Florida College System Developmental Education Accountability Reports Summary

Modified June, 2017 for ECS

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida COLLEGE SYSTEM

Contents

Introduction

The following document is an abridged, summary version of the Florida College System (FCS) developmental education accountability reports, modified for the Education Commission of the States[1]. This report was originally submitted in accordance with section (s.) 1008.30(6)(b), Florida Statutes which states:

> *Beginning October 31, 2015, each Florida College System institution shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. The report shall be submitted to the Division of Florida Colleges by October 31 in a format determined by the Chancellor of the Florida College System. By December 31, the chancellor shall compile and submit the institutional reports to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education.*

The Chancellor of the FCS provided each institution a report template to complete that built upon the previous year's report. This year's developmental education accountability reports required colleges to focus on the results of their specific implementation plans that were submitted to the Chancellor of the Florida College System by March 1, 2014. In addition, requiring colleges to utilize the Department of Education's Florida's PK-20 Education Information Portal (EdStats) online business intelligence tool led to consistency of reporting.

System Overview of Developmental Education Accountability

Over the past three years, FCS institutions reformed developmental education by developing implementation plans for new education strategies, changing the way students are advised, through a multiple measures approach to guide student choice, and delivering these new education strategies in the classroom. In addition to changes in structure, colleges have focused on pedagogical enhancements and content realignment all in an effort to help a larger number of students succeed in college, graduate and enter the workforce. Students are positively impacted by these changes which have resulted in improved student success in developmental education courses.

The accountability report template provided to each college was comprised of two sections. First, institutions completed a standard data table that details developmental student course outcomes by the delivery strategy, as required by statute. These delivery strategies included compressed, contextualized, co-requisite, and modularized.

- **Modularized** developmental instruction is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.
- **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the

[1] The full report, with college level reports and addition data, is available online: https://www.floridacollegesystem.com/sites/www/Uploads/files/Downloads/Dev%20Ed%20Account_2016%20Final%20Report.pdf

course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.

- **Contextualized** developmental instruction is related to meta-majors. For example, the course content would be presented in a way that bridges developmental instruction with courses aligned to specific degree or certificate programs.
- **Co-requisite** developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, a student would be enrolled in a credit-bearing course and take a related lab/course to supplement their learning.

The second section of each institution's accountability report details success rates of subpopulations they identified and outlined strategies to improve performance in last year's report. Each college was required to focus on two subpopulations of students. This year, colleges reviewed the impact of the implemented strategies on the selected subpopulations and highlighted future strategies.

Overall Student Course Outcomes

2015-2016 enrollments reflect that Mathematics is the primary subject area in which students registered. In fact, math accounted for approximately 64 percent of all developmental education course enrollments. Sixteen percent – or 16,072 of all course enrollments – were in developmental reading courses, and 20 percent – or 20,152 of all course enrollments – were in developmental writing courses.

Students in developmental writing and reading courses performed better than in developmental math courses with 74 percent, 72 percent, and 61 percent of students earning a grade of C or better, respectively. Figure 1 provides additional detail regarding the full range of student course outcomes.

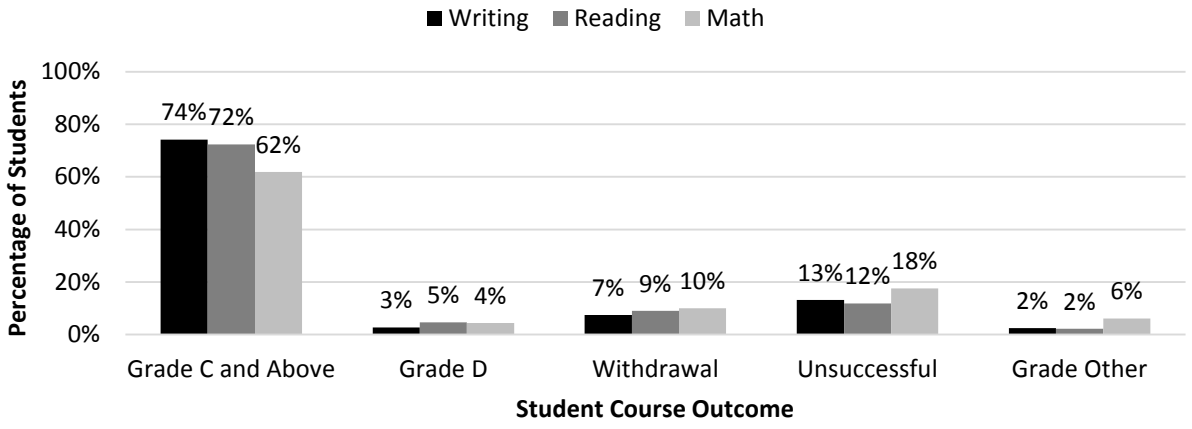

Figure 1. Student Course Outcomes for Students in Developmental Education Courses at Florida College System Institutions: 2015-2016 Academic Year

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit). N=101,561. Additional data detail is available in Appendix B. Values may not sum to 100 due to rounding.

A Comparison of Enrollments

Compared to 2007-08, total full-time equivalent (FTE) enrollments in the FCS have increased seven percent. Over this same period of time, FTE enrollments in developmental education have decreased 44 percent from 29,004 to 16,305. This downturn is due in part to legislative changes that made developmental education optional for students starting in 2014-15. However, data from the FCS show that a downward trend in developmental education started in 2012-13, after an increase of 46 percent from 2007-08 to 2011-12. An index of full-time equivalent to development enrollments is depicted in Figure 2.

Further analysis indicates 2015-16 FTE enrollments in developmental education decreased eight percent from 2014-15. During the same time period, enrollments in each of the individual subject areas experienced a portion of the downturn. Reading decreased by 15 percent, followed by writing with a nine percent decline and math with a six percent decline.

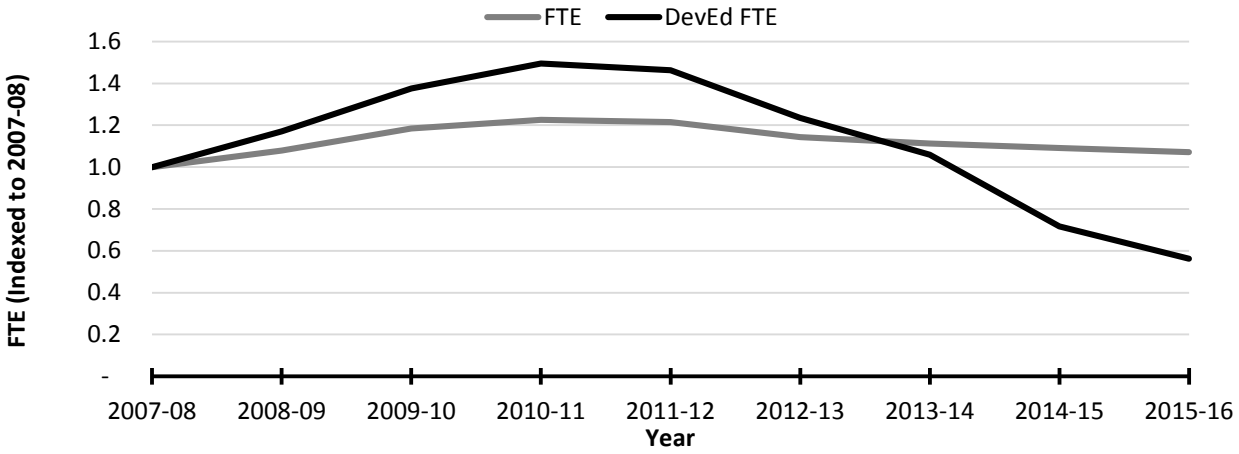

Figure 2. Developmental Education Enrollments Indexed to FTE: 2007-08 to 2015-16
Source: Florida Department of Education.

Students Outcomes in Math by Delivery Strategy

The overall percent of students earning a C or better in development math education was 62 percent. The co-requisite model, as illustrated in Figure 3, had the highest success rate with 72 percent of students earning a grade of C or better. The modularized model had the lowest pass rate with 52 percent of students earning a grade of C or better; though 14% received a grade of "other".

Occurring most frequently with modularized courses, the grade of "other" included "incompletes", "progress" or "no grade awarded". As currently reported, modularized courses may not accurately capture student success as compared to the other delivery strategies because the modularized strategy crosses more than one semester. Once the student

completes the work, the grade will be updated and has the potential to enhance success rates which may be more comparable to the other course delivery strategies.

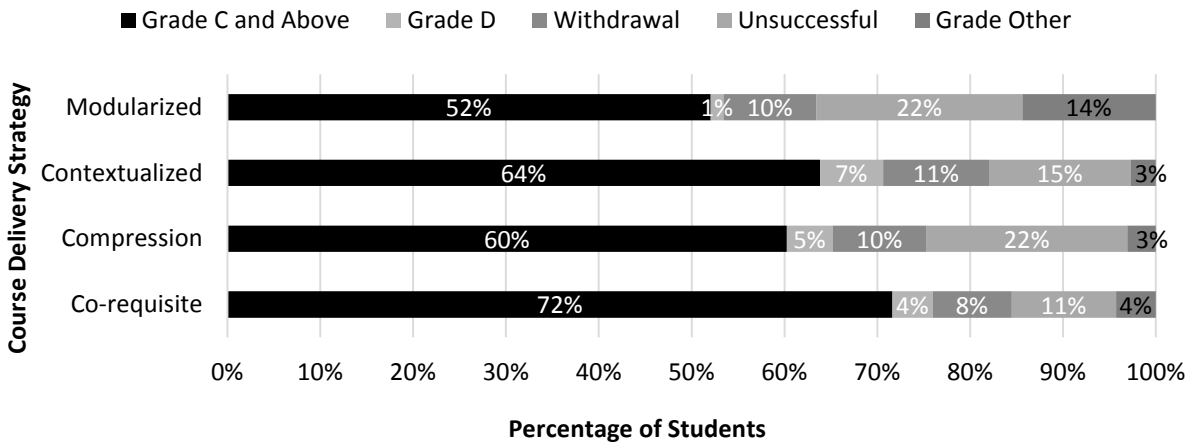

Figure 3. Student Course Outcomes in Developmental Education Math Courses at Florida College System Institutions: 2015-2016 Academic Year

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit). N=65,337. Additional data detail is available in Appendix B. Values may not sum to 100 due to rounding.

Student Outcomes in Reading by Delivery Strategy

The overall success rate for students taking developmental reading courses was 72 percent. For modularized and compressed courses, 75 percent of the students earned a C or better. Figure 4 provides detailed success rates for developmental reading by strategies.

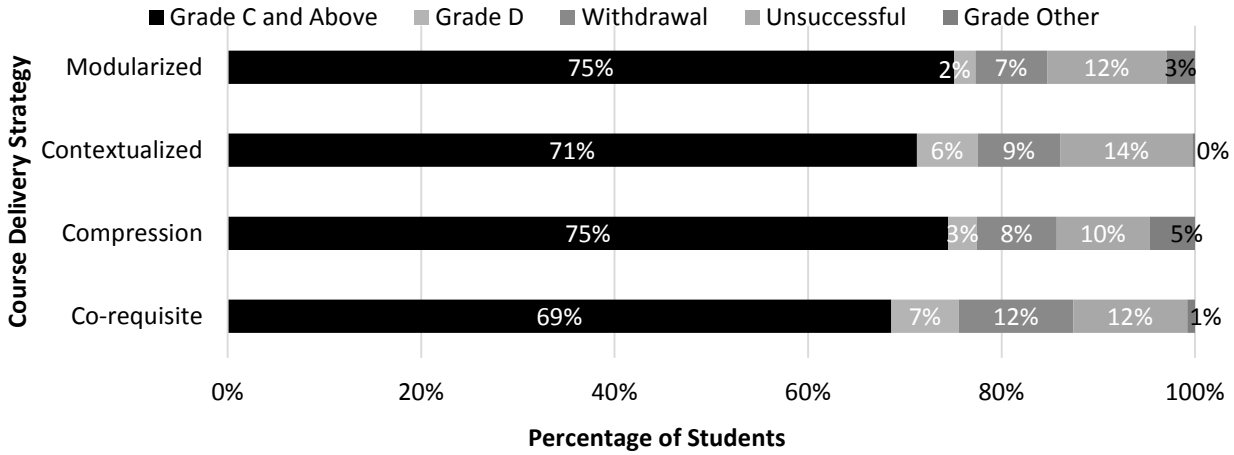

Figure 4. Student Course Outcomes in Developmental Education Reading Courses at Florida College System Institutions: 2015-2016 Academic Year

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit). N=16,072. Additional data detail is available in Appendix B. Values may not sum to 100 due to rounding.

Student Outcomes in Writing by Delivery Strategy

Developmental education in writing had the least variance among course delivery strategies with only a three percent difference between the highest and lowest grade of C or better success rates by strategy. The overall percent of students earning a C or better in writing was 74 percent. The contextualized course delivery strategy had the highest number of students earning a C or better at 76 percent followed by co-requisite at 75 percent. Detailed success rates for developmental writing are included in Figure 5.

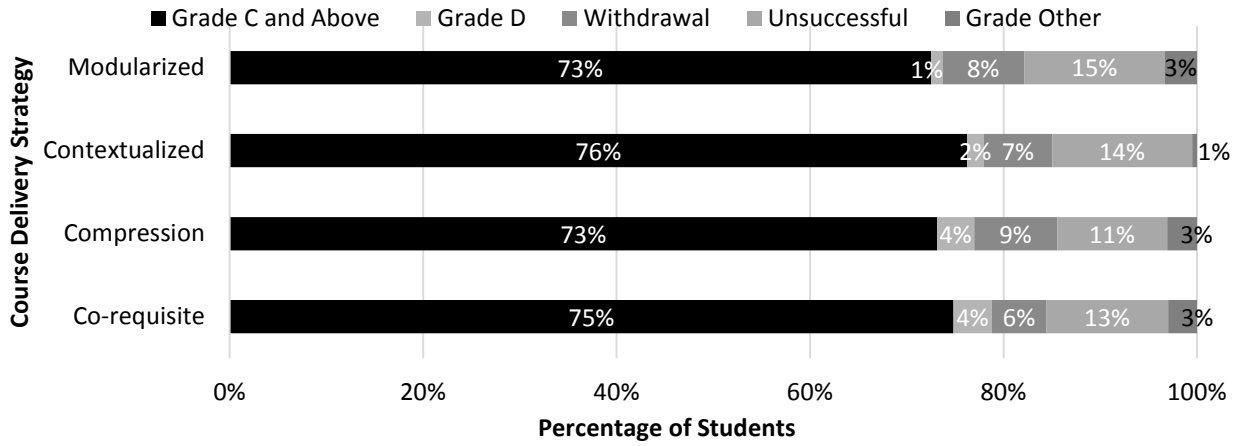

Figure 5. Student Course Outcomes in Developmental Education Writing Courses at Florida College System Institutions: 2015-2016 Academic Year

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit). N=20,152. Additional data detail is available in Appendix B. Values may not sum to 100 due to rounding.

Student Success Outcomes for Targeted Subpopulations

Each college provided updated data on last year's two targeted subpopulations. Carrying over from last year, more than half of the colleges identified one or more subpopulations as students enrolled in math courses. The subpopulations, listed by most frequent selection included:

- Students in math (compressed, modularized or co-requisite)
- Male students (with lower success rates and higher withdrawal rates than females or Hispanic)
- Black students
- Economically disadvantaged students
- Students age 20-24
- Students in writing
- Students taking modularized English
- Students taking reading
- Students with a native language other than English

Colleges implemented strategies to increase the success of students in the identified subpopulations. The results of college efforts demonstrate the effectiveness of the implemented strategies. Outcomes for the overwhelming majority of subpopulations indicated a positive increase in success rates and reductions in educational gaps when the subpopulations were compared to the overall population.

Best Practices for Success

FCS institutions implemented nationally recognized, high impact practices which enhanced student success as well as addressed the statutorily mandated changes to the populations enrolled in developmental education. The additional efforts colleges employed beyond changes to the delivery strategy structure and advising services included pedagogical revisions, content alignment and programmatic implementations.

Delivery Strategy Structure

FCS institutions reported adjustments in course offerings to conform to student preferences for delivery strategies and based on student success. The most popular delivery strategy across all types was compression, allowing students to complete more work in a shorter time frame, followed by modularized which focused on students developing specific skills where identified gaps exist.

Advising Services

Since the initial advising implementation plans, colleges recognized opportunities to enhance advising services. Colleges shifted advising philosophies to center on building long-term relationships and support for students so they may achieve success by earning a credential. For example,

- North Florida Community College initiated a minority success program where students applied to participate and were assigned to an advisor to meet at least three times a semester. The large network of academic and personal support connected students to the college classroom and community to promote academic success.

Pedagogical Revisions

Improvements in student success rates may be attributable to pedagogical revisions where faculty require attendance, provide online practices, self-assessments, and more frequent feedback. Faculty have adjusted assessments to align with the way in which the material is taught.

With a continual focus on improvement, colleges employed collaborative learning activities and focused on peer group learning. In some cases, curricular modifications disaggregated more complex topics into smaller granular topics to accurately diagnose and address gaps in knowledge and skills.

Faculty ensured lessons and assignment objectives were clearly communicated, encouraged students to participate in class planning, discussed learning strategies and encouraged peer collaboration and assessment of work. Additional curricular revisions entailed verbalizing thinking processes as math problems were modeled. Examples of additional pedagogical strategies included:

- Pensacola State College reviewed and revised diagnostic exams and remediation modules provided to students in gateway courses.
- Santa Fe College aligned developmental writing curriculum with college writing and created master course templates for all developmental writing courses. Faculty selected common course materials and shared resources.

To reduce costs, colleges offered hybrid courses, integrated and linked courses along with using open education resources.

Content alignment

Particularly in math, content was restructured to focus on skills where students struggled the most. Faculty concentrated on the development of the most critical knowledge and skills, moving away from teaching individual isolated skills to grouping skill sets for a more comprehensive approach and creating course companion websites to introduce students to a wide selection of materials while also encouraging students to broaden exposure to the content, apply knowledge and practice skills.

In addition to addressing immediate support for students, colleges augmented student preparation in content areas with a particular focus on STEM-related pathways and majors. Alignment of skills prior to college will establish a strong foundation for college success. The following is an example:

- Gulf Coast State College partnered with Embry-Riddle Aeronautical University and the University of Florida to provide "Algebra Nation" training activities to eight county region surrounding the college's service area. The Algebra Nation staff worked with math specialists who determined the training needs of math teachers, developed and conducted the needed training. As part of the program, student math ambassadors were deployed to engage in hands-on learning with middle school students.

Programmatic Implementations

Beyond the classroom, colleges established and refined services and programs to support student achievement. With a long-term impact in mind, colleges collaborated with middle and high school students focusing on career pathways, financial aid and building relationships early to deepen an understanding of how college works. To illustrate:

- Gulf Coast State College hired several transition academic advisors to work directly with middle and high school students, establishing rapport to prepare students to succeed in postsecondary education.

Even before prospective students enter the first year, colleges are launching summer programs where students engaged in tutoring and intensive skill building workshops.

- Palm Beach State College created Math Jump and Jump into Writing workshops offered in the late summer to prepare students for gateway courses.
- State College of Florida, Manatee-Sarasota continues to offer the Summer Bridge Programs focused on increasing the skills of Black and Hispanic students.
- Florida Gateway College created a Student Success Center by combining two services (TRiO grant team and learning lab team) in one location that targets low income, first-generation students to offer additional supports services such as peer and instructor tutors to at risk students.

Colleges aligned programs within one of eight meta-majors, resulting in far greater numbers of students initially choosing the right path toward achieving postsecondary and career goals. Clearly defined program maps afford students default schedules and ensure students have access to program expectations. Colleges mandated first year experience courses assisting students with a better understanding of college and at least one college offered a first year experience course at no cost to the students.

To provide academic support beyond the classroom, colleges invested heavily in success centers and tutoring, increasing student use of services which led to improved student success rates. Faculty volunteer time in these centers and work with peer supplemental instruction leaders. Collaboration between faculty and success center staff ensures a focus on the needs of students. Centers have added services and integrated with other departments to centralize and co-locate resources for students. Expanded hours allow students juggling multiple obligations greater opportunity to utilize resources. Marketing efforts promote the wealth of free academic resources students may access. Over a third of the institutions mentioned the addition of round-the-clock virtual tutoring services. Specific examples included:

- At Florida Gateway, tutors received Level II CRLA (College Reading and Learning Association) training and certification.
- Florida SouthWestern State College test piloted a “push in” model, embedding tutors in two sections of developmental mathematics courses. Support services were available to all students in an effort to demonstrate the value of services and reach to those who typically access resources at lower rates.
- Northwest Florida State College expanded the African-American Student Association to include Sankoa, an organization whose purpose is to assist African-American students with success in math courses by offering peer tutoring.

Approximately a third of colleges mentioned the implementation of early alert systems to identify and support students exhibiting at risk behaviors. Early alert programs focused on daily attendance and support for students who previously attempted developmental education. Advisors follow up with students to address concerns and provide resources.
Colleges invested time and effort in faculty and staff by hosting professional developmental opportunities centered on student achievement. Primarily, core activities encompassed overall student success, improvement in developmental education and response to external barriers

and issues. Advisors participated in training on diversity and retention training related to addressing educational gaps. The following examples define specific programs:

- Pasco-Hernando State College scheduled weekly Retention Behavior Inventory (RBI) Strategy meetings where personnel created college-wide awareness and accountability to student behaviors that influence student success in courses. Self-examination of services, a reexamine of pedagogy and reviews of diagnostic assessments led to increased success.
- Seminole State College hosted a Student Success Summit prioritizing strategies for improving success and Developmental Education course completion rates.
- St. Petersburg College faculty partner with college advising to identify and anticipate external student challenges.

Impact of Reforms

Colleges work diligently to ensure the reforms they implement have a positive impact on student achievement. Benefits to students, institutions and the state abound with primary reductions in time to degree and the cost of completion.

Impact to Student

The greatest positive impact for students has been the reduction in time to degree. The primary strategies implemented in developmental education, particularly compression and modularized, allow students to quickly address skill deficiencies and possibly move to college level work within the same semester. Additionally, reducing the number of developmental courses and student attempts provides direct entry into college level work while raising standards and academically challenging students. To support this work, colleges have established extensive services, programs and resources leading to more paths for student success.

The exemption of Florida public high school graduates shifted the population of students enrolling in developmental education to older students who have been out of the educational environment for numerous years and benefit most from the opportunity to refresh skills, particularly in math.

The development of meta-majors has resulted in a greater number of students entering their chosen area of study, beginning with developmental education, if needed, as well as the appropriate courses to achieve their educational goals. Many colleges developed program maps affording students a suggested schedule for completing program requirements while reducing the number of choices as well as resulting in a more efficient and streamlined progression to attain a college credential.

Impact to Institution

For institutions, a greater focus on data ensures efficiency in support success by increasing the impact of actions. Colleges use data on enrollments, success rates and student perceptions as a means to assist students with effectively reaching their goals. A few examples include:

- Tallahassee Community College has more full-time faculty teaching developmental education courses based on data that indicated students perform better in classes taught by full-time faculty.
- Valencia College instituted a twice-annual developmental education data review conducted by the Dev Ed Task Force to review trends and patterns in the data. As a result of the meetings, the college removed reading and English courses to replace them with combined courses. The college is also conducting focus groups to understand the student experience.

State Financial Investment for Student Success

Although enrollment in traditional developmental education course have declined, students still need academic support to prepare them for college-level coursework and these new education strategies require continuous state financial investment for student success. In particular, students are most successful when colleges establish academic and instructional support programs, ensure faculty training on new education methods, invest in innovative technology systems that emphasize and support teaching strategies, and incorporate early alert systems based on student patterns. In addition, to be successful, these efforts require significant financial and human resources to clearly communicate the plan to the college community and students so that they fully understand the process.

Future Efforts

Colleges have worked diligently to support student success in developmental education. Where colleges have seen success, strategies will continue to support students. As need arises, the exploration of research-based, best practices will be a priority especially for underperforming subpopulations who need enhanced support.

Math will continue to be a primary focus because of student need and high enrollments. Colleges plan to explore strategies for success and use data to determine their next steps. Continuing to monitor and address issues will assist underperforming students for the rigor of college level work and ultimately for reaching their educational and career goals.