. The resource gives students the opportunity to become independent learners. After students have completed the MOOC, they may opt to retake the common placement assessment to determine if they are ready for a college-level math course.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name: Pensacola State College Date: October 31, 2019

Report Completed by: Dr. Erin Spicer, Vice President, Academic and Student Affairs
spicer@pensacolastate.edu 850-484-1706

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Pensacola State College is committed to preparing students for success in college-level coursework by providing developmental education. At Pensacola State College, developmental education courses in mathematics, reading, and writing are delivered utilizing two delivery strategies: compressed and modularized. Sections of developmental education courses offered using the compressed strategy are typically scheduled during half-semester mini-sessions in the fall and spring semesters, with 6 instructional contact hours per week, thus accelerating student progression from developmental instruction to college-level coursework. The College also offers a compressed course in mathematics which combines all developmental-level mathematics learning outcomes into one course, thus accelerating student progression through the developmental course sequence into college-level coursework. Sections of this course are scheduled 5 hours per week over the full semester. All versions of the compressed delivery strategy provide students the opportunity to complete the entire developmental course sequence in one semester. Sections of developmental education courses offered using the modularized delivery strategy are customized and targeted to address specific skills gaps, allowing students to focus only on those course competencies for which they have deficiencies.

As a result of targeted improvements that were implemented at the College, student success in developmental education increased this past year. The largest increase was seen in modularized developmental mathematics where student success increased from 44.1% in 2017-2018 to 59.4% in 2018-2019 putting Pensacola State College students above the Florida College system average in this category. Success of students age 19 or younger improved from 43.4% in 2017-2018 to 52.4% in 20182019 in mathematics.

The College utilizes support strategies, including academic advising, early alerts, and tutoring, to enhance student success in developmental education courses. Student Services Advisors and Counselors assist students with making informed decisions regarding developmental education options and delivery strategies. For each student enrolled in a developmental education course, the College utilizes an early alert system that provides targeted interventions aimed at improving the likelihood of student retention and success. Students enrolled in developmental education courses also have access to free tutoring services via the physical and virtual

mathematics and writing labs. The fiscal resources devoted to these strategies are provided and are adequate to support student success.

The *College Catalog* as well as the College website provide detailed information regarding admissions and testing requirements for students entering college or career credit programs. Those students not exempt from placement testing per F.S. 1008.30 also receive admissions counseling regarding the policies and procedures.

a. Advising Services

Pensacola State College provides students advising regarding developmental education. That advising includes detailed information regarding the options available to students who are not exempt from placement testing. Students may demonstrate readiness for college-level coursework through achievement of minimum test scores on the PERT, ACT, or SAT or through various documented achievements, such as completion of certain honors, Advanced Placement, or International Baccalaureate coursework, and work or life experiences.

b. Early Alert Systems

Pensacola State College utilizes two early alert systems: an Instructor Early Alert System and an additional Early Alert System, which is housed within the eStudent Success module and tracks certain behaviors of all first-time-in-college students, of which developmental education students are a part.

The Instructor Early Alert System allows instructors of all developmental education mathematics, reading, and writing courses to submit an alert which initiates an intervention aimed at improving a student's retention and success. Developmental education instructors use their electronic class rosters to easily report the following at-risk student behaviors—absence; tardy or left early; failed or missed a major assignment or test; needs tutorial services; risking withdrawal due to excessive absences; and risking course failure due to low grades. Once submitted, each alert generates an intervention, either an automated email to the student or direct contact from a Student Services Advisor or Counselor.

The Early Alert System housed within the eStudent Success module uses data from the Student Record System to alert advisors regarding the following: withdrawal; early F grade; failing final grade; preregistration; fall to fall retention; current GPA; Major GPA; excess hours; credit hours; and on track to completion. With each alert, advisors contact the student and record the response and the status of the alert within the electronic system.

c. Tutoring Services

Pensacola State College offers academic support to developmental education students via various tutoring services. All students enrolled in developmental education courses have free tutoring available in the physical Math Labs and Writing Labs, located on all campuses, as well as access to free tutoring via the Virtual Math and Writing Labs. In addition, for students who qualify, tutoring is provided to all who are enrolled in the following programs and taking developmental education courses: TRIO, Student Support Services; and TRIO, Veteran Student Support Services.

Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

a. Math

1. Delivery Strategy

Pensacola State College delivers developmental education mathematics courses utilizing two delivery strategies: compressed and modularized. During the 2018-2019 academic year, students were more successful in sections taught using the modularized strategy. Of the 609 students enrolled in developmental education math sections delivered via the modularized strategy, 59.4% were successful. Of the 827 students enrolled in developmental education math sections delivered via the compressed strategy, 58.9% were successful.

Developmental mathematics sections offered using the modularized strategy are customized and targeted to address specific skills gaps. Allowing students to focus only on those course competencies for which they have scored deficient has led to student success. In addition, allowing students in sections using the modularized strategy to "exit early," that is stop attending the course with an earned grade upon successful completion of all course requirements, has led to student success and accelerated progression into college-level coursework. Most developmental mathematics sections offered using the compressed strategy are scheduled during half-semester mini-sessions during the fall and spring semesters, with 6 instructional contact hours per week, thus accelerating student progression from

developmental-level instruction to college-level coursework. Delivering all instructional contact in a mini-session, versus delivering instruction over a full semester, helps motivate students to stay on task and master the skills each week, thus leading to student success. During the summer semester, developmental mathematics sections offered using the compressed strategy are scheduled 7.5 hours per week over a half-semester mini-session, also accelerating student progression and resulting in student success. The Mathematics Department also implemented another developmental mathematics course, MAT 0022C Developmental Mathematics Combined, which is delivered using the compressed strategy; this course combines all developmental mathematics learning outcomes into one course, thus accelerating student progression through the developmental course sequence into college-level coursework. Sections of this course are scheduled 5 hours per week over the full semester, allowing students the opportunity to complete the entire developmental course sequence in one semester.

2. Pedagogical Revision

Pensacola State College developmental education mathematics faculty regularly review all developmental-level mathematics courses, carefully aligning pedagogy with delivery strategy, and make

revisions when necessary. The pedagogical revision that has resulted in the highest student success in the 2018-2019 academic year relies on computerized instruction in a selfpaced, mastery-based environment; this pedagogy is associated with the modularized strategy. The pedagogical revision of the compressed strategy has seen similar improvements in student success in the 2018-2019 academic year. In the compressed strategy, faculty present all course concepts and course learning objectives to all enrolled students using a lecture format and then assess each student on all concepts.

3. Content Alignment

Pensacola State College developmental education mathematics faculty regularly review the content of all developmental mathematics courses, carefully aligning that content with course learning outcomes and course topics, lessons, and assessments, and make revisions when necessary. Math faculty meet regularly to discuss diagnostic testing and the recommended pacing schedules to confirm appropriate alignment with course content as well. Faculty also ensure that the developmental mathematics course sequence represents a logical progression that results, upon completion, in the attainment of computation skills necessary to successfully complete college-level coursework.

b. Reading

1. Delivery Strategy

Pensacola State College delivers developmental education reading courses in two delivery strategies: compressed and modularized. During the 2018-2019 academic year, students were more successful in sections taught using the modularized strategy. Of the 332 students enrolled in developmental education reading sections delivered via the modularized delivery strategy, 72.9% were successful. Of the 40 students enrolled in developmental education reading sections delivered via the compressed delivery strategy, 72.5% were successful.

Developmental reading sections offered using the modularized strategy are customized and targeted to address specific skills gaps. Allowing students to focus only on those course competencies for which they have scored deficient has led to student success. In addition, allowing students in sections using the modularized strategy to “exit early,” that is stop attending the course with an earned grade upon successful completion of all course requirements, has led to student success and accelerated progression into college-level coursework.

2. Pedagogical Revision

Pensacola State College developmental education reading faculty regularly review all developmental reading courses, carefully aligning pedagogy with delivery strategy, and make revisions when necessary. The more successful pedagogical strategy relies on computerized instruction in a self-paced, mastery-based environment; this pedagogy is associated with the modularized strategy. The somewhat less successful strategy requires faculty to present all course concepts and course learning objectives to all

enrolled students using a lecture format and then assess each student on all concepts; this pedagogy is associated with the compressed strategy.

3. Content Alignment

Pensacola State College developmental education reading faculty regularly review the content of all developmental reading courses, carefully aligning that content with course learning outcomes and course topics, lessons, and assessments, and make revisions when necessary. Faculty also ensure that the developmental reading course sequence represents a logical progression that results, upon completion, in the attainment of communication skills necessary to successfully complete college-level coursework.

c. Writing

1. Delivery Strategy

Pensacola State College delivers developmental education writing courses in two delivery strategies: compressed and modularized. During the 2018-201 9 academic year, students were more successful in sections taught using the compressed strategy. Of the 33 students enrolled in developmental education writing sections delivered via the compressed strategy, 66.7% were successful. Of the 387 students enrolled in developmental education writing sections delivered via the modularized strategy, 62.8% were successful. Students enrolled in developmental education writing sections delivered via the modularized strategy who were successful were often advantaged with the opportunity to “exit early,” that is stop attending the course with an earned grade upon successful completion of all course requirements, thus accelerating progression into college-level coursework.

Developmental writing sections offered using the compressed strategy are scheduled during half-semester mini-sessions during the fall and spring semesters, with 6 instructional contact hours per week, thus accelerating student progression from developmental instruction to college-level coursework. Delivering all instructional contact over a mini-session, versus delivering instruction over a full semester, helps motivate students to stay on task and master the skills each week, thus leading to student success.

2. Pedagogical Revision

Pensacola State College developmental education writing faculty regularly review all developmental writing courses, carefully aligning pedagogy with delivery strategy, and make revisions when necessary. The pedagogical revision that has resulted in the highest student success requires faculty to present all course concepts and course learning objectives to all enrolled students using a lecture format and then assess each student on all concepts; this pedagogy is associated with the compressed strategy. In

contrast, the somewhat less successful pedagogical strategy relies on computerized instruction in a self-paced, mastery-based environment; this pedagogy is associated with the modularized strategy.

3. Content Alignment

Pensacola State College developmental education writing faculty regularly review the content of all developmental writing courses, carefully aligning that content with course learning outcomes and course topics, lessons, and assessments, and make revisions when necessary. Writing faculty also participate in range finding sessions, workshops which encourage faculty to discuss their reasons for assigning specific grades and which help ensure consistent assessment of student writing. Faculty also ensure that the developmental writing course sequence represents a logical progression that results, upon completion, in the attainment of communication skills necessary to successfully complete college-level coursework.

II. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Using the Ed Stats Tool, the College explored student success data by subpopulations (race, age and gender). During the 2018-2019 academic year, data indicate that students age 19 or younger were less successful in developmental education mathematics, reading, and writing courses as compared to students age 20 or older. To increase student success in this subpopulation, the College will concentrate on enhancing the environment that supports student learning. Students who are age 19 or younger, taking developmental courses, and first-time-in-college are required to participate in a non-credit firstyear college experience offered through the College's learning management system and facilitated by the student's assigned advisor. As part of the experience, students are required to complete a module on student life and resources. In this module, students receive instruction on the library, computer labs, math labs, TRIO student support services, virtual tutoring, and the writing labs. Students who are age 19 or younger, taking developmental courses, and first-time-in-college are also required to meet with their assigned advisor at defined points of contact during each semester through 50% of program completion. The College will also continue to use the Instructor Early Alert System. The College will also review the current student behaviors which initiate alerts as well as the corresponding interventions to ensure that students age 19 or younger are adequately served and are successful.

*Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 **by October 31**, **2019.** Please contact Carrie.Henderson@fldoe.org with questions.*

Polk State College

October 30, 2019

Dr. Angela Garcia Falconetti
President, Polk State College
agarciafalconetti@polk.edu

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting Developmental Education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Polk State College is dedicated to ensuring that students enrolled in Developmental Education courses have the support and tools necessary to succeed in college-level coursework and in future professional roles. During the 2018-2019 Academic Year, Polk State served 1462 students through the following Developmental Mathematics, Reading, and Writing courses: MAT 0018, MAT 0028, MAT 0057, ENC 0017, ENC 0027, and ENC 0055L. Developmental Education students at Polk State College are succeeding, as evidenced by 2018-2019 Institutional Effectiveness data. These data clearly show that 93.9% of Associate of Arts students successfully complete their Developmental Education classes at Polk State College within four years. When compared to the other 28 colleges in Florida, Polk College ranks sixth among peer institutions in AA-student Developmental Education completion success within four years.

In 2018, the College implemented a case-management advising model: Polk Advising, Career, and Transfer Services (PACTS). The PACTS initiative utilizes intentional advising strategies at the point of a student's pre-enrollment, continuing through graduation. The model focuses on student development and the integration of traditional advising topics; career exploration and readiness; and preparation for college transfer, employment, and/or continuing education. The PACTS model ensures students in need of Developmental Education receive expert advising as they develop their educational plans and are provided consistent support as they navigate the path to graduation.

The College remains committed to helping students develop the requisite mathematics, reading, writing, communication, and computational skills to achieve their college and career goals. In response to Florida Senate Bill 1720, and Florida Statutes 1007.263 and 1008.30, Polk State College developed and deployed a comprehensive Developmental Education Plan for all students. The plan addresses the College's supportive processes during admissions, orientation, initial course selection, and continuing throughout all aspects of the student experience.

Resources:

A copy of Polk State College's PACTS Advising Model can be viewed at the following link: PACTS Advising Syllabus. Polk State's Developmental Education Plan may be viewed at: Polk State Developmental Education Plan.

Polk State College's procedures and rules related to Developmental Education may be viewed via the following links: Admissions Procedure, Accommodations for Students with Disabilities, Admissions Policy, Educational Opportunities for Students with Disabilities.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy, and content alignment contribute to student success.

MATHEMATICS:

Polk State College offers the following Developmental Education Mathematics courses using these delivery strategies: MAT 0057 – modularized strategy, MAT 0018 – compressed strategy, and MAT 0028 – compressed strategy.

To ensure students who are enrolling in Developmental Education courses are ready to succeed in college-level coursework, Polk State College developed a series of innovative open-entry/early-exit (OE/EE) modularized Developmental Mathematics courses through MAT 0057 (i.e., Essential Math 1, 2, and 3). Students begin in MAT 0057-1, progress to MAT 0057-2, and complete the series with MAT 0057-3. These mastery-based courses are offered in hybrid format and combine face-to-face meetings with Internet instruction. Students can enroll in the course at any point in the term and have 11 weeks to complete the self-paced modules.

In the MAT 0057 series, students take a diagnostic test upon entry, allowing them to test-out of previously mastered content and expedite course completion. Students report the modularized series to be less intimidating due to the curriculum being divided into attainable sections. A course orientation and quiz are provided to help students understand the format and delivery of the course content.

MAT 0057 also affords instructor continuity to students across all the instructional modules. To reduce test anxiety and increase focus on skill mastery, students are allowed an unlimited number of attempts to take tests following remediation. The OE/EE format increases accessibility for a diverse commuter student population by limiting the time on campus, increasing affordability (i.e., students only pay for one credit at a time), and reducing mathematics remediation to three credit hours.

Because the OE/EE model allows students to enroll in the MAT 0057 series courses at any point during the term and students have 11 weeks to complete coursework, the 2018-2019 Academic Year Developmental Education data provided by the Florida Department of Education (DOE) does not accurately reflect outcomes for students still working to complete coursework at the time of Student Database (SDB) submission. However, Polk State Institutional Effectiveness data indicate an overall MAT 0057 series success rate of 44.4% as of the end of Spring Term 2019, with 47 additional students continuing MAT 0057-1, -2, or -3 courses into subsequent terms.

For students who prefer a more traditional course format, Polk State offers Developmental Mathematics in a compressed format. Compressed courses include MAT 0018 - Developmental Mathematics I and MAT 0028 - Developmental Mathematics II. Both courses are offered in an intensive eight-week fast track format, enabling students to progress through both levels of developmental coursework in one term. The classes are also offered in a compressed 12-week format for students who prefer more time to master the content. Students enrolled in these courses pass at a rate of 50.7%.

READING/WRITING:

Polk State College offers the following Developmental Education Reading and Writing courses via ENC 0017 and ENC 0027; both courses use a compressed strategy. Additionally, ENC 0055L - The Writing Studio, is offered as a corequisite to ENC 1101 – College Composition I.

The two compressed courses, ENC 0017 - Developmental Reading and Writing I and ENC 0027 - Developmental Reading and Writing II, integrate both subjects into a single course to streamline remediation. These skill-compressed courses save students time and money. Each course is offered in an eight-week fast track format, providing students the opportunity to complete both levels of developmental coursework and progress to college-level work in one term. The courses are also offered in a 12-week format for students who prefer more time to master content. Students enrolled in these courses have shown a 65.7% pass rate.

Using professor-developed, free open educational resources (OER), students in ENC 0017 and ENC 0027 are engaged in thematic, integrated learning experiences focused on applicable, real-world situations. Students study social justice themes such as slavery, racism, women's rights, the Civil Rights Movement, and immigrant rights. Readings for these courses include "The Gospel of Non-Violence," "I Have a Dream," and Susan B. Anthony's trial transcripts. Students apply reading skills to aid in their comprehension of significant documents with historic value. Writing instruction focuses on using sources provided in class and other current event reading assignments. For example, after reading Truman's speech announcing the use of the atomic bomb in Hiroshima, as well as the survival stories of the Hibakusha, students write an essay considering whether the atomic bomb should have been dropped. Writing and grammar skills are connected by themes and direct application to units of study.

Non-exempt students needing support in college-level reading and writing may choose a one-credit, co-requisite course: ENC 0055L – The English Studio. Students enrolled in ENC 0055L have an 88.2% success rate. Institutional data reflects that students who successfully complete ENC 0017, ENC 0027, or ENC 0055L later complete ENC 1101 – College Composition I at a rate of 69.8%, as compared to their non-remediated college peers at 66.4%.

Students enrolled in ENC 0055L as a co-requisite to ENC 1101 – College Composition I complete a diagnostic test at the beginning of the course to identify necessary skillsets for an individualized learning plan; they work only on skills not yet mastered. Possible topics in the learning plan include basic grammar, sentence skills, mechanics and spelling, language usage and style, the craft of writing, and basic research skills. The opportunity to build reading and writing skills while simultaneously completing college-level English helps students build confidence and progress to graduation in a timely manner.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age, and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Polk State College Student Success by Race/Ethnicity, Age and Gender:

Polk State College served 15,647 students through Developmental Education, credit-based, EPI, and PSAV courses during the 2018-2019 Academic Year. The College's diversity is reflected in the demographics of its student body, with White students accounting for 49.9%, Hispanic students 24.1%, and Black students 16.6% of the school's population. Hispanic students represent the College's fastest growing demographic group, increasing from 17.0% in the 2013-2014 Academic Year to 24.1% in the 2018-2019 Academic Year. When comparing the demographics of the student body to those who enroll in Developmental Education, Black students are disproportionately

represented. During the 2018-2019 Academic Year, Black students accounted for 23.8% of Developmental Mathematics students, and 29.4% of Developmental Reading and Writing students.

During Academic Year 2018-2019, Polk State's student population had an average age of 24.7, with 41.3% under 20, 14.5% age 20 to 24, and 44.3% age 25 or above. Students age 25 or above are markedly more represented in Developmental Education Mathematics, at 56.5% of the cohort. These non-traditional students often have increased time gaps between their previous educational experiences, creating skill memory weaknesses that are more pronounced and problematic in terms of college placement testing.

With respect to gender, Polk State's female student population has been steadily rising for several years. During Academic Year 2018-2019, 63% of students were female and 35.4% were male. Similarly, enrollment percentages by gender in Developmental Education courses are representative of the total student population. The Developmental Mathematics cohort is 68.4% female and 30.6% male. The Reading and Writing Developmental Education cohort is 66.6% female and 32% male.

Current or Planned Intervention Strategies:

Polk State College has implemented the First Year Experience Program (FYE) to engage and educate members of the incoming freshman class. FYE compliments the College's Developmental Education Plan and the PACTS Advising Model through pre-advising seminars, First Year Seminar and Freshman Read, First Flight Convocation, and student activities. Students also enroll in SLS 1122 – First Year Seminar, where they receive academic coaching, scholastic support, and pathway-specific advising.

In 2018, Polk State College joined the Central Florida STEM Alliance (CFSA), a National Science Foundation (NSF) partnership under the Louis Stokes Alliances for Minority Participation Program (LSAMP). The goal of the CFSA is to broaden participation of under-represented minorities in science, technology, engineering, and mathematics (STEM) education. The CFSA partners include Polk State College, Valencia College, and Lake-Sumter State College. CFSA hopes to increase community-based and student recruiting techniques; build bridge programs and transitions; provide for faculty engagement and inclusive pedagogy; and create student-research, mentoring, and training opportunities.

During the summer of 2019, Polk State College launched the Math Equity Institute for Developmental Mathematics professors. This innovative project provides professional development opportunities and strategic initiatives to improve success for Black male students who are taking Developmental Mathematics classes. Thanks to an $8,000 Educational Leaders Equity-Centered Transformation (ELECT) Spark Grant from the Office of Community College Research and Leadership (OCCRL), 20 adjunct faculty members received stipends to attend an intensive professional development session, hold office hours in the Polk State Teaching Learning Computing Center (TLCC), and complete projects on the use of strategies they learned during training.

The Polk State College World Connect Center is dedicated to promoting access, equity, and success for international students and those who are English Speakers of Other Languages. Polk State College has a sizeable group of Haitian students on its campuses, and many are enrolled in Developmental Reading, Writing, or Mathematics courses. To assist these students, a new trilingual faculty member was hired into the World Connect Center. In addition to providing academic support, the Center assists students in navigating challenging cultural barriers on campus and resolving communication deficiencies that contribute to academic stress and isolation. The Center also provides mentoring and one-to-one tutoring with diverse faculty who speak and teach in multiple languages. The Polk State

World Connect Center also provides social gatherings throughout the semester to help students to build relationships with their peers, as well as the College's faculty and staff members.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Santa Fe College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.
All students who are not otherwise exempt from testing under s.1008.30, and who have not received college-level placements in math, reading, and writing, are required to meet with an academic advisor prior to enrolling in courses. During this mandatory advisement meeting, students are informed of the various course options and support resources available to assist them with developing their communication and/or computation skills. Discussions about math also incorporate information related to math requirements for various degree paths so that students enroll in the math courses best aligned with their academic goals. Any student with a developmental education placement also has access to a "Developmental Education Audit" screen in their student portal which lists their placement and the various courses they can take to satisfy their requirements.

In order to support students in their computation skills development, the College offers three levels of developmental education math courses (MAT0018, MAT0022, and MAT0028) and two college-level math electives (MAT1033, which tracks toward college algebra, and MGF1100, which tracks toward statistics). For communication skills development, the College offers two levels of developmental reading courses (REA0007 and REA0017) and two levels of developmental writing courses (ENC0015 and ENC0025). There is also a compressed option in each area (REA0021 and ENC0022) as well as two levels of reading/writing combo courses (ENC0017 and ENC0027). For students who need more basic skills development, the College also offers an Adult Education Program which provides instruction in reading, language, and math.

In addition to the developmental course offerings, the College provides a plethora of tutoring services. Information about all of the available tutoring services is housed on a central page on the College's website. Math tutoring offerings are tailored by math course level. Reading and writing tutoring is designed to help students improve their writing skills at any stage of the writing process. SmarThinking is also available as a free online tutoring option for students and can be accessed 24 hours a day, 7 days a week. With the recent development of our Learning Commons (LC), most tutoring on the northwest campus is now centrally located in the College Library and tutors are receiving formalized training based on standards outlined by the College Reading & Learning Association (CRLA). In the Learning Commons, students can also receive academic success coaching in order to help them develop non-cognitive skills to better support their academic success such as time management, goal setting, and test preparation. Information about the Learning Commons is included in the New Student Orientation Canvas course which all students must complete prior to their first term of enrollment.

Students at the College's outlying centers may travel to the northwest campus to visit the LC but they also have access to similar tutoring and coaching services in a more intimate environment with more limited hours at the centers.

Faculty support is a last important prong in supporting developmental education at the College. All faculty members submit progress alerts for their students throughout the semester and can issue an "at-risk" notification for students who are not performing well. When an "at-risk" notification is submitted, students are informed and so are their assigned advisors. The message students receive directs them to reach out to their professors and also provides information about tutoring services. Students marked "at-risk" in a course are also contacted by their academic advisors and invited to come in for an advising appointment. During the advising appointments, the students are able to discuss the issues they may be having and to learn about available resources which may help.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

For math the college offers compressed courses. Success rate overall is 55.9% compared with the system-wide average of 59.9.

In an effort to improve student success in developmental (and future) math courses, the prep math faculty have developed course packets designed to help students improve their note-taking and study skills. The packets contain note-taking prompts to help students record important information in an organized manner. The students' notes align to each homework section so they can easily and efficiently find the appropriate information for the topics being learned. The packets also contain study guides that coincide with each course exam.

Students who fall just below the passing level in a developmental math course are given an opportunity to remediate skill deficiencies without having to retake the course. The students work with their instructors to master appropriate concepts and are given an opportunity to retake the final exam. The goal is to finish the remediation in the same semester so students can move to the next level without having to wait an additional semester. This helps with the goal of keeping students on track for graduation.

The Learning Commons provides students personalized math tutoring. Faculty can request that students receive tutoring in specific areas and tutors track student participation so that faculty can follow up on their students.

In writing, the college offers compressed courses. The system-wide success rate is 71.8% whereas the SF success rate is 77%. The following efforts have been made in developmental writing to improve student success and completion.

Students earning an A in ENC0015 are given the opportunity to test out of ENC0025 and have the developmental writing flag removed so they can move on to college-level courses sooner.

The writing faculty adopted new course materials for all developmental writing courses with specialized components for each course. Students who take the two-course sequence, ENC0015 and ENC0025, will only need to purchase the product once. The new materials reflect a more holistic approach that focusses on

preparing students for college essay writing. The writing coordinator redesigned all developmental writing Canvas Master Course shells to include the newly adopted course materials and reflect the updates in the course requirements. Faculty were guided through using the master courses to update their individual Canvas courses for each section.

The writing faculty began collaborating with SF's new Learning Commons Director and Language Arts Tutor Coordinator to develop and provide targeted yet holistic support for developmental writing students. In ENC0025, we are piloting a Learning Commons Participation component as 5% of the final grade. To earn credit, students must complete the following.

1. Attend one workshop 1st half of term and write a summary and response
2. Attend one workshop 2nd half of term and write a summary and response
3. Attend one of the following. (Meet with instructor in the first few weeks of class to discuss the most beneficial option for your unique learning path):

    a. Grammar tutoring session
    b. Paper writing conference
    c. Academic Coach meeting

The intention of this component extends beyond improving grammar and writing and into developing self-efficacy as a college student. Developmental writing students are often new to campus and new to college in general, so this component is designed to intentionally acquaint them with the multi-faceted resources and services provided by the Learning Commons and create opportunities to meet and interact with other students, tutors, coaches, and faculty in a positive and productive learning environment. The workshops address a variety of student success topics such as studying smarter not harder and beating test anxiety. Academic coaching provides one-on-one assistance in developing an individualized success plan to meet academic, personal, and career goals.

In reading the college offers compressed courses. The system-wide success rate is 73.5%, whereas the SF college success rate is 74.1%.

In the majority of the developmental reading courses, course delivery has been redesigned to provide both differentiated and individualized instruction. Students meet both as groups and as individuals to address general and specific needs. Most classes meet in a computer classroom with tables instead of a traditional lecture setting. The goal is to establish the instructor as a partner in learning rather as a "talking head" or someone removed from the student's experience.

The reading materials used in the course are from numerous academic disciplines and use scaffolded practices designed to gradually help students learn the critical reading process holistically. Integrated within the textbook and within face-to-face instruction are study strategies for other disciplines, test taking strategies, and college life skills. The instructional portion of the text is available online in an audio format to accommodate students with visual difficulties as well as other learning disabilities.

Students work at their own pace; those students who complete the course early are offered continued practice or early instruction in successive course work. For example, students who complete REA0007 are given the opportunity to begin work on REA0017 course work.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

When data are disaggregated by race/ethnicity, age, and gender, performance differences emerge. For reading and writing, Hispanic and black students have higher success rates (% students C or above) at SF than they do system wide. In math Hispanic students exceed the system-wide average while black students are dismally below the system wide average (42.3.% vs 53%).

For gender, women outperform men in all subjects at the system level as well as at the college. In math and reading, the gender difference at the college is greater than the system.

Finally, regarding age, older students (25+) do better in math and writing at the system-wide and the college level. For reading, older students do best system-wide but younger SF students (19 or less) have the highest level of success at the college.

The current patterns reflect similar performance in the past and the College is particularly troubled by the poor math performance of our black students. Over the past year, there have been two initiatives intended to address this problem.

First, the college piloted a math boot camp for minority and underrepresented students over the summer of 2019. These students were enrolled in our College Achievement Program (CAP) which offers a summer enrichment experience to prepare CAP scholars for greater success in college. Students in the summer enrichment program always participate in a math refresher but for summer 2019, the college provided the students with ALEKS as a tool to better prepare for college math. According to McGraw Hill, "ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained." The current CAP scholars are still enrolled in math fall term, so we do not have student success data. However, the percent of students who entered MAT1033 (whether they took/followed a placement test or not) increased from 43% in 2018 to 58% in 2019. We look forward to obtaining success data for these students at the end of the term.

A second initiative the college implemented was a math equity workshop that had the following goals:

- Participants will understand the underlying problems that make equity an important issue for mathematics educators.
- Participants will identify areas of their own classroom policies which are working against equitable instruction.
- Participants will identify areas of departmental policy which discourage innovation and exploration of equity-based practices.
- Participants will engage in facilitated conversations around topics which can be difficult to address, like accommodations, race, and poverty.
- Participants will identify data sources and promising avenues of ideas and illumination of the local student population that will foster equitable practices.

Forty math faculty members and two guests attended the equity workshop.

As faculty members reflect on the content of the workshop and make changes to their policies and practices, we hope to see a positive impact on math performance for black students.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Seminole State College of Florida

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Overall, Seminole State was pleased with student completions and progressions from the fifth year of Developmental Education options, as Students Earning "C" or Better (Success Rates) consistently exceeded statewide averages in Math, Reading, and Writing:

Math: Seminole State = 72.7% vs. statewide average = 60.0%

Reading: Seminole State = 84.8% vs. statewide average = 73.8%

Writing: Seminole State = 75.3% vs. statewide average = 72.3%

The College informs students on opportunities to improve their communication and computation skills from initial interactions with Seminole State through the application process, advisement, and the College Catalog. During the application process, students are advised of distinctions between exemptions and non-exemptions for developmental education testing and enrollment. Following requirements in legislation, non-exempt students complete assessments and submit scores for evaluation and possible dev ed placement, while exempt students are notified of eligibility to opt out of dev ed enrollments and are encouraged to enroll in gatekeeper courses in English and math. Exempt students are also advised of the availability for dev ed enrollments, if students and advisors agree they are likely to improve student success rates in gateway courses. Course options are featured in the College Catalog and explained by advisors to help students pick courses and delivery strategies that enable student success.

From an initial Student Success Summit in September 2016 to prioritize top strategies for improving student success, Seminole State has been steadily implementing, evaluating, and refining strategies to improve Developmental Education course completion rates. Strategies include enhancing strategies to identify and contact struggling students more easily by implementing Hobsons Starfish, conducting outreaches to students in Dev Ed courses, augmenting tutoring in the College's Academic Success Centers, and refining instructional approaches. Additionally, the Academic Success Center partnered with the English and Math departments to train peer tutors and better equip them to assist struggling students.

Students entering Dev Ed math are encouraged to take Modular math, with 85% of all Dev Ed math enrollments. Modular math is a more successful strategy, with a success rate of 75%, versus a success rate of 62% for compression math at Seminole State. Additionally, success rates for modular math exceeded statewide averages (75% vs. 59%) and success rates for compression math exceeded statewide averages (62% vs. 60%).

Reading strategies appeared successful, with course completion rates with the Modularized REA 0019 at 85%, 10% higher than statewide averages.

Strategies are successful in maintaining high success rates (77.5%) in the Modular Writing course, ENC 0022, with 92% of Dev Ed Writing enrollments. Success rates in Modular Writing exceeded statewide averages by 6.4%

(77.5% vs. 71.1%). However, concerns were noted in the Compression Writing course with only a 50% success rate (vs. a statewide success rate of 72%), though only 30 students were enrolled in the Compression Writing course. Low enrollments in Compression Writing are intentional, since research consistently shows this is not a preferred strategy for students. Further analysis on low success rates in Compression Writing attributed declines to students struggling with online sections. The College plans to limit online enrollments in all Dev Ed sections, as Dev Ed students struggle with this modality.

Efforts continue to improve course completion rates in Developmental Education courses, Gateway courses, and all courses across Seminole State College. Academic Deans, Program Managers and faculty members continually monitor course completion rates and closely examine completion rates by instructional mode (on-campus, hybrid, online), with further analyses by campus, instructor, and section, if needed, to identify concerns with instructional approach, classroom environment, course materials, syllabus sequence, or other factors. Academic Deans, Program Managers and faculty members continually share best practices and student success strategies to ensure student learning.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

a. Math

1. Delivery Strategy

The primary strategy for Developmental Math, with 85% of Dev Ed Math enrollments, is MAT 0057, a modular 3-credit hour course with a revised grading basis (A, B, C, F, S, or W). The course reduces the time students previously spent in developmental courses by using a modularized adaptive learning program. Based on a math skills assessment at the start of the course, students complete modularized assignments designed to strengthen specific deficiencies by working on topics and objectives they need to master the material and achieve college readiness. Students have access to an instructor, as well as the Academic Success Center, for assistance and tutoring in completing assignments. Students are achieving a 75% completion rate in MAT 0057, a rate 16% above statewide comparisons for modularized math instruction.

2. Pedagogical Revision

The primary revision involved two new strategies for Dev Ed Math: 1) the use of modularized instruction following an initial assessment, allowing students to complete assignments specific to learning needs identified in the assessment, and 2) allowing students who earn a “Satisfactory” grade to repeat the course, continuing with additional modules to achieve college readiness. This saves students time, efforts, and costs by avoiding a course “restart”.

3. Content Alignment

Since 2006, representatives from Seminole State’s math department have met 28 times with faculty members from the University of Central Florida and five other FCS schools in Central Florida at Curriculum Alignment conferences. Conferences include representatives from the school districts, as well, to review and align content in math courses. Participants have completed numerous initiatives, such as prerequisite assessments, syllabi reviews, proficiency checks, and shared end-of-course exams to ensure curriculum alignment between courses, programs, and schools.

Additionally, the Math department, along with each academic department at Seminole State College, conducts a comprehensive annual program review, examining completion rates by course with drill-downs by course modality, campus, full-time/part-time instructor status, exempt/non-exempt student status, and other factors. Dev Ed courses with low or declining completion rates are examined more thoroughly and actions occur to adjust instructional strategies, course syllabi, course materials, or other strategies to improve student success.

b. Reading

1. Delivery Strategy

Before enrolling in ENC 1101 (English I), students may enroll in REA 0019 (Developmental Reading), a modular 4-credit hour course with a revised grading basis (A, B, C, F, S or W). The course is repeatable, up to 12 credit hours. The course reduces the time students previously spent in developmental courses by using an adaptive learning program. Based on a reading skills assessment at the start of the course, students complete modularized assignments, strengthen specific deficiencies by working on topics they need to master, and achieve college readiness.

Nearly all students advance to ENC 1101 after one semester of REA 0019; however, if a student has not mastered the necessary skills, a grade of S (satisfactory), F, or W allows the student to repeat the course. The strategy is working successfully, with students achieving a completion rate of 84.8% in REA 0019 versus a statewide average of 74.9% for modularized Reading instruction.

2. Pedagogical Revision

The primary revision involved two new strategies for Dev Ed Reading: 1) the use of modularized instruction following an initial assessment, allowing students to complete assignments specific to learning needs identified in the assessment, and 2) allowing students who earn a “Satisfactory” grade to repeat the course, continuing with additional modules to achieve college readiness. This saves students time, efforts, and costs by avoiding a course “restart”.

3. Content Alignment

In 2016, representatives at the Curriculum Alignment conference added Writing, Rhetoric, and Communication as the next discipline area to join the curriculum alignment initiative. In the first meeting in March 2017, representatives began discussions in ENC 1101 (English Composition), ENC 1102 (English Composition II), and SPC 1608 (Fundamentals of Oral Communication). While the Curriculum Alignment conference has not yet focused on Development Ed curriculum, alignment efforts with ENC 1101, ENC 1102, and SPC 1608 is helping facilitate internal alignment efforts for Developmental Education Reading courses.

The English department, along with each academic department at Seminole State College, conducts a comprehensive annual program review, examining completion rates by course with drill-downs by course modality, campus, full-time/part-time instructor status, exempt/non-exempt student status, and other factors. Though it has not been an issue to date, Dev Ed Reading courses with low or declining completion rates would be examined more thoroughly and actions taken to adjust instructional strategies, course syllabi, course materials, or other strategies to improve student success.

c. Writing

1. Delivery Strategy

Before enrolling in ENC 1101 (English I), students may enroll in ENC 0022 (Developmental Writing), a modular 4-credit hour course with a revised grading basis (A, B, C, F, S or W). The course is repeatable, up to 12 credit hours. The course reduces the time students previously spent in developmental courses by using a modularized

adaptive learning program. Based on a writing skills assessment at the start of the course, students complete modularized assignments, strengthen specific deficiencies by working on topics they need to master, and achieve college readiness. Most students advance to ENC 1101 after one semester; however, if a student has not mastered the necessary skills, a grade of S (satisfactory), F, or W will allow the student to repeat the course. The strategy is working successfully, with students achieving a 77.5% completion rate versus a statewide success average of 71.1% for modularized Writing instruction.

2. Pedagogical Revision

The primary revision involved two new strategies for Dev Ed English: 1) the use of modularized instruction following an initial assessment, allowing students to complete assignments specific to learning needs identified in the assessment, and 2) allowing students who earn a "Satisfactory" grade to repeat the course, continuing with additional modules to achieve college readiness. This saved students time, efforts, and costs by avoiding a course "restart".

3. Content Alignment

In 2016, representatives at the Curriculum Alignment conference added Writing, Rhetoric, and Communication as the next discipline area to join the curriculum alignment initiative. In the first meeting in March 2017, representatives began discussions in ENC 1101 (English Composition), ENC 1102 (English Composition II), and SPC 1608 (Fundamentals of Oral Communication). While the Curriculum Alignment conference has not yet focused on Development Ed curriculum, alignment efforts with ENC 1101, ENC 1102, and SPC 1608 are helping facilitate internal alignment efforts for Developmental Education Writing courses.

The English department, along with each academic department at Seminole State College, conducts a comprehensive annual program review, examining completion rates by course with drill-downs by course modality, campus, full-time/part-time instructor status, exempt/non-exempt student status, and other factors. Dev Ed courses with low or declining completion rates are examined more thoroughly and actions occur to adjust instructional strategies, course syllabi, course materials, or other strategies to improve student success. To date, annual reviews and ensuing improvement actions have led to successful course completion rates in Dev Ed Writing.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Detailed analyses in 2018/19 of Seminole State's results by strategy, race, gender, and age indicated the following subpopulations experiencing the greatest difficulty with Developmental Ed options:

- Black students in Modularized Math (Success Rates of 68.6% vs. Overall Completion Rates of 74.6%)
- Male students in Modularized Writing (Completion Rates of 69.2% vs. Female Completion Rates of 78.7%).

Since 2014/15, when initial strategies to support SB1720 were implemented, Seminole State has steadily and rigorously employed several strategies for improving student success in Developmental Education courses. Strategies include 1) utilization of Starfish to enhance identifying and connecting with struggling students in Dev Ed courses, and 2) enhanced tutoring in the College's Academic Success Centers. The Academic Success Center expanded hours, increased the number of tutors in both math and writing, and conducted outreaches in

Developmental Education and Gateway courses. Additionally, the Academic Success Center partnered with the English and Math departments to train peer tutors and better equip them to assist struggling students.

Student success rates in the Modular Math Developmental Education course (MAT 0057) improved steadily, from 70.1% in 2014/15 to 74.6% in 2018/19. African American students in Modularized Math courses achieved gains in success rates from 64.9% to 68.6%, significantly greater than the statewide average of 53.0% for African American Males in Modularized Math courses. Despite the gains, efforts continue to improve course completion rates in Developmental Education courses for all students.

Strategies appeared successful in achieving overall gains in Developmental Writing, particularly in closing the performance gap between Female and Male students. In 2014/15, a gap of 11% existed between Female (78%) and Male (67%) students in Developmental Writing. Over the next two years, course completion rates for Males in ENC0022 steadily increased, peaking at 75.5% in 2016/17. However, in 2017/18, Male completion rates in ENC0022 unexpectedly declined to 68.4%. Further analysis attributed the decline to two part-time instructors with unusually low completion rates in ENC0022 for 2017/18 and particularly low completion rates for Male students. The instructors were reassigned and results improved for Male students in Dev Ed Writing for 2018/19 to 69.2%, slightly above statewide averages of 68.6%. Efforts continue to close course completion gaps between Female and Male students in Writing and other subjects through adjustments in course materials, instructional strategies, early identification of struggling students, and additional student support through advising and tutoring.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
South Florida State College

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

As part of the standard operating procedure for the Advising and Counseling department at SFSC, each student is required to be advised, face-to-face, by a qualified advisor/counselor during their initial course registration period. During this advising session the advisor/counselor reviews any/all available placement scores and strongly encourages the student to enter into developmental coursework, if deemed appropriate. Per F.S. 1008.30 "a student who takes the common placement test and whose score on the test indicates a need for developmental education must be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice." Therefore, a student may be advised to take developmental coursework, but is not required.

The college secured an early alert advising platform which has been implemented this academic year. The software provides academic advisors and counselors with immediate notifications based on predefined student success thresholds (e.g. grades, missing assignments, attendance, etc.). In addition, the software provides a mechanism for faculty to immediately notify academic advisors and counselors of elevated student needs. SFSC is now better able to implement its degree auditing application (Degree Works) and provide access to program/department chairs.

Lastly, implementing an extensive advising model is an institutional priority as documented in SFSC's Strategic Plan (Destination 2023). Extensive advising focuses on all aspects of the student's educational, work and home life experiences, thus allowing SFSC advisors to provide the most effective advising possible. The Dean, Student Services will provide the college's leadership team with quarterly updates on the progress of this strategic goal.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

a. Math

1. Delivery Strategy

SFSC principally uses a compression strategy for its development education courses. The overall success rate (grade C and above) was 67.6%. South Florida State College has implemented various strategies that will have an impact on student success.

2. Pedagogical Revision

SFSC is in its third year of Title V HSI STEM grant funding supporting Hispanic student enrollment, retention, and completion in STEM related academic programs. Efforts remain underway to align developmental education math curriculum and facilitate accelerated student achievement in college-

level math courses (e.g. college algebra). For example, instructors are incorporating contextualized learning to prepare students to apply mathematics in advanced level technical courses. Also, SFSC has developed an annual two-week summer math camp to prepare high school for college level coursework. This effort has been extremely successful and continues to grow.

3. Content Alignment

To ensure vertical alignment, the instructional supervisor for SFSC's developmental education curriculum regularly meets with the mathematics department chair and faculty. Course level and student learning outcomes are reviewed and revised, if necessary. In addition, SFSC is the participates in the Advancement Via Individual Determination (AVID) program. AVID strategies are employed by faculty across all disciplines, to include developmental education courses, and have had a notable impact college-wide on student performance and success. According to recent SFSC data (2018), the college-level course success rate (C or higher in the next college-level course) for students formerly enrolled in a developmental education math course is 94.1%, per internal data sources.

b. Reading

1. Delivery Strategy

SFSC principally uses a compression strategy for its development education courses. The overall success rate (grade C and above) was 91.1%, per college sources. We were overall pleased with this finding but continue to make efforts to improve further this student success rate for the subsequent year.

2. Pedagogical Revision

No notable pedagogical revisions have been made to SFSC's developmental reading courses since the previously submitted Developmental Education Accountability Report.

3. Content Alignment

To ensure vertical alignment, the instructional supervisor for SFSC's developmental education curriculum regularly meets with the English department chair and faculty. Course level and student learning outcomes are reviewed and revised, if necessary. In addition, SFSC participates in the AVID program. AVID strategies are employed by faculty across all disciplines, to include developmental education courses, and have had a notable impact college-wide on student performance and success.

c. Writing

1. Delivery Strategy

SFSC principally uses a co-requisite strategy for its development education courses. The overall success rate (grade C and above) was 73.1%, per internal sources.

2. Pedagogical Revision

It is important to note that a small number of students were used to calculate this figure and it is difficult to draw inferences with this low student count; however, we are attempting to increase enrollment through intrusive advising. As such, no major pedagogical revisions have been made to SFSC's developmental writing courses since the previously submitted Developmental Education Accountability Report.

3. Content Alignment

To ensure vertical alignment, the instructional supervisor for SFSC's developmental education curriculum regularly meets with the English department chair and faculty. Course level and student learning outcomes are reviewed and revised, if necessary. In addition, SFSC participates in the AVID program. AVID strategies are employed by faculty across all disciplines, to include developmental education courses, and have had a notable impact college-wide on student performance and success. According to recent SFSC data (2018), the college-level course success rate (C or higher in the next college-level course) for students formerly enrolled in a developmental education writing course is 75.0, per internal data sources%.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

For the purpose of selecting a subpopulation in response to this section, the college's Hispanic developmental education student population was selected for review due to comparatively lower pass rates (MATH: white: 70.2%, Hispanic: 62.9%, black: 72.4%, READING: white: 94.1%, Hispanic: 86.4%, black: (Black student pass rate data for reading was masked due to a low count), WRITING: white: 75.0, Hispanic: 66.7, Black student pass rate data for writing was masked due to low count).

Both system provided data, and internally generated reports, support the college's effort to encourage more Hispanic student participation in developmental education courses. As such, as shown above, increasing their likelihood of success in subsequent math and English courses. College data reveal that Hispanic students who successfully complete a developmental education math class are as likely, as compared to their white and black counterparts, to pass subsequent math and English courses. This is accomplished by better promoting the impact/importance of taking, if necessary, developmental education courses as part of their overall curriculum plan. Advisors, counselors and center directors, continually receive training on how to identify students who will most benefit from developmental education according to SAT, ACT, and PERT test scores as well as high school transcript evaluation.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
St. Johns River State College
Melanie Brown, Ph.D.
Vice President for Academic Affairs/CAO
melaniebrown@sjrstate.edu

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Step 3 of SJR State's Admissions Procedures addresses Developmental Education:

STEP 3:

Developmental Education

St. Johns River State College's Developmental Education courses are designed to help students who have a standard high school diploma or GED but who need to further develop the foundational skills necessary for academic success throughout college. Students who place into or who elect to take developmental education courses may choose from a variety of strategies in each of the three developmental education subject areas of mathematics, reading, and writing. These strategies include modularized instruction, compressed courses, and co-requisite developmental instruction.

A student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the U.S. Armed Services is not required to take the common placement test and is not required to enroll in developmental education.

Students who entered the 9th grade in a Florida public school prior to the 2003-2004 school year or did not attend a Florida public high school must take the Florida Post Secondary Education Test (P.E.R.T.) or submit SAT, ACT, Accuplacer or FCAT scores (the scores cannot be more than 2 years old) that exempt them from the college developmental education program or they must submit college transcripts that show the completion of Freshman English I or Intermediate Algebra.

For more information about developmental education options and exemptions, please see a Counselor. http://www.sjrstate.edu/admissionsprocedures.html

Step 4 of these procedures directs students to complete the College's Online Orientation. Within Online Orientation, exemptions and placement testing for incoming students is again addressed.

After completing online orientation, Step 5 of the Admission Procedure directs students to contact the advising office to schedule their advising appointment. While that appointment is being made, each new student completes a questionnaire which determines if the student needs PERT testing. If they are required to PERT, they are then scheduled to test. If they are exempt, they are advised that they have the option to PERT test and what the beginning courses are if they choose not to test. The College always has students who choose to test, particularly in math, and particularly if it's been some time since they have taken a math course. This questionnaire is in the student's file when they come to initial advising and the advisor reviews this with the student and helps the student choose the appropriate coursework.

During the student's initial advising appointment, the completed questionnaire regarding exemption status is reviewed by the advisor with the student, and the advisor discusses with the student the appropriate coursework. Students who need to improve their computation or communication skills that are essential to performing college-level work are provided information on not only developmental education coursework but also the resources available through the College's on-campus Academic Support Centers such as free tutoring, review sessions, and writing resources, in addition to free online resources provided by the College that are specifically aligned with developing these skills including EdReady, Smarthinking, HippoCampus, and the Virtual Skills Lab http://libraries.sjrstate.edu/ASC

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Developmental Education Student Enrollment and Success Overview

- *The number of student enrollments in developmental education courses at St. Johns River State College decreased 28% (790 to 569) from the 2017-2018 academic year to the 2018-2019 academic year.*
- *Mathematics accounted for 64% of all developmental education course enrollments at SJR State in 2018-2019.*
- *Of the developmental education subjects and delivery strategies offered at SJR State during the 2018-2019 school year, the College had its largest enrollments in:*
    - *Math/Compression (255)*
    - *Writing/Compression (125)*
    - *Math/Modularized (80)*

- *Student success (percent of students earning a grade of "C" and above) in developmental courses at SJR State in 2018-19 ranged from 57% to 63% by subject area, with students performing highest in reading and lowest in mathematics:*
    - *Developmental Reading Student Success: 63%*
    - *Developmental Writing Student Success: 61%*
    - *Developmental Mathematics Student Success: 57%*
- *The College witnessed its greatest successes (% w/ a C or better) in the Math/Co-Requisite (67%), the Writing/Compression (64%) and the Reading/Co-Requisite (63%) courses.*

Discussion of Developmental Mathematics Student Success Data

None of the mathematics course and strategy combinations taught by SJR State surpassed the statewide success averages for those same combinations. The College did, however, improve its performance in 2018-19 over its 2017-18 data related to student success (percent of students earning a grade of "C" and above) in mathematics in the co-requisite, compression, and modularized delivery strategies, with the improvements ranging from 3% to 14%:

- *Math/Co-Requisite: up 3%*
- *Math/Compression: up 6%*
- *Math/Modularized: up 14%*

2018-2019 Mathematics Faculty Observations, Strategies, & Initiatives

- *One strategy that SJR State implemented in 2018-2019 resulted in even fewer students taking development education mathematics. The mathematics faculty recognized that students who did not require College Algebra did not benefit from having a developmental algebra pathway prior to enrolling in the Math for Liberal Arts course sequence. Beginning in Fall 2018, SJR State no longer has a developmental course prerequisite for Math for Liberal Arts courses. This opened up our non-STEM pathways to more students. Since making this developmental change, our enrollment in MGF1106 and MGF1107 increased significantly (up 12%), with a quality success rate remaining steady (±70%) from the prior year.*

- *In 2018-19, SJR State launched a new method of teaching developmental math online, in a guided yet self-paced format, with no textbook cost. Our faculty created an online developmental course using materials from the NROC project. The NROC project has built a learning program called "EdReady" with support from The William and Flora Hewlett Foundation, the James Irvine Foundation, and the Bill and Melinda Gates Foundation. SJR State has purchased an annual institutional license for EdReady and is able to provide the educational resources to the students without the significant cost of a textbook or access code.*

We are currently piloting these EdReady materials through our four credit compressed developmental mathematics course, MAT0022. We are still in the early phase of this pilot and ran just one section each term during 2018-2019. Its maximum enrollment of 25 students per term was quickly reached once registration periods opened. With more and more students each year qualifying as "College Ready Exempt," this is important. Some students who qualify as "College Ready Exempt" still need a semester of remediation before they are likely to be successful in Intermediate Algebra.

Our intention during the 2018-2019 academic year was to measure the success of exempt students' success in the unique sections using this content relative to students' success in our traditional course sections. Our one-year results found that for fall 2018 to summer A 2019 the success rates were 84% for 51 students in the online developmental sections and 46% for 169 students in the face-to-face developmental sections. To ensure the rigor and integrity of the online developmental course, we tracked BOTH the 51 online and 169 face-to-face developmental students' enrollment in math classes in future terms. The data is very promising as we found that the students who completed the online developmental course were more likely to enroll in and successfully complete a college-level mathematics course during their next semester than the students who had completed the traditional face-to-face developmental course.

With these promising results, in 2019-2020, the pilot will continue with an eye towards expansion to additional sections and use of the resources in the other developmental mathematics courses.

- *Mathematics instructors continued to review Developmental Education course content and final exam questions to ensure the skills necessary for success in MAT 1033 are taught and assessed in the developmental courses.*

- *Guided Notes, the Virtual Skills lab, and materials from the NROC/EdReady platform are tools that SJR State faculty are utilizing and piloting to accompany, and in some cases, supplant the traditional course resources.*

- *A number of mathematics faculty members participated in the Florida Student Success Center, which is the statewide guided pathways effort "designed to scale pathways to dramatically boost completion and improve the social and economic mobility of graduates."*

- *One math compressed/co-requisite developmental math instructor utilized a strategy of giving a test correction option for points back on tests to help motivate students, and noticed some trends closing the age, gender, ethnicity gap and an increase classroom engagement overall. The instructor believes an element of success of this strategy is because one of the requirements to earn points back is to sit down and work with the instructor one-on-one. This gives the individual student and the faculty member an opportunity to bond which in turn, helps them feel more at ease in the classroom. The instructor also felt*

that any co-requisite course utilized should incorporate subject pacing in the course that presented topics either before or at the same time as the no-developmental course. Frequency of class meeting was also an element that the instructor felt played a role in student exposure and practice. The instructor commented that a co-requisite course that met one day a week would be a challenge with trying to maintain accurate pacing.

- *Another math instructor noticed positive trends in a modularized math course by utilizing an "attendance" requirement that gave students the option of either (1) Spending one hour at any of our three Academic Support Centers, where students have access to free face-to-face tutoring, or (2) Using Smarthinking, an academic online tutoring service.*

- *Both the math and reading/writing faculty members extolled the virtues of early and often assessments as a tool to gauge their students' formative acquisition of course content. Both groups also cautioned against the overreliance on a packaged proprietary learning platform as the sole tool for an online developmental education class. Additional supplements like instructor developed quizzes, tests, and assignments aligned with the course student learning outcomes are needed to provide more rigor and to measure instructional effectiveness.*

Discussion of Developmental Communications Student Success Data

None of the developmental communications course and strategy combinations taught by SJR State surpassed the statewide success averages for those same combinations. The College did, however, improve its performance in 2018-19 over its 2017-18 data related to student success (percent of students earning a grade of "C" and above) in reading/ co-requisite and writing/compression, with improvements of 7% and 9% respectively:

- *Reading/Co-Requisite: up 7%*
- *Writing/Compression: up 9%*

The College experienced its most notable success decline in the course/strategy combination Writing/Modularized (down 6%).

2018-2019 Communications Faculty Observations, Strategies, & Initiatives

- *One Reading/Writing instructor noted that often, with online based courses, students are unable to articulate problems in writing, or have trouble navigating through the College's learning management system (Canvas). The instructor shared that she encourages the use of phone calls or office visits to resolve problems or explain concepts.*

- *Another instructor commented on the value of using videos and emphasizing grammar lessons as strategies for success. In courses that rely heavily on the use of computer-based curriculum and/or*

supplemental materials, faculty stressed the importance of technology instruction, particularly during the first 4 weeks of instruction to help students with acquiring basic computer skills.

- *Both the math and reading/writing faculty members extolled the virtues of early and often assessments as a tool to gauge their students' formative acquisition of course content. Both groups also cautioned against the overreliance on a packaged proprietary learning platform as the sole tool for an online developmental education class. Additional supplements like instructor developed quizzes, tests, and assignments aligned with the course student learning outcomes are needed to provide more rigor and to measure instructional effectiveness.*

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

In reviewing Developmental Education success data for specific demographic groups, in spite of localized improvements made between 2017-2018 and 2018-2019, the College notes that there is still much to be accomplished in respect to the 2018-2019 state averages.

Subpopulation: Race/Ethnicity

The review of the race related data revealed a continuance of the "underperforming" trend versus the state averages. However, there were some instances of improvement versus the 2017-2018 data:

- *White, Hispanic, Black, and Two or More Race students all experienced improved success rates in Math (up 7%, 19%, and 24%, respectively).*
- *Whites students improved 17% in Reading.*
- *White and Hispanic students improved in Writing (up 5% & 14%); however, Black students regressed 23% in writing.*
- *There were improved withdrawal rates for all students in Math except Hispanics (8% increase), and white students were the only group to experience poorer withdrawal rates in Writing (1% increase).*

Subpopulation: Age

Our review of age group data also proved to be an area where SJR State was shy of the statewide average in most areas. Of the nine age group/subject area combination areas, the College fell below state success averages in all areas except:

- *Math (age 20-24) – equal state success rates at 57%*
- *Reading (age 25 or above) – equal state success rates at 76%*
- *Math (age 25 or above) –exceeded state success rates at 64% compared to 62% for the state*

Nevertheless, in 2018-2019, the College did see a number of age groups outperform their 2017-2018 success data. With respect to the success measure (% w/ a C or better), three groups experienced significant success gains from 17/18 to 18/19:

- *Math (25 or above – up 13%)*
- *Reading (25 or above-up 12%)*
- *Writing (20-24 – up 15%)*

Withdrawal rates decreased for all age course combination areas except Math (20-24) which saw a 5% increase. The College had its best withdrawal rate reflected in the Reading (20-24) group, with only 9% of students withdrawing.

SJR State experienced its best overall success performances with the following age groups:

- *Math: 25 or above – 64%*
- *Reading: 25 or above – 76%*
- *Writing: 20-24 – 65%*

Subpopulation: Gender

For both gender groups reported, across all Developmental Education subjects, SJR State was outperformed by the state average. However, the College did see internal evidence of gender-related success (% w/ a C or better) in 2018-2019 compared to its 2017-2018 data in the following areas:

- *female math success up 4%*
- *male math success up 15%*
- *female reading success up 5%*
- *male reading success up 13%*
- *improved withdrawal rates for both females and males across all courses except writing (female writing withdrawal rate improved while male writing withdrawal rates increased 7%)*

Strategy for Improvement

Online Developmental Mathematics Pilot and Student Success Tracking in Subsequent Math Course

During the 2018-2019 academic year, SJR State identified the subpopulation by age that is exempt from developmental education as a target for improvement and developed a plan to increase these students' success in math. All students 24 and younger who graduated from a Florida high school are exempt from developmental education. As was discussed in Part II of this report, in 2018-19, SJR State launched a new method of teaching developmental math that we believe is particularly well suited for this exempt population due to the course is being delivered online, in a guided yet self-paced format, with no textbook cost. A review of this group's 2018-2019 success compared to the 2017-2018 data shows only a slight overall increase in improved success rates (up 2%). However, broken down by underrepresented groups within the selected target age group, Black student

success increased by 22% and Hispanic student success increased 2% from 2017-2018 to 2018-2019, while White success increased 2%.

Again, our intention during the 2018-2019 academic year was to measure the success of exempt students' success in the unique sections using this content relative to students' success in our traditional course sections. Our one-year results found that for fall 2018 to summer A 2019 the success rates were 84% for 51 students in the online developmental sections and 46% for 169 students in the face-to-face developmental sections. To ensure the rigor and integrity of the online developmental course, we tracked BOTH the 51 online and 169 face-to-face developmental students' enrollment in math classes in future terms. The data is very promising as we found that the students who completed the online developmental course were more likely to enroll in and successfully complete a college-level mathematics course during their next semester than the students who had completed the traditional face-to-face developmental course.

With these promising results, in 2019-2020, the pilot will continue with an eye towards expansion to additional sections and use of the resources in the other developmental mathematics courses.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
St. Petersburg College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

In 2013, St. Petersburg College (SPC) compared four years of Florida public high school transcripts (20082011) of students who would be exempt under the new legislation to actual performance on the College Placement Test (CPT). In addition to CPT scores and traditional developmental education courses, several other data points emerged that indicated how well students were prepared for college level courses. These included the completion of certain high school courses (Florida College Prep, AP, IB, Honors, Dual Enrollment, and foreign language), un-weighted grade-point average (GPA), and specific subject GPA. Using high school data when test scores are not available provides a mechanism to predict whether a student is Likely College Ready, Developmental Education Recommended, or Developmental Education Strongly Recommended in each of the three areas: reading, mathematics, and writing.

SPC Academic Advisors play a critical role in student success. The advising strategy includes promoting accelerated pathways to all students (MOOCs, developmental education options, tutoring), determining Flexible Placement (exempt) status quickly and requiring all Flexible Placement students meet with an advisor prior to registration to ensure they are aware of the recommendation and all options.

New advising pages were developed and included in our internal student system. The **Flexible Placement Data** (Figure 1) page generates when high school transcript data (electronic or hard copy) uploads to the students record. This page facilitates the conversation between the advisor and the exempt student. The **My Placement** (Figure 2) page becomes viewable to students after meeting with an

advisor. Students are able to register for classes once the decision to accept or decline the recommendation has been recorded in the system.

Figure 1 Flexible Placement Data Page (Advisor View)

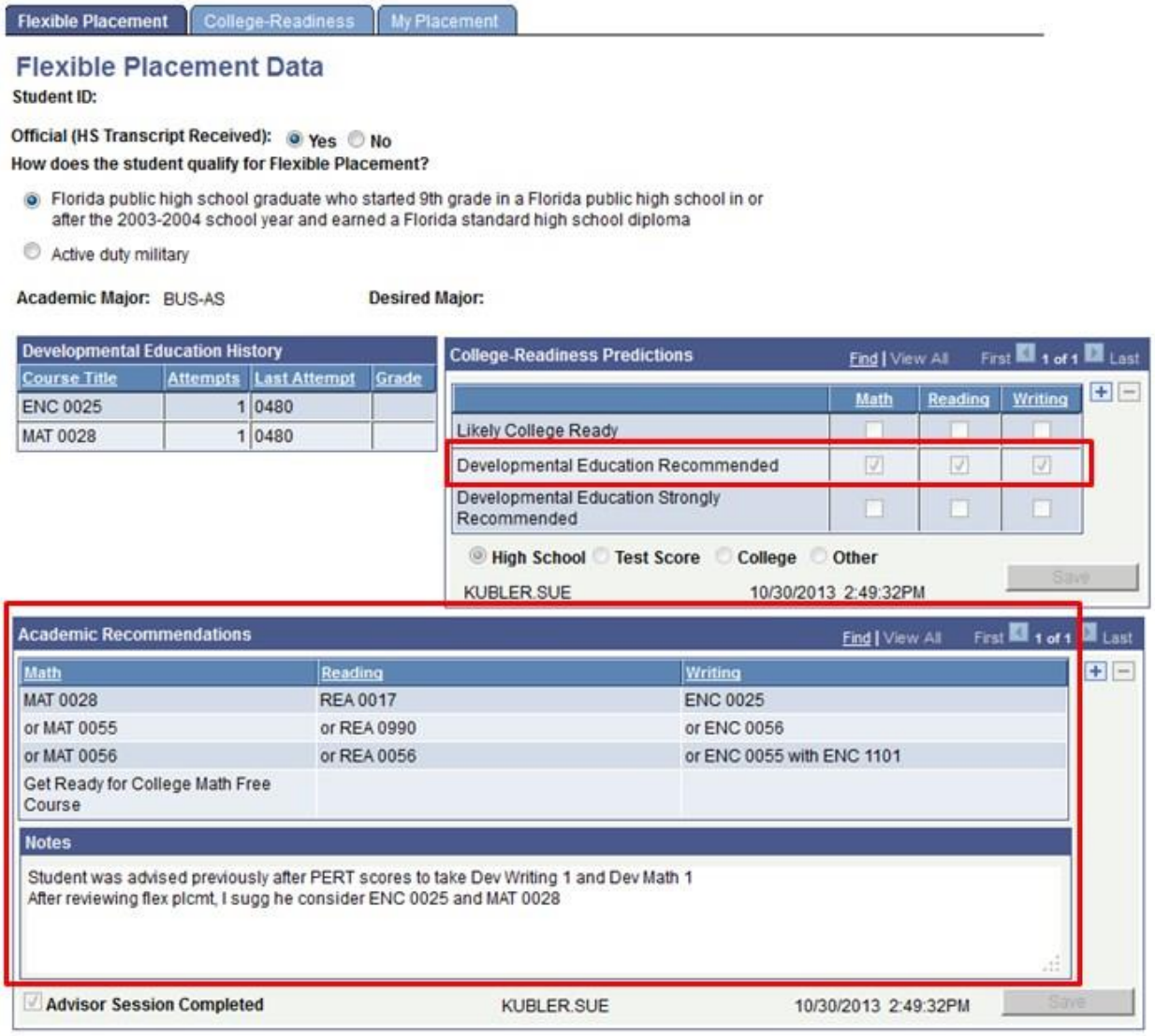
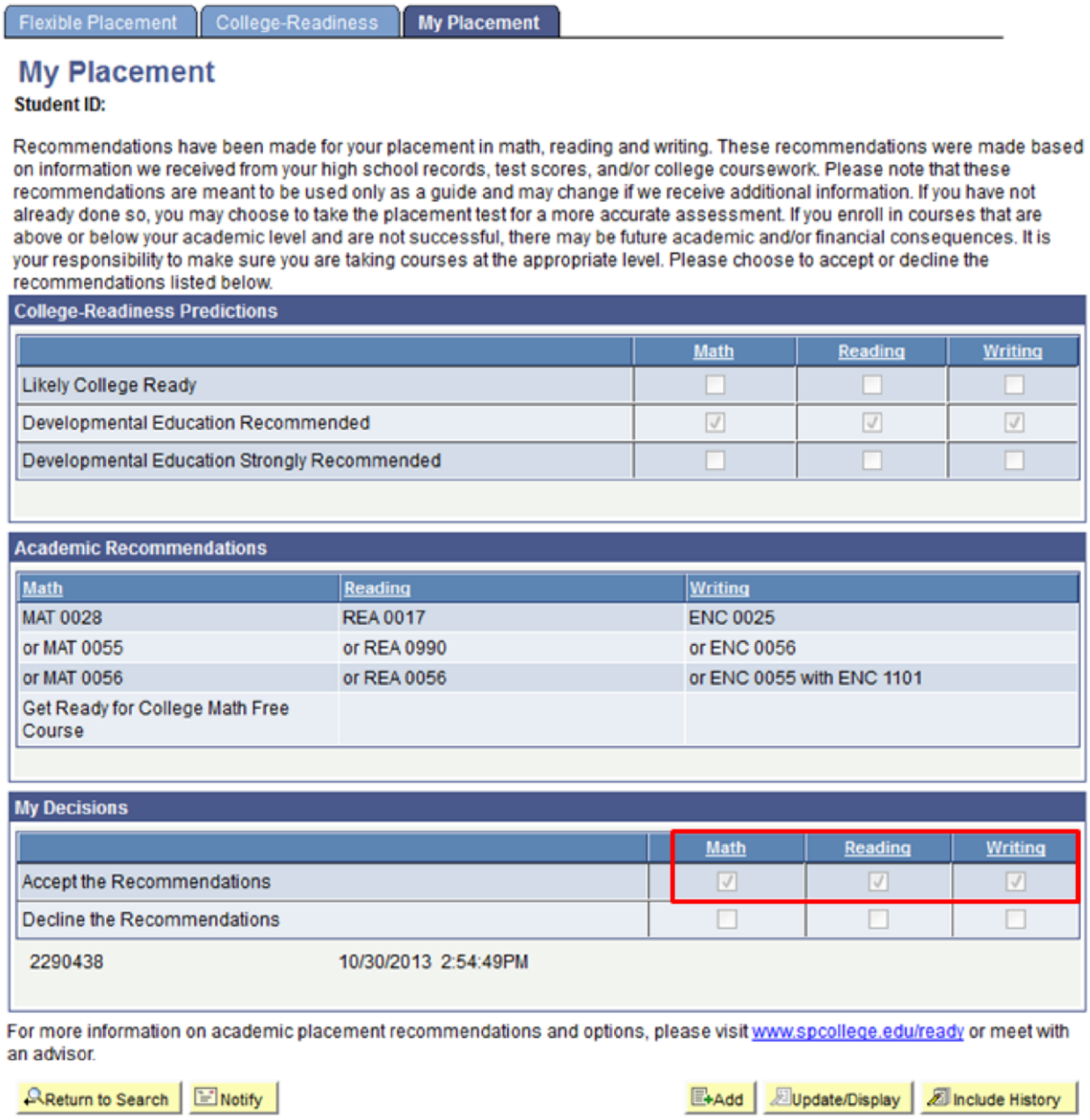


Figure 2 My Placement Page (Student View)



Flexible Placement | College-Readiness | My Placement

My Placement

Student ID:

Recommendations have been made for your placement in math, reading and writing. These recommendations were made based on information we received from your high school records, test scores, and/or college coursework. Please note that these recommendations are meant to be used only as a guide and may change if we receive additional information. If you have not already done so, you may choose to take the placement test for a more accurate assessment. If you enroll in courses that are above or below your academic level and are not successful, there may be future academic and/or financial consequences. It is your responsibility to make sure you are taking courses at the appropriate level. Please choose to accept or decline the recommendations listed below.

College-Readiness Predictions

	Math	Reading	Writing
Likely College Ready	☐	☐	☐
Developmental Education Recommended	☑	☑	☑
Developmental Education Strongly Recommended	☐	☐	☐

Academic Recommendations

Math	Reading	Writing
MAT 0028	REA 0017	ENC 0025
or MAT 0055	or REA 0990	or ENC 0056
or MAT 0056	or REA 0056	or ENC 0055 with ENC 1101
Get Ready for College Math Free Course		

My Decisions

	Math	Reading	Writing
Accept the Recommendations	☑	☑	☑
Decline the Recommendations	☐	☐	☐

2290438 10/30/2013 2:54:49PM

For more information on academic placement recommendations and options, please visit www.spcollege.edu/ready or meet with an advisor.

Return to Search | Notify | Add | Update/Display | Include History

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

The tables below show developmental education performance trends for the Florida College System (Table 1) and SPC (Table 2). The majority of SPC students continued to successfully complete developmental education courses. Although system-wide enrollment continued to decline, SPC developmental education enrollment remained proportionally consistent with last year (Table 3).

Table 1 Florida College System Developmental Education Performance Trends

System-Wide														
	Compression						Co-requisite		Modularized					
Success Rates	2017		2018		2019		2018		2017		2018		2019	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	33,458	60.6%	28,256	60.4%	27,660	59.9%	3,331	72.5%	15,552	54.4%	14,218	54.6%	11,462	58.6%
Reading	9,466	75.5%	7,473	74.5%	5,214	73.5%	388	68.0%	2,373	75.7%	2,126	75.8%	1,945	74.9%
Writing	13,643	73.6%	11,606	71.7%	11,181	71.8%	1,495	78.2%	3,049	72.3%	2,620	72.6%	2,946	71.1%

Source: Developmental Education – https://edstats.fldoe.org

Table 2 – St. Petersburg College Developmental Education Performance Trends

College-Wide														
	Compression						Co-requisite		Modularized					
Success Rates	2017		2018		2019		2018		2017		2018		2019	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	2,032	58.1%	1,702	54.5%	1,708	56.6%	n/a	n/a	1,045	54.3%	833	61.1%	759	62.8%
Reading	260	66.5%	266	68.8%	330	77.3%	n/a	n/a	548	71.2%	423	70.7%	427	70.0%
Writing	557	70.7%	497	66.6%	486	67.7%	25	84.0%	625	68.0%	448	68.5%	482	62.2%

Source: Developmental Education – https://edstats.fldoe.org

Table 3 – St. Petersburg College Developmental Education Students (Percent of Total)

	Enrollment Counts		Student Semester Hours / Credit Hour Equivalents		Headcount*	
Course Type	Number	Percent of Total	Number	Percent of Total	Unduplicated Headcount	Percent of Total
Developmental	4,690	2.3%	20,852	3.6%	3,177	7.2%
Non-Developmental	198,945	97.70%	558,196	96.4%	44,117	
College-wide Total	**203,635**	**100.0%**	**579,048**	**100.0%**	**44,384**	

Source: Student Database Submission (Summer and Fall 2018, Spring 2019)

*Duplication may occur since students could be enrolled in both developmental and non-developmental courses. Percentages in these categories will not add up to 100%.

Math

1. Delivery Strategy

The success rates for both delivery methods increased this year with the modularized approach outperforming the system-wide success rates by 4.2 percentage points. SPC success rates for the compressed classes increased by 2.1 percentage points reducing the gap compared to systemwide success rates.

We continue to feel that both approaches offer students the appropriate options to fit their learning styles. On-campus, the compressed approach offers students a more traditional setting, while the modularized approach offers students an opportunity to use adaptive learning to identify strengths and spend more time on areas of improvement and reinforcement. Typically, online classes are modularized with the exception of MAT 0022 (Developmental Mathematics) which is considered both a compressed and modularized.

2. Pedagogical Revision

As with 2017-18, the 2018-19 academic year saw a continuation of the streamlined approach in developmental mathematics offerings, which allows students to progress to gateway math courses sooner. Students spend only one semester taking developmental mathematics courses. In addition, all faculty adopted the use of the same course materials to ensure equity and consistency across all sections.

As with 2017-18, in 2018-19 more students in math continue to be enrolled in the compressed strategy. While overall enrollment in developmental mathematics continues to decline, online enrollment in developmental mathematics courses in 2018-19 was comparable to the online enrollment in 2017-18.

3. Content Alignment

The curriculum in the developmental mathematics courses were revised in 2016, so there were no significant revisions for 2018-19. However, faculty have been communicating with each other on a regular basis to determine whether any adjustments are appropriate, as part of the process of ongoing continuous improvement.

Reading

1. Delivery Strategy

For 2018-19, there was a 9.9% year-over-year increase in enrollment for these two delivery methods (compression, modularized). Student success for the compression method (77.3%) was the highest reported within a five-year period – 8.5 percentage points higher than last year. The success rate for the modularized approach held steady at 70.0%, though slightly below system average. To accommodate a variety of learning styles, we offer both approaches to students in face-to-face, blended, and online modalities. These options offer students greater flexibility and choice, necessary to help them with a busy life/work/school schedule. While students continue to choose a more traditional

setting for developmental coursework, compressed and modularized courses are becoming more popular.

2. Pedagogical Revision

During the 2018-19 academic year, all faculty adopted the same course materials to ensure the student experience across sections was equitable and consistent. In addition, college-wide faculty teaching developmental reading continue to share, discuss, and coordinate among campuses in regards to textbook selection, assessments, and mentorship between long-time and new adjunct faculty.

3. Content Alignment

There were no significant revisions for 2018-19, however, support for student learning continues to evolve based upon the specific needs of the students such as development of easily accessible content and material support for REA 0017 and REA 0056 though the MyCourses learning platform provided by D2L/Brightspace. Active learning toolkits, the Virtual Learning Commons, and faculty-generated content enhance the curriculum and assignments. Contextualization occurs via readings and assignments.

Writing

1. Delivery Strategy

For 2018-19, there was a 2.4% year-over-year increase in enrollment for these two delivery methods (compression, modularized). Student success for the compression method (67.7%) was slightly higher than last year. The success rate for the modularized approach declined by 6.3 percentage points to 62.2%. For ENC 0027, our modularized, integrated reading writing course, faculty report that students are beginning at a lower level than originally intended for the student population who would be eligible to take the course. Offered as a 6-credit hour modular course, students view this as an alternative to completing individual class offerings of developmental reading and writing (8 credit hours total), but seem to struggle as many do not have the near college-level readiness required of this faster-paced course.

2. Pedagogical Revision

There were no significant revisions for 2018-19; however, college-wide faculty teaching developmental writing continue to share, discuss, and coordinate among campuses in regards to textbook selection, assessments, and mentorship between long-time and new adjunct faculty.

3. Content Alignment

There were no significant revisions for 2018-19, however, support for student learning continues to evolve based upon the specific needs of the students such as development of easily accessible content and material support for ENC 0025 and ENC 0027 though the MyCourses learning platform provided by D2L/Brightspace. Active learning toolkits, the Virtual Learning Commons, and faculty-generated content enhance the curriculum and assignments. Contextualization occurs via readings and assignments.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

When looking at success rates our Black/African American student population, one must consider the small number of students enrolled in these classes, as even small changes in enrollment will create large shifts in success rates. After reviewing the data, success rates for our Black/African American students, especially our Black/African American male students, in all developmental areas show the largest success rate gaps in comparison to the college and system averages. In regards to Math, the year over year SPC to System gap for compression courses decreased 3 percentage points, while it widened 6.9 percentage points for modularized courses. The SPC to System gap for Reading followed a similar pattern with the gap decreasing 6.5 percentage points for compression courses and widened 3.7 percentage points for modularized courses. In regards to Writing, however, the gap widened for both course methods, 4.9 percentage points for compression and 5.5 percentage points for modularized. Therefore, all three developmental areas (Math, Reading, Writing) have committed to a plan to close this gap.

Strategies Designed to Increase Student Success for our Black/African American Students

Focus on Usage of Learning Resources/Tutoring

Students who visit our Learning Resources Centers more than four times in a term have ***better than 80% chance at success.*** St. Petersburg College offers **free** tutoring to all degree-seeking students to help review core concepts, tackle tough homework assignments or prepare for tests. Tutors are available for one-on-one tutoring to interactive online sessions.

Learning Resources (LR) undertook a new initiative to help close the gap for African-American males at SPC. In January 2019, LR identified 229 African-American males with a cumulative GPA at or below 2.0. The college Deans then sent an email message to faculty, setting a background for these students' challenges, and letting them know that the LR department's leadership team would be reaching out to each of the over 300 faculty in whose courses these students were enrolled, making them aware of learning services available to this cohort.

In summer 2019, LR repeated the process of reaching out to faculty concerning these "at-promise" students; however, the cohort was expanded to include African-American males with a cumulative GPA at or below 2.4. Additionally, a male faculty or staff mentor was assigned to the 301 students identified during summer with outreach made directly to these students *(see African American Male Mentoring Program below).*

Overall, this series of communication and outreach has resulted in 58% of African-American males receiving services from Learning Resources during the 2018-19 academic year, including more than 14,000 visits to libraries and learning centers. As LR continues to make greater connections, in the coming year, we anticipate these visits and academic success will grow.

Faculty Tools Utilization - SParC

SPC's Pertinent And Reliable Communicator (SParC) is a system that facilitates meaningful communications between students, faculty and staff (advisors). Faculty Tools (Figure 1) was designed to help faculty easily identify "at risk" students and quickly communicate with struggling students to help them get back on track – communication through email or a SParC (text message to their phone). The suite of dashboards that instructors can utilize to identify "at risk" students and reach out include:

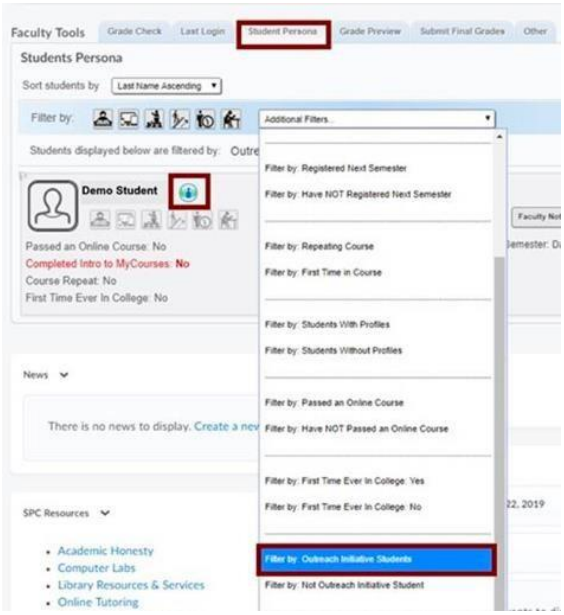
- **Grade Check:** Allows instructors to easily check and filter current grade standings for all students. This tool is also equipped with quick click notification and the ability to flag students' instructors may want to track throughout the semester.
- **Last Login:** Checks last login status of currently enrolled students. This tool also has quick click notification to easily identify and then communicate with students who have not engaged in a while.
- **Student Persona:** Student Persona provides a more detailed view of your students. It contains the student's self-assessment profile (if available), if the student registered for the next semester, if the student has taken the course previously, and direct contact information to the student's advisor. The "Registered Next Semester" populates 4 weeks before the end of the semester.
- **Grade Preview:** Allows faculty to review grades and feedback with students without risking a student seeing another student's grades or showing a student the entire grade book.

Since Faculty Tools and SParC was made available to instructors, the overall impact on student performance has been +9.0% increase in student success rates. The importance of this tool has been added to our Board of Trustees monthly Strategic Plan Dashboard to better track its impact on student success throughout the term.

In fall 2019, over 600 students were identified in the African American Male cohort with a cumulative GPA at or below 2.4. Learning Resources collaborated with Online

Learning & Services and Student Affairs staff about a more unified messaging and identification system. As a result, faculty will be able to identify students in this cohort through the MyCourses Faculty Tools widget. Students in the cohort will have a small icon of a handshake next to their persona and, likewise, will be identified as "Outreach Initiative Students." In addition, Student Affairs and Learning Resources are crafting a faculty help guide that aims to align the many available services with the multitude of needs this cohort may experience.

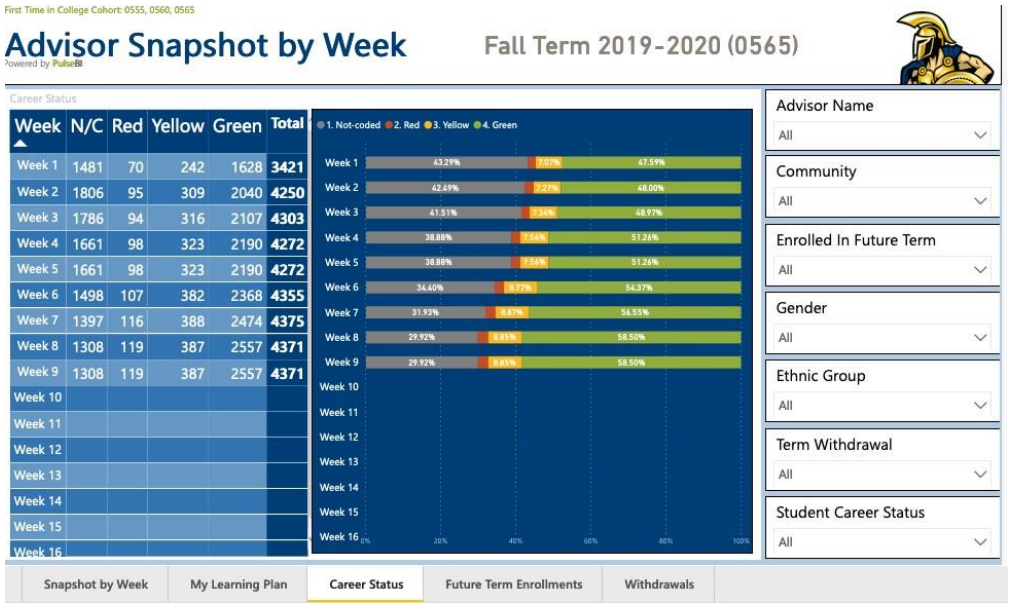
African-American males with a GPA at or below 2.49 are identified as Outreach Initiative Students in the Student Persona tab, and an Outreach icon (see figure below) appears next to their names.



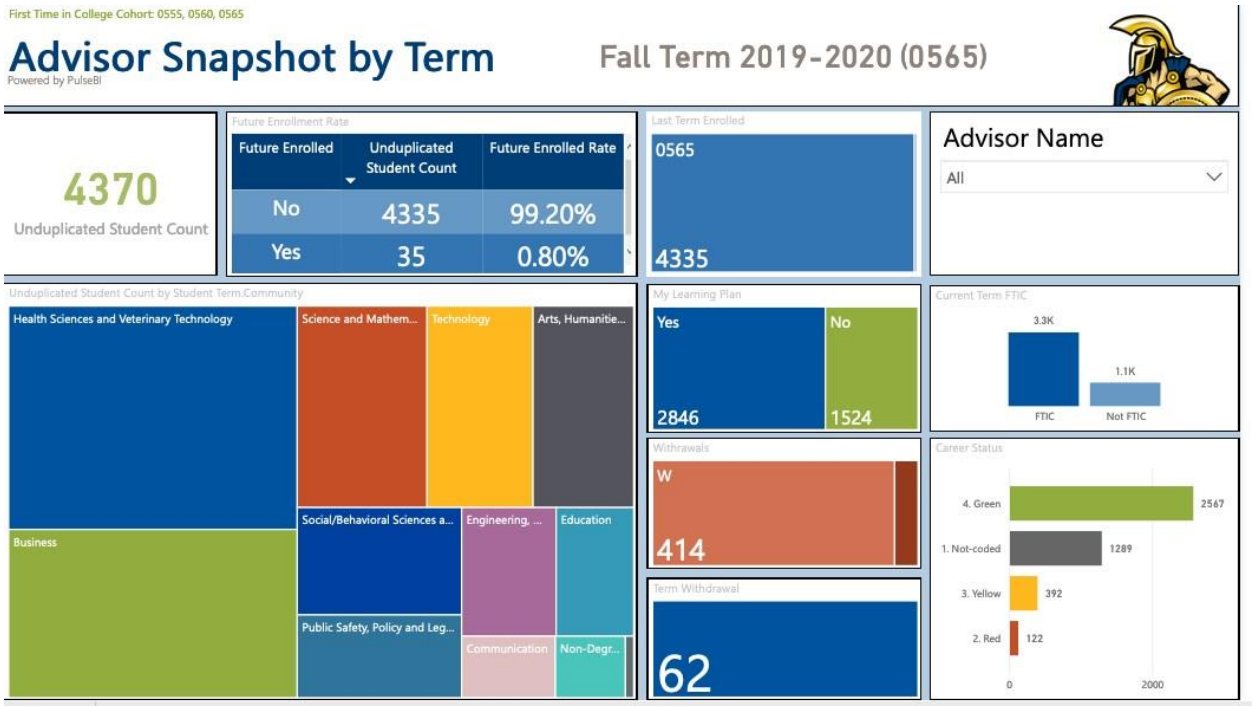
These new technological features are certainly not the endpoint for meaningful conversations and bold actions around academic success for our African-American male students; they are only meant to help accelerate communication, outreach, and intervention when the need arises.

Advisor Dashboard

To support student advising and their case management approach, two new dashboards were created in PowerBI. The first one provides each advisor a snapshot of their students per week and allows them to see quickly whether their advisees have created a learning plan, have been coded green for on choosing a career path suited to their goals, whether or not they have enrolled in the following term, course withdrawal information, etc.



It also provides a solid overview for advising managers and college leadership to see how well our First Time in College cohort is doing, filtering by advisor, community or a wide variety of measures.



African American Male Mentoring Program

During 2018-19, SPC organized an African-American Male Mentoring Initiative that connected all currently enrolled male students to a network of passionate professionals on campus that were dedicated to their

success. The goal was to increase retention and completion for African American male students by connecting each individual to an assigned mentor that would help to identify and navigate obstacles that impede their progress. This included resiliency guidance, problem resolution, and general academic and non-academic assistance.

Titans Care

Data continue to show that non-academic issues are a major reason for students not being successful, so we are connecting students, where appropriate, with resources for assistance with such issues. These may include mental health challenges, depression, food insecurity as well as housing insecurity. In an ongoing effort to address and understand mental health, substance abuse and suicide issues in the SPC community, SPC has created Titans Care during the 2018-19 academic year. Titans Care is an administrative committee of selected college professionals who work together to address the mental health and wellness needs of SPC faculty, staff and students. Together they develop an effective plan to aid in the education and awareness of mental health challenges college wide. Titans Care also provides direction and support to various programs such as Project HEAL. The mission of Project HEAL (Healthy Emotions & Lives) is to prevent suicide and promote a College community dedicated to mental health wellness. Titans Care aims to stomp out stigmas and support mental wellness.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31, 2019.*** *Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
State College of Florida, Manatee-Sarasota

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

The State College of Florida embraces the open-access nature of our mission, and as such we endeavor to provide high-level education to both those who come to us college-ready, and those who require additional support to build the foundational skills required for college success.

This process begins with our student orientation during which SB 1720 non-exempt students are informed of the requirement to test to be appropriately placed in their math, reading, and writing courses. During the orientation the SB 1720 exempt students are also informed about the options for further academic development and are encouraged to test voluntarily if they do not have current scores that would help to identify the appropriate level at which they should begin. During this process, students are also informed about the opportunity to begin their educational pathway at a higher level if the test results identify that to be appropriate in the mathematics pathway.

In addition to the initial provision of information through the orientation process, SCF uses ongoing progress monitoring through various methods to inform students about additional opportunities. The Academic Resource Center (ARC) at SCF has a number of workshops, and boot camp that allows students to receive additional opportunities for skills development. These opportunities are advertised around campus and at the Academic Resource Center directly. Moreover, individual students, while receiving assistance in the ARC are sometimes advised to go to the testing center to reevaluate their skill level, if they are unable to reach their educational goals in their current courses while using the additional assistance that is provided.

In the introductory courses, ENC 1101, MAC 1105, and MAT 1033, pretesting is used to identify students who are likely to struggle with the content of the course. These students are given an opportunity to level down to another course to gain the needed skills. They are also referred to as the additional services available in the ARC.

Additionally, SCF is currently working with Starfish as a means to identify students who are struggling academically and provide them with additional information about the resources available to them. This most frequently takes the form or referral to the Academic Resource Center by a professor. The ARC then has the opportunity to more completely inform the student of the resources available to them that will assist them in improving communication and computational skills.

II. Developmental Education Student Success Data
For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy, and content alignment contribute to student success.

Math: Currently SCF is using two of the delivery methods in mathematics, Modularized, and Compression.

Compression:
The current levels of success for SCF in mathematics taught by the compression method are slightly lower than the success rate at the system level (2.3% fewer students with grades C or above). However, SCF has 3.4% fewer student withdrawals than the state average. Overall the rates are similar.

According to the professors who are responsible for the design and alignment of the compression courses the materials have been aligned specifically to address the progression from the development of college-level skills to success in college-level courses. These courses are designed for students who do not have a basic understanding of mathematics or those who have not used mathematics in some time. MAT0018 and MAT0028 are designed to refresh, improve, or perfect students' algebraic skills in various topics. These courses prepare students for a more rigorous mathematics course at the college level. MAT0018 is aligned to a pre-algebra class to develop the skills needed to be successful in MAT0028. The developmental courses MAT0018 & 0028 are a progression of algebraic topics that prepare students to take college-level mathematics such as MAC1033, STAT1001, and beyond.

Modularized:
The student success rates in the modularized course are considerably lower than those in the compression course delivery. With only 31.7% of these students receiving a grade of C or above this course success falls far below the state rate of 58.6%. However, one factor that may affect this rate is the fact that students often take multiple semesters to complete the course and receive a D grade for semesters in which they have not completed the material. Adjusting for these students (29.3%), The overall rate 61%, compared to 59.5% for the state average of all A, B, C, and D grades. Another factor that was highlighted by the mathematics department was that MAT 0057 Students have often had unsuccessful attempts at the compression courses and are thus often among the weaker mathematics students.

The overall alignment of the material for these courses has been developed in the same manner as the compression courses. The use of MyMathLab and the embedded adaptive learning technology plays an important role in helping students in each of these methodologies. However, the self-paced nature of the modularized courses makes direct instruction difficult, and although there is an opportunity for one-on-one instruction in this mode, developmental students are often less likely to ask questions or seek out appropriate assistance.

Another aspect of this discussion that has been identified by the mathematics faculty is that the development of STA 1001, which has only MAT 0018 as a prerequisite, has decreased the overall number of students enrolling in developmental courses over those that enrolled in the previous year, 798 to 1009, respectively. This course is showing good results, especially for students who subsequently take the MGF 1006, MGF 1007 route to meet the mathematics requirement for the A.A. Degree. This provides a clear path to students who may not previously have been able to obtain the degree.

Compared to the system average SCF has a good deal of room for improvement in the modularized approach. Additionally, the Co-requisite and Contextualized modes of delivery are producing the best overall results but are not yet being implemented at SCF. These modes will need to be further research for potential implementation.

Reading: As was the case with math, SCF is currently only employing the compression and modularized methods of course delivery in reading.

SCF offers REA 0019 which combines both the modular and compression approaches. REA0019 offers students who test into the lower level of reading to accomplish two levels in on course offerings. We offer a 16-week format of the two levels (compressed), encouraging those students who tested in the lower placement range to take the 16-week course. In addition, we offer the course in an 8-week format, as well. Each of these formats has completely individualized components (modules), meeting the needs of the particular deficits for each student. Courses are student-centered, adhering to widely accepted, research-based best practices.

We also offer REA0017 each semester using the compressed strategy (8-week course), and this upper-level reading course is offered in an online format. This meets the needs of students who work full-time or are scheduling other courses in their dedicated pathways at peak meeting times on campus. Even as an online offering, this course is student-centered. It also adheres to widely accepted, research-based best practices in the teaching of reading and in best practices of online instruction.

By using these strategies and formats, we are reaching various types of students and meeting types of learning needs, which, in turn, results in our success.

These strategies have been highly successful At SCF with 90 or more of the students achieving a grade of C or greater by both of these delivery methods, as compared to 73.5%, and 74.9% in compression and modularized respectively for the system-wide average. Each of these methodologies is also performing better than the contextualized method which has the greatest number of student at C or above system-wide, 89.1%

Writing: Like math and reading SCF currently employs the modularized and compression approaches.

We offer ENC0022 in a compressed/accelerated, modularized strategy. In addition, we have the options of a blended format or traditional f2f format. The compression of both levels of developmental writing into one course helps most students complete the needed prerequisite skills in just 8 weeks of a semester. Students in the lower level who cannot accomplish the required level of mastery within 8 weeks still have the opportunity to keep working for the remaining 8 weeks of the semester with the advantage of completing two levels in one semester. As modularized suggests, the course is student-centered, and much of the work is completely individualized. Workshop style writing instruction is prevalent along with an integration of basic grammar skills. Pedagogical best practices of writing instruction are observed. The writing objectives are aligned with the objectives of college-level writing in ENC1101.

We also offer ENC0025, the upper level of developmental writing, using the compressed delivery strategy, and this course is offered in an online format to accommodate those students who need online instruction. Both

online instruction and writing instruction best practices are utilized. Individual online or telephone conferencing is key to the success of the online delivery method for this group of students. This course also includes assessment based individualized grammar instruction that is then assessed in the context of the students' writing. The objectives are also aligned with the objectives in ENC1101.

In a similar manner to the developmental reading at SCF, the developmental writing enjoys a higher level of success in having students achieve a grade of C or higher than the system average with 76.3% vs. 71.8% for compression and 86.6% vs. 71.1% for modular. The most successful program system-wide, Contextualized Instruction, falls between the SCF rates of C students at 82.1%.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age, and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Age: For the breakdown of the various demographic categories the SCF performance with respect to age does not show a great degree of variation across the age groups provided in the data.

Gender: In a manner similar to that of age, there does not exist a large degree of variability in the performance of developmental students by gender.

Race/Ethnicity: Both internally and compared to the system average SCF's performance in mathematics for Black students is lagging. Both the gap between Black students and students of other racial or ethnic groups and the degree of black students not achieving C or better are greater for SCF than the system average.

SCF is currently participating in the Bridges to Baccalaureate program which provides additional support and opportunities for underrepresented minority students who wish to pursue careers in STEM fields. This program provides tutoring, advising, internship, research opportunities, and cohort engagement, all of which help to improve outcomes for students.

Moreover, SCF has developed an Expanding our Boundaries Task Force, that aims to identify existing barriers to enrollment and success, for underrepresented minority students. This task force is working to ensure that anyone willing to work to the goal of attaining a college degree will have access and support to do so. Through this effort SCF is sending two individuals from our retention department to a Comprehensive Student Retention Strategies for Men of Color conference to learn new strategies for the retention and success of African American male students. Thus, there is considerable work to do to close these gaps, SCF currently has groups at work addressing the issues.

In the areas of reading and writing the gaps between groups were smaller than those for math and SCF's students in each racial or ethnic group outperformed the system-wide average for their group.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Tallahassee Community College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

Tallahassee Community College (TCC) supports developmental education by continuing to align content to improve student success rates in developmental education. TCC also provides extensive support extensive academic support services to all students through the Learning Commons which provides free tutoring to all students. TCC's developmental education success rates are slightly above the system level except in the contextualized writing courses as shown in Table 1.

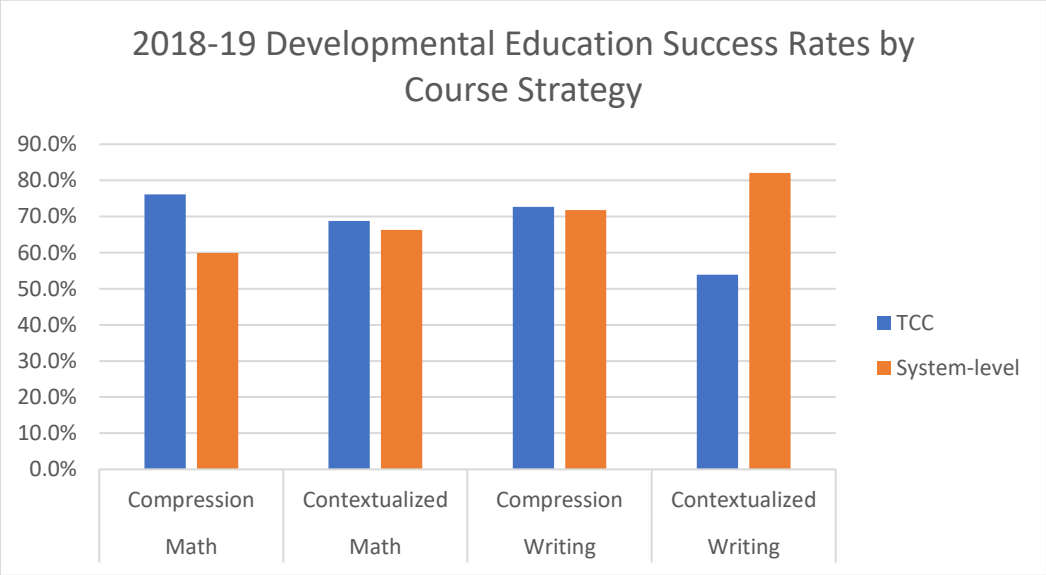


Table 1: Data provided by Division of Florida Colleges, Students with Grade C and Above

TCC further supports student success in developmental education by providing teaching and learning workshops to provide innovative pedagogical strategies for faculty to utilize in the classroom. For example, faculty participate in teaching and learning workshops that provide high impact strategies that can be utilized in the classroom. Faculty are also exposed to teaching and learning workshops that provide strategies to increase student engagement.
Students are continuously informed of their opportunities to improve their communication or computation skills through various vehicles of communication within orientation, advising, mentoring, and student ambassadors. TCC continues to see a decrease in enrollment in developmental education courses as students are informed of their options as shown in Table 2.

Developmental Education	Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%
Enrolled in Developmental Education Courses	1,251	10.00%	932	7.50%	661	5.40%
Total Credit Enrollment	12,500		12,400		12,174	

Table 2: Data provided by TCC's Division of Institutional Research, Unduplicated Headcount

To further inform students of their opportunities, TCC requires all students to enroll in either SLS 1510—College Success or SLS 2261—Dynamics of Student Leadership within their first 18-enrolled hours. Included in the SLS curriculum is information about Developmental Education options, academic pathways, career options, TCC resources, and additional support services.

Annually, TCC hosts a convocation program in August to greet incoming freshmen and their families. During convocation, students are made aware of campus resources, and this year, our First-Year Experience (FYE) program developed affinity groups, cohorts of FTICs, who are all assigned to a faculty or staff member for mentoring.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

a. Math

Students with Grade C and Above			
Subject	**Strategy**	**TCC**	**System-level**
Math	Compression	76.1%	59.9%
Math	Contextualized	68.8%	66.3%

Table 3: Data provided by Division of Florida Colleges, 2018-19 Developmental Education by Strategy

Based on the data in Table 3, TCC students perform slightly better in developmental math in the compressed classes when compared to TCC students in the contextualized classes. TCC's developmental math students are above the system-level. Faculty revised the pedagogy for the developmental math courses by utilizing active learning within the classes. According to George Kuh (AAC&U, 2008), active learning practices contribute to students' cumulative learning which increases student success. Students are engaged in the content as they engaged in collaborative assignments during class time. TCC also developed a Math Champions program where tutors are embedded in the developmental math courses to serve as peer mentors. Faculty have revised their content delivery so that the embedded tutors are working with students during the class time in order to provide more one-on-one support in a comfortable environment.

To align content, developmental math faculty have collaborated with gateway math faculty to align curriculum, for our goal has always been to prepare students for successful entry into their college-level math courses. Some of the developmental math faculty even now teach sections of the gateway math courses. This has enabled them to see exactly what the students need for smoother curricular transition. It has also provided us with an opportunity to identify gaps in the developmental math content. As a result, during the 2017-2018 academic year, the faculty created a course, MAT 0027, another developmental math option that will better prepare students for the gateway liberal arts math courses -- MGF 1106 and MGF 1107. Furthermore, in Spring 2020, in collaboration with the MAT 1033 department, we will pilot two co-requisite sections: MAT 0055L linked with MAT 1033. Given the state and national conversation regarding math pathways, the faculty continue to review and revise curriculum.

b. Writing

Students with Grade C and Above			
Subject	**Strategy**	**TCC**	**System-level**
Writing	Compression	72.6%	71.8%
Writing	Contextualized	53.8%	82.1%

Table 4: Data provided by Division of Florida Colleges, 2018-19 Developmental Education by Strategy

Based on the data in Table 4, TCC's most successful delivery method in developmental writing is compressed. TCC's contextualized courses are currently under revision due to the low success rate. As of Spring 2018, TCC no longer offers stand-alone developmental writing courses and developmental reading courses. Integrating the reading and writing curriculum has streamlined course offerings and eliminated gaps in progression for students.

The developmental communications faculty have implemented high-impact practices such as active learning within the integrated reading and writing developmental education courses. Faculty have also implemented service learning within the courses. This allows the students to have direct experience with issues they are studying in the curriculum.

To align content, the developmental communications faculty have collaborated with gateway English faculty to align curriculum. This vertical alignment has been successful because there are faculty in developmental communications who teach both developmental and college-level English courses. In Fall 2020, with the assistance of the faculty who teach ENC 1101, we will pilot two sections of co-requisite English: ENC 0028L linked with ENC 1101.

As faculty collaborated to align the curriculum, they also worked to eliminate the cost of textbooks through the use of open educational resources (OER's). Both courses for integrated reading and writing are completely textbook-free, with all materials and resources available to students on the first day of classes in Canvas.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

The subpopulation that continues to be of concern is the black student population. In all disciplines in developmental education, black students lag behind their white counterparts according to Table 5.

Students with Grade C and Above			
Subject	**Race**	**TCC**	**System-level**
Math	White	73.1%	62.2%
Math	Black	66.6%	53.0%
Writing	White	71.1%	73.8%
Writing	Black	70.7%	68.0%

Table 5: Data provided by Division of Florida Colleges, 2018-19 Developmental Education by Race

To address this subpopulation, we are connecting students of color, many of whom may be first generation students, to resources. TCC developed organizations such as Black Male Achievers, the Black Student Union and Sister to Sister that provide black students connectedness and access to campus leaders as mentors. Through the programs, TCC provides a sense of belonging, develop character and scholar identity. The programs also provide support for emotional, familial, social and intellectual development. Through career guidance, networking skills and goal setting, students of color are exposed the values for college success. Each student is provided a mentor and each mentor is provided training to ensure holistic support is provided to the students.

This year there is a renewed campus-wide focus on closing equity gaps. The campus has conducted a series of design-thinking sessions involving faculty, staff, administrators and student leadership on campus to discuss strategies to close the equity gaps. The campus has also hosted workshops conducted by experts such as Dr. Ruby Payne who provides a framework for understanding poverty. Faculty are engaging in teaching and learning workshops that will provide strategies that can be used in the classroom that will close the equity gaps and increase the student success for students of color.

Please complete the developmental education report template by responding to the following sections. Upload the report to https://www.research.net/r/DevEdReport2019 ***by October 31****, 2019. Please contact Carrie.Henderson@fldoe.org with questions.*

College Name:
Valencia College

I. Developmental Education Student Supports
Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section 1007.263, Florida Statutes.

a. Pathways & Advising - All FTIC students are required to attend New Student Orientation, during which advisors discuss with students their academic and career goals, and based on students' high school transcripts, advise and assist students with registration for their first term. The conversations continue through the required New Student Experience course (SLS 1122), in which students create an education plan to help them stay on track to degree. New Student Experience faculty are formally trained in advising and serve as students' faculty advisor during their enrollment in SLS 1122. All students are required to complete SLS 1122 or its equivalent during their first two terms at Valencia. Faculty contact their advisor mentor whenever questions come up about developmental courses to ensure students are progressing toward the successful completion of their developmental education sequence. Students who are assigned advisors based on their educational pathway receive timely reminders about tutoring services, tips on how to be successful in their developmental education courses, and reminders to meet with their assigned advisors. Since the implementation of the advisors' communication plan, annual student engagement with advisors has increased significantly, and students are meeting with advisors earlier.

   All students, including non-exempt students, are able to take advantage of the two newly designed math pathways for those in a Statway Pathway or a Liberal Math Pathway. Those who are not in a STEM related program and test into MAT 0028C can, based on meta-major selection, move right into the gateway Statistics course, STA 1001C, or our gateway Liberal Math Pathway course, MGF 1106, without having to take the MAT 0028C course.

b. Delivery Strategy - Compressed courses are offered either through an H1/H2 term or through the compressed course number assigned by the state. The H1/H2 model is a sixteen week model that allows students to complete either their two levels of developmental coursework (MAT 0018C/MAT 0028C), (ENC 0017C/ENC 0027C), or complete a level of developmental coursework and the gateway course (MAT 0028C/MAT 1033C) (ENC0017/ENC 0027, ENC 0027/ENC 1101). Students can also choose to take the combined courses assigned through the state, MAT 0022C, ENC 0017C, or ENC 0027C. Non-exempt students take the PERT to determine appropriate placement based upon the established cut scores.

   One of the strategies in Writing is the linking of ENC 0017 with ENC 0027; that is, students become part of a learning community, known to be a high-impact practice (HIP).

c. Course Materials - Our East and Osceola campuses are piloting the use of Open Educational Resources (OER) materials in the developmental math courses.

d. Tutoring Services - Valencia offers specialized tutoring for all disciplines and course levels, both in our tutoring centers and through an online tutoring platform. We find that the usage of online tutoring by students taking developmental courses exceeds average student usage. We also require some of our developmental students to attend a lab. For instance, on our East campus, students attend a lab section in a designated math lab, a required component for the developmental math courses.

e. Early Alert Systems - In Fall 2017, Valencia's Poinciana campus started an early alert pilot using our student information system (Banner), and our Osceola Campus is now piloting it as an early alert related to mid-term grades. In the 2018-2019 academic year, 103 early alert developmental math students and 193 developmental reading/writing students were flagged. These students all had a week 6 grade of C, D, F, or W and received outreach from their assigned educational advisor or the director of advising. Students who met with an advisor during the four weeks following the outreach were retained at a much higher rate in the spring 2019 than students who did not meet with an advisor.

   Another early alert system is CARE, or Continuous Assessment and Responsive Engagement, a faculty-led initiative aimed at establishing a systematic process for identifying and supporting struggling students. Valencia focuses on this early alert approach because of the engagement between students and faculty. Additionally, starting in the 2017-18 academic year, student leaders were hired as CARE Success Coaches to help their peers overcome barriers to persistence and reinforce successful behaviors that lead to the achievement of their learning goals. Five faculty members teaching developmental education sections have developed CARE plans. For instance, a developmental math faculty noticed that some students who earned low scores on early homework and quizzes tended to miss the subsequent class session and assignments, presumably discouraged by their performance. The corresponding CARE plan includes interventions as using the syllabus and the Canvas announcement to explain early to students that the course includes ways for them to improve low assignment grades (multiple-attempt assignments, additional tasks, repeated quizzes, and extra credit possibilities), to encourage persistence within the course.

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

Before describing the student success data itself, it is important to note that the state data is not an accurate reflection of Valencia's developmental math course delivery formats. All of our developmental education courses are offered in the compressed modality. The deans are coding the courses into our Banner system to ensure that we have "clean" data, given that we offer sequential math courses in parts of term and not the full term, making them compressed. We have made some progress in the coding, yet a few inconsistencies remain. Figure 1. (below) reflects a more accurate accounting of modality of our developmental education courses and student success therein.

In the 2018-2019 academic year, there were 244 more students taking developmental math and 183 more taking developmental English courses than in the 2017-2018 academic year. These increases in developmental

course enrollment likely reflect overall increases in our enrollment, as our Fall term enrollment increased by a little over 3% from Fall 2017 to Fall 2018, and our Spring term increase was closer to 8%.

With respect to student success in developmental math courses, we note that 55% of students were successful in MAT 0018C, 55% of students were successful in MAT 0022C, and 58% of students were successful in MAT 0028C. In developmental English, 85% of students were successful in ENC 0017 and a 79% were successful in ENC 0027. These figures are consistent with the 2017-18 data, provided in Figure 2 below. Slight changes include 3 percentage point increases in both MAT0022 and ENC0027.

Fig. 1. 2018-19 Valencia College Developmental Education Enrollment

	Course	Strategy	Success Rate	ABC	D	W	F	Other	Number of Records
Mathematics	MAT0018C	Compression	55%	507	77	133	200	0	917
	MAT0022C	Compression	55%	1,664	293	444	601	7	3,009
	MAT0028C	Compression	58%	629	110	127	212	2	1,080
Reading & Writing	ENC0017	Compression	85%	313	8	28	19	0	368
	ENC0027	Compression	79%	1,489	59	204	129	1	1,882
									Total: 7256

Fig. 2. 2017-18 Valencia College Developmental Education Enrollment

	Course	Strategy	Success Rate	ABC	D	W	F	Other	Number of Records
Mathematics	MAT0018C	Compression	57%	499	84	120	174	0	877
	MAT0022C	Compression	52%	1461	310	397	636	2	2806
	MAT0028C	Compression	60%	648	107	124	199	1	1079
Reading & Writing	ENC0017	Compression	85%	273	10	16	24	0	323
	ENC0027	Compression	76%	1330	72	197	144	1	1744
									Total: 6829

Math

1. Delivery strategy - Valencia only uses the compressed delivery format. Although we had previously offered co-requisite and modularized formats, students did not register for the courses. They appear to prefer shorter terms for their developmental math courses.

2. Pedagogy - Starting in Fall 2018, mathematics faculty and deans with the support of the Provost and the Departments of Teaching and Learning, Analytics and Reporting and Advising have been working on assessing and improving the mathematics pathways at Valencia College. This Math Pathways Assessment Steering Committee team spent a full year interpreting relevant historical quantitative data, analyzing student, faculty, and expert perspectives through qualitative data, and developing three working theories, two of which represent areas for pedagogical refinement:
   Working Theory 1: *When will I ever use this in real life?:* Course and curriculum design that (a) derive from diverse and relevant real world examples and applications, and (b) connect those examples with student academic and professional trajectories leads to student success.
   Working Theory 2: *If you build it…:* Active learning that emphasizes knowledge construction leads to student success.
   These theories will form the basis of a college-wide effort to create and implement strategies to improve student learning and performance in mathematics, at all levels.

3. Content alignment - In 2017-18, faculty revised the course outlines for all developmental education math courses. The revisions included updated learning outcomes that are more specifically aligned to mathematical concepts in the next level, sequential course. The faculty removed learning outcomes that incorporated college success skills except in the first level course, MAT 0018C, so that they can help entering students understand how to be successful in college. At the same time, we engage in regular curricular alignment discussions with both our K-12 and University partners.

Reading/Writing

1. Delivery Strategy - The college offers developmental courses in varied modalities, including both compressed and hyper-compressed formats. The developmental English courses includes a combined reading component and is facilitated in a compressed time frame. This hyper-compressed strategy allows students to understand the interconnectedness of reading and writing while allowing them to complete a course in a shortened time frame.

2. Pedagogy - Students taking developmental courses can enter our REACH program to help them complete 21 college-level credits within a year. The REACH program includes varied community building exercises and a series of co-curricular activities. At least twice a month in the fall and once a month in the spring, students focus on either specific skill sets (time-management, organizational skills, research skills, etc.) or team building. Faculty have also built English Academic Refreshers as course modules within Canvas, which help students in developmental courses reinforce basic grammatical and compositional skills.

3. Content alignment - The college continues to work with the University of Central Florida to review course learning outcomes in ENC 1101 so that we can better align our developmental courses to ensure greater student success. Larger conversations on college-level writing were held during the last

academic year with UCF and Valencia faculty as we prepared for the opening of the joint downtown campus.

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

Valencia is working to help all of our students be more successful, with intentional efforts for students from historically minoritized groups. Students who identify as black or African American represent one such subpopulation of interest. Our efforts within developmental education are aligned with our College-wide *Impact Plan* and three recently affirmed student outcomes:

> **Graduation Rate:** The five-year disaggregated graduation rates for students of each race/ethnicity will exceed 50 percent so that more than half of all first-time-in-college (FTIC), degree-seeking students of each race/ethnicity who first enroll at Valencia in the fall 2025 term will complete an associate degree from Valencia by summer 2030.
> **Academic Momentum:** As a leading indicator of Valencia's graduation rate, more than 75 percent of all FTIC, degree-seeking students who first enroll at Valencia in fall 2021 will earn at least 15 college-level credit hours by summer 2023.
> **Early Course Success:** As a leading indicator of Valencia's graduation rate, more than 50 percent of all FTIC, degree-seeking students who first enroll at Valencia in fall 2023 will earn all attempted credit hours in their first five courses at Valencia as defined by earning an A, B or C in each course.

To advance the work toward these outcomes, Valencia's Learning Council facilitated the development of six hypotheses related to the conditions that affect student learning and outcomes at Valencia. Based on the hypothesis that students may benefit from intentional equity-minded practices, the Learning Council recently charged a Focused Inquiry Team of faculty and staff to support the curation of current work that may inform a collegewide definition of equity and equity-minded practices and to better understand what data may assist in monitoring our progress.

In addition, the Math Pathways Assessment Steering Committee described above has examined disaggregated student performance data, including that in developmental education courses. Specifically, they reviewed success data of FTIC students who started in developmental math and succeeded through completion of both Gordon Rule math requirements. With respect to our subpopulation of interest, the two working theories articulated by this group are worth noting again, given that *relevance* and *active pedagogies* have both been shown to be especially impactful for students from minoritized groups (e.g., Eddy & Hogan, 2014; Ginsberg & Wlodowski, 2009).

Eddy SL, Hogan KA (2014). Getting under the hood: How and for whom does increasing course structure work? *CBE Life Sci Educ 13*, 453-468.

Ginsberg, M. B., & Wlodkowski, R. J. (2009). The Jossey-Bass higher and adult education series. *Diversity and motivation: Culturally responsive teaching in college (2nd ed.).* San Francisco, CA, US: Jossey-Bass.