Florida College System Developmental Education Accountability Reports

November 2020

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(6)(b), Florida Statutes, (F.S.).

The 2019-20 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 communication and computation skills by subject area (reading, writing and mathematics) in terms of delivery strategy and demographic indicators (race and ethnicity, gender and age).

This year's report template included an additional section on alternative placement methods in response to Emergency Order 2020-EO-02 that suspended the provision in s. 1007.263(1), F.S., which required that admissions counseling "must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs" through fall 2020. The additional section is required for colleges that opted to use alternative placement methods in lieu of or in addition to placement tests. Additionally, the report template included opportunities for colleges to reflect on impacts to developmental education student supports and course success rates. College responses to COVID-related issues will be included in this year's report.

Regarding enrollment in developmental education courses, from the 2018-19 to the 2019-20 year, there was an 11 percent decrease from 65,744 students to 58,619. This decline affected enrollments in each of the three individual developmental education subject areas. Reading experienced a 16 percent drop in enrollment, writing a 13 percent drop in enrollment and mathematics a 9 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 73 percent, 73 percent and 64 percent in reading, writing and mathematics, respectively. The 2019-20 success rates for reading and writing varied more or less by one percentage point over the prior year, while the success rate for mathematics increased by four percentage points.

Colleges also reviewed developmental education student success data by subpopulations (race and ethnicity, age and gender) and outlined a plan to increase student success. Black students, in particular males, are most in need of strategies to increase student success. Overall, mathematics was the subject area where students had the lowest success rates, though those success rates are increasing. Plans for enhancing student success focused on engaging students through individualized services and support beyond the classroom.

Despite the unique challenges FCS institutions faced during the 2019-20 year, 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 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 them 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.

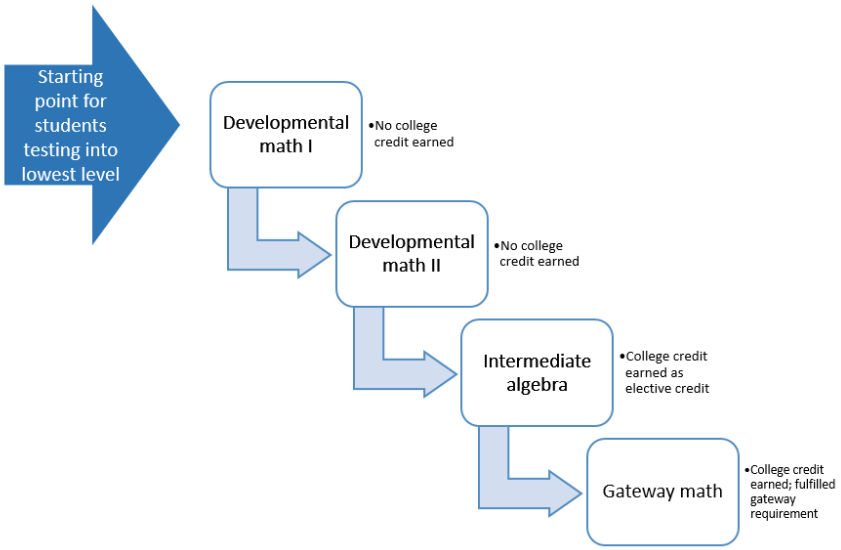


Figure 1. Sample Mathematics Pathway - Pre Developmental Education Reform
Source: Division of Florida Colleges.

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-measure 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

System-wide, declining enrollment trends were relatively stable when compared to previous years. In 2019-20, developmental education full-time equivalent (FTE) enrollment (n=10,394) was 3 percent of the total FTE (n=316,276). From 2018-19 to 2019-20, FTE enrollment in developmental education was down from 11,781 FTE to 10,394 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. FTE enrollment and developmental education FTE rates are depicted in Figure 2.

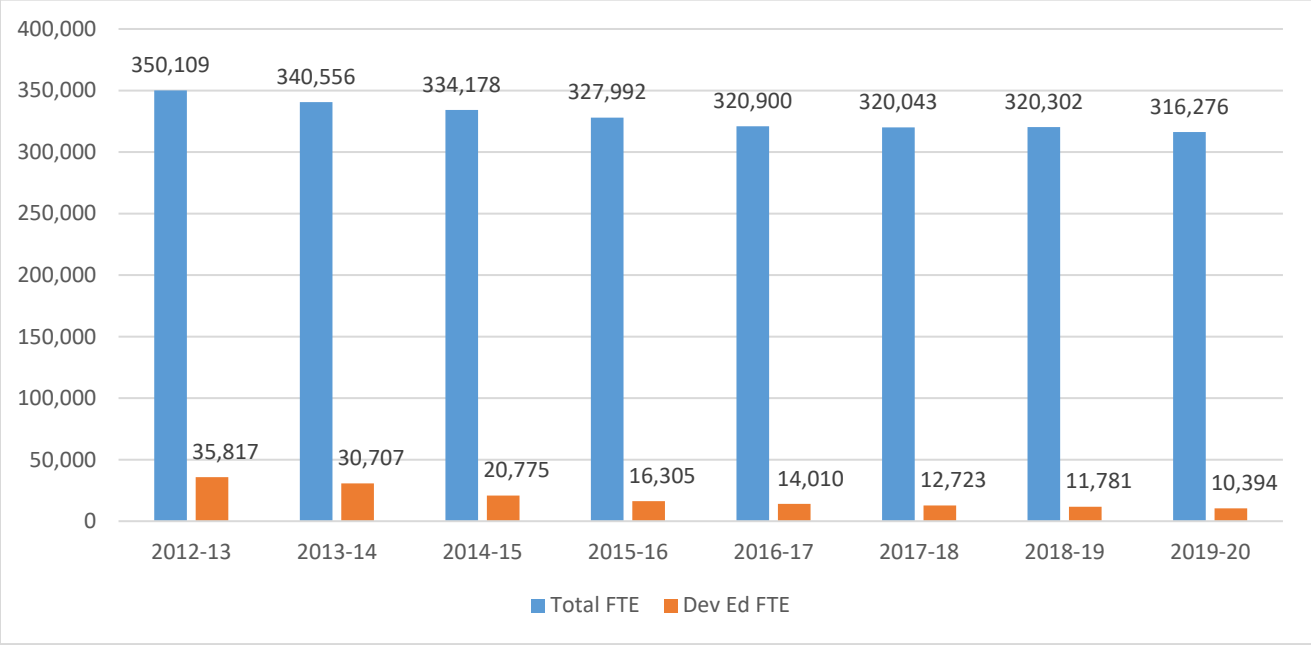
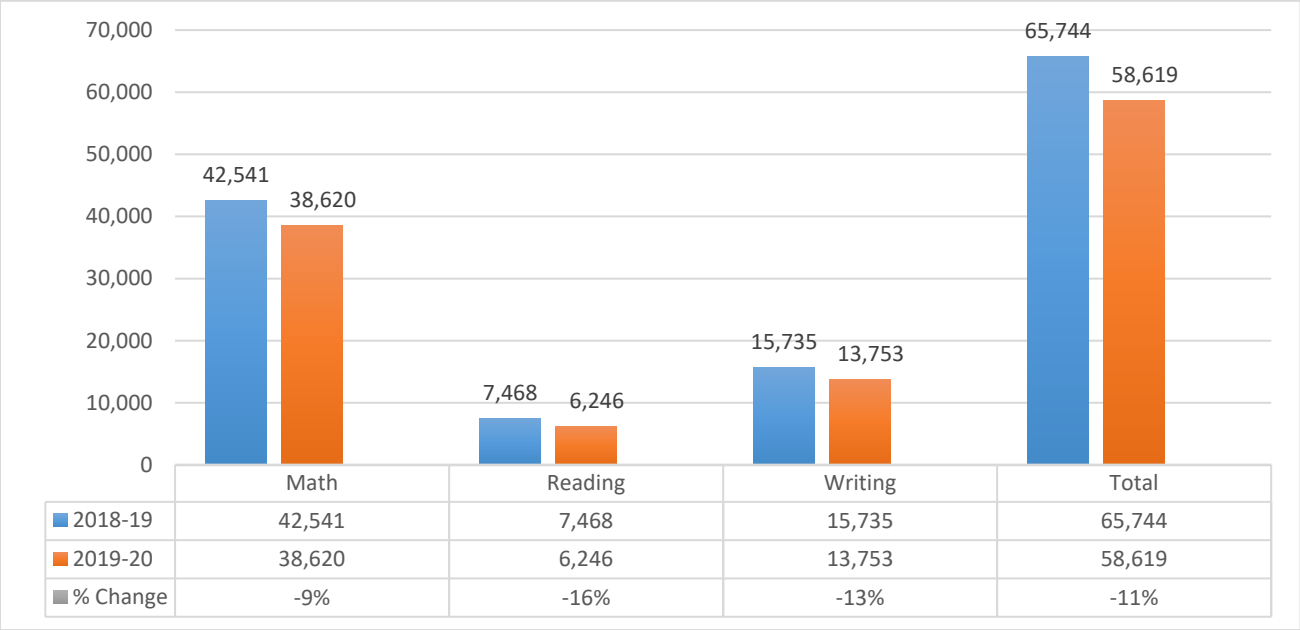


Figure 2. Florida College System FTE Enrollments, 2012-13 to 2019-20
Source: Florida Department of Education.

Based on 2019-20 data, mathematics continued to be the primary subject area in which students enrolled. In fact, developmental mathematics (n=38,620) accounted for 66 percent of all developmental education course enrollments. Developmental writing (n=13,753) accounted for 24 percent of all developmental education course enrollments and developmental reading (n=6,246) 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, enrollment in each of the individual subject areas experienced declines—reading by 16 percent compared to 28 percent from the previous year, mathematics by 9 percent compared to 12 percent from the previous year and writing by 13 percent compared to 3 percent from the previous year. The decline in enrollment in reading courses has followed a steady trend. However, for the 2019-20 year, the decline was not as steep as the previous four years. From 2015 to 2016, there was a 15 percent decline in enrollment followed by a 19 percent decline from 2016 to 2017, a 20 percent decline from 2017 to 2018 and a 28 percent decline from 2018-19. In addition to the overall declines since the passage of SB 1720, this year's largest decline was not in reading as has been the trend in previous years.

Enrollment in writing courses went from being down 3 percent from 2018-19 to being down 13 percent from 2019-20. This could be, in part, due to the challenges colleges faced in shifting their delivery of courses to an online platform. Enrollment declines in mathematics courses were fairly stable, down 9 percent compared to 12 percent from the previous year. Total 2019-20 course enrollments compared to 2018-19 by subject area, headcount and percentage change rates are depicted in Figure 3.



	Math	Reading	Writing	Total
2018-19	42,541	7,468	15,735	65,744
2019-20	38,620	6,246	13,753	58,619
% Change	-9%	-16%	-13%	-11%

Figure 3. Developmental Education Course Enrollments by Subject Area, 2018-19 to 2019-20
Source: Florida Department of Education.

Enrollments by Delivery Strategy

System-wide, enrollment trends by delivery strategy were relatively stable when compared to previous years. Overall, by delivery strategy, 27 colleges offered courses by compression, 22 modularized, 7 co-requisite and 5 contextualized.

- **Modularized** developmental instruction allows faculty to customize and target specific skill gaps through courses that are technology-based and self-paced. Sub-unit parts allow students to master their targeted skill area deficiencies. Examples of modularized courses include 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. Modularized lab components align with the sequence in which the course material was taught as well as aligned assessments with each module. Students in modularized courses can complete modular coursework online with adaptive learning technologies in academic support centers, both in person and online, where they can receive needed support from faculty volunteers and learning specialists.

- **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the developmental education course. Course delivery is more intense and uses a variety of shortened timeframes, allowing students to progress quickly. Examples of compressed courses include combining two course levels into one course to accelerate learning in order to more quickly prepare students for gateway computation and communications courses. Compressed courses can be offered in 8-week combo courses where students meet every day, allowing students to complete two levels in one semester. Combined levels and integrating skills in compressed courses allow for longer individual class meetings and more intensive one-on-one instruction.

- **Contextualized** developmental instruction relates to meta-majors. Examples of contextualized courses include using real-world problems and scenarios relevant to everyday life in mathematics, reading and writing courses to make coursework relevant to the work students are doing in their classes and chosen fields of study.

- **Co-requisite** developmental instruction or tutoring is supplemental credit instruction while a student concurrently enrolls in a credit-bearing course. Examples of co-requisite courses include developmental education courses (cohort based) taught by the same instructor as the credit-bearing course and allowing the students to form learning communities. Co-requisite courses can be web-enhanced and can have standardized lab requirements. Developmental education students can be co-enrolled in college-level gateway courses simultaneously with developmental education English and mathematics. Figure 4 provides additional detail regarding the number of colleges offering delivery strategies by subject for 2019-20.

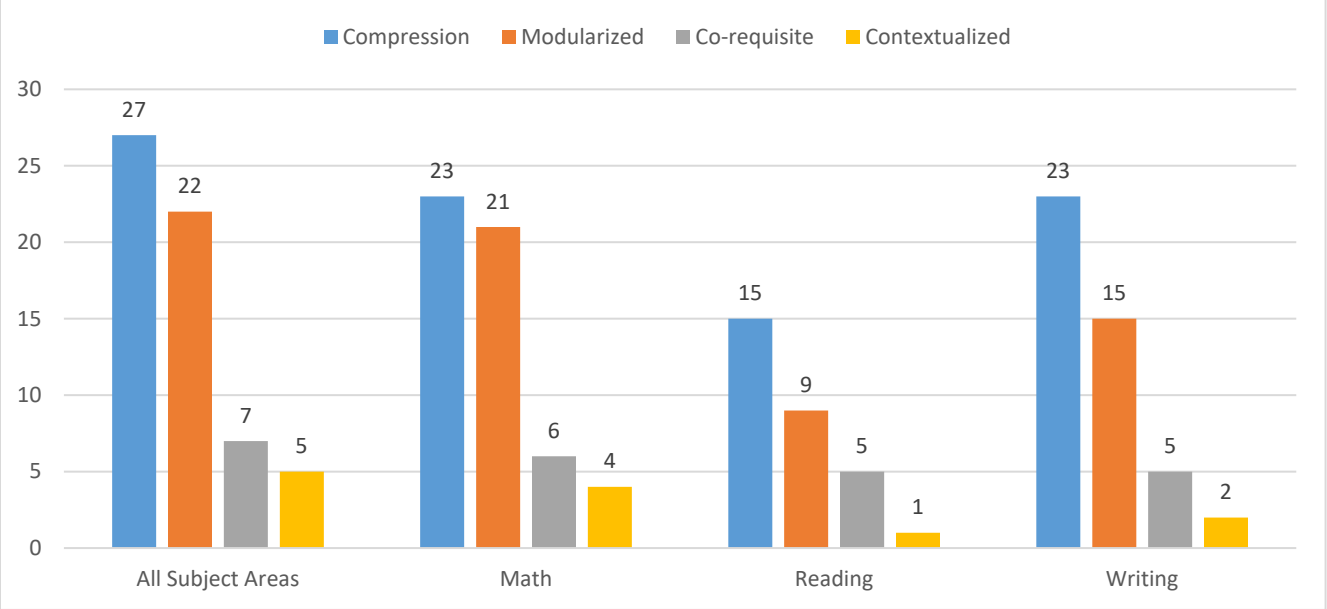


Figure 4. Florida College System Institutional use of Delivery Strategies by Subject, 2019-20
Source: Florida Department of Education.

Based on 2019-20 total developmental education enrollments of 58,619, compression was the most frequently used delivery strategy with enrollments at 66 percent (n=38,736), followed by modularized at 25 percent (n=14,528), co-requisite at 6 percent (n=3,530) and contextualized at 3 percent (n=1,825). Although these enrollment figures are down from the previous year, the corresponding percentages have remained stable. Figure 5 shows the student course enrollments by delivery strategy and subject.

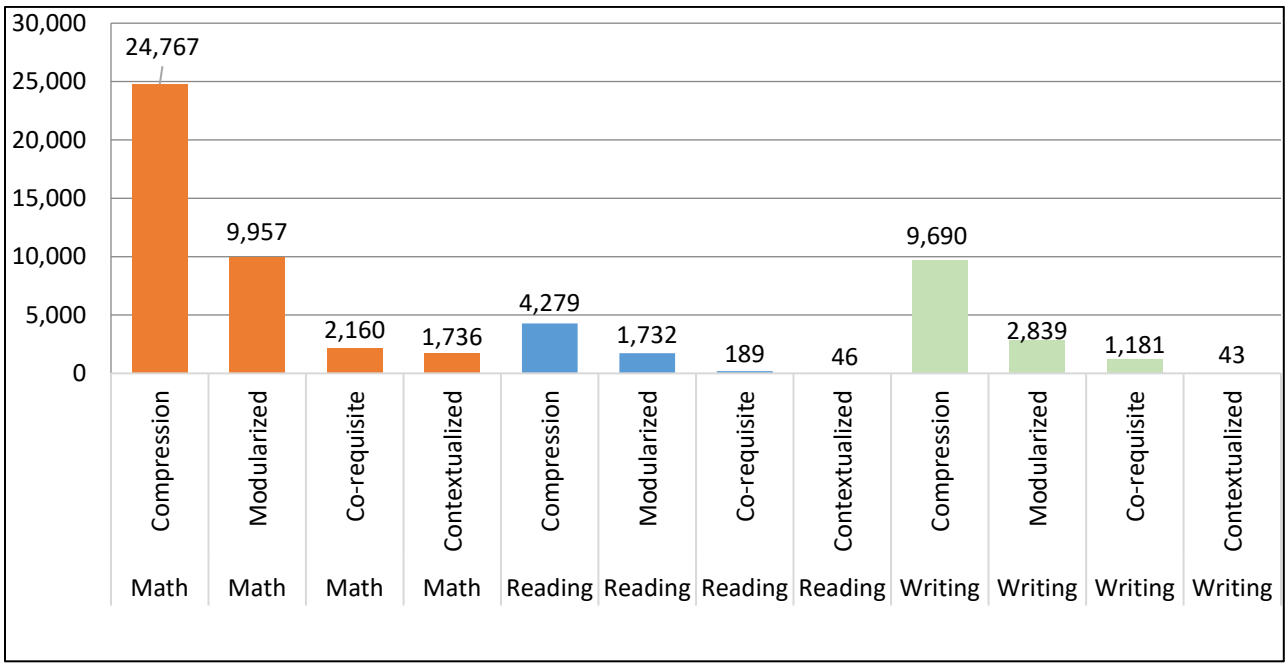


Figure 5. Florida College System Developmental Education Course Enrollments by Delivery Strategy, 2019-20
Source: Florida Department of Education

Strategies to Promote Student Success

Due to the COVID-19 pandemic, Florida College System institutions revised academic instruction delivery methods and how student and academic support services were provided in spring 2020. Colleges reported a variety of ways they supported developmental education by creating and implementing policies and procedures to not only inform students about opportunities to improve their communication or computation skills as outlined in s. 1007.263, F.S., but to also adjust to the disruption to standard operating procedures.

To inform students of the changes due to the pandemic, colleges reported sending communications to students advising them of changes to admissions requirements and in the delivery of services and instruction via traditional mail, email, by posting updates to their websites and by creating one-stop COVID-19 websites. Students who were not exempt from common placement testing per s. 1008.30, F.S., were advised of the alternative methods and minimum standards needed to take college-level courses without placement testing. Exempt students also received admissions counseling regarding the policies and procedures.

The use of technology played a pivotal role in how colleges transitioned in response to COVID-19. Some students were at a disadvantage due to limited access to technology and internet. To combat that, colleges provided technology to students who had issues with access. Some colleges provided loaner laptops, webcams, Wi-Fi hotspot access and IT assistance during campus closures.

Pedagogy

Colleges employed a variety of pedagogical methodologies to accommodate various learning styles both pre-pandemic and during the pandemic, including didactic methods of instruction, whereas others used Socratic methods of instruction or a combination of both depending on the subject area. Colleges also reported on instructional scaffolding to systematically build on students' experiences and knowledge as they learned new skills. Some colleges used the flipped-classroom approach, while others used traditional lecture-based instruction.

In response to the pandemic, colleges reported that faculty creatively explored different ways to ensure developmental education courses continued to support student learning. The delivery of college courses transitioned from face-to-face to a remote instruction modality, both synchronously and asynchronously, some using completely virtual support services including embedded MyMathLab and MyWritingLab and virtual learning materials such as ALEKS, Mcmillian's Achieve, Pearson's MyLabsPlus and Tutor.com. Reading, writing and mathematics specialists were also embedded in online courses. At some colleges, instructors prerecorded content videos and posted them to their faculty websites. To supplement online instruction, some instructors created instructional videos and posted them to YouTube and Kaltura. Additionally, some instructors held office hours through Zoom or Microsoft Teams in order to provide one-on-one assistance to students.

Content Alignment

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, faculty members 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.

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.

Academic Support Services

Colleges instituted a variety of initiatives focused on supporting computation and communications courses, both pre-pandemic and during the pandemic. In response to the pandemic, colleges reported adjusting reading, writing and mathematics academic supports from in-person to online. Student learning centers increased the number of personnel, expanded services and extended lab hours. Face-to-face seminars and coaching sessions moved to virtual classroom sessions with professional tutors and learning specialists and academic workshops were delivered via a variety of online platforms including adaptive online software, virtual whiteboards, Microsoft Teams, Zoom, InQuizitive by Norton, as well as the online Langan textbooks. Colleges also added more online tutoring and mentoring capacity, both individual and group, via a variety of online platforms, both synchronous and asynchronous, to assist students with additional practice and remedial support, including Brainfuse, Tutor Match, Zoom, Pearson's Smarthinking and Schoology.com.

Advising and Student Support

Colleges employed different advising approaches both pre-pandemic and during the pandemic. Some colleges noted increased student supports through pathways advising, STEM vs. non-STEM advising for mathematics pathways, case management advising and multiple-measures advising. Colleges continued to strengthen advising services in collaboration with faculty and a variety of other internal stakeholders. In response to the pandemic, colleges reported that advising and testing related services, as well as federal TRIO student support services, transitioned to various online e-messaging platforms including Zoom and Jabber. Some colleges contracted with online proctoring services, including Honorlock, to maintain the integrity of testing in order to allow for developmental education and other placement testing online.

Some colleges delivered advising services via Starfish, and other colleges reported using peer mentors embedded in virtual classrooms to provide non-academic support services and to increase levels of campus engagement as well as to provide support for faculty navigating the challenges of remote teaching.

Student Success Outcomes

As a result of colleges moving course offerings and student and academic support services to either partially or fully online formats due to the COVID-19 pandemic, colleges faced potential disruption in student learning outcomes. In this year's report, colleges reported a mix of student success outcome trends being down in certain subject areas and delivery strategies, up in certain subject areas and delivery strategies and remaining stable in others.

To mitigate potential negative impacts on GPAs or completion rates resulting from changes to the online modality, some colleges developed and applied optional alternative grade options that allowed for students to retake the same course in a future term at no additional cost, withdrawal policies and related appeals processes, and incomplete grade procedures, when appropriate. Some colleges reported employing the use of Dropout Detective to analyze student performance data in an attempt to be proactive with at-risk students.

Despite the disruption to normal operating procedures student success outcomes system-wide were relatively stable when compared to previous years. The student success rate – percent of students who earn grades "C" or better – across all three developmental education subject areas was 67 percent in 2019-20, a three percentage point increase over the previous year. In reading, writing and mathematics, success rates were 73 percent, 73 percent and 64 percent, respectively. Figure 6 provides additional detail regarding 2019-20 student enrollments and course outcomes compared to 2018-19. Success rates in reading and writing remained relatively flat over last year with the largest increase being in mathematics with a 4 percentage point increase in success rates.

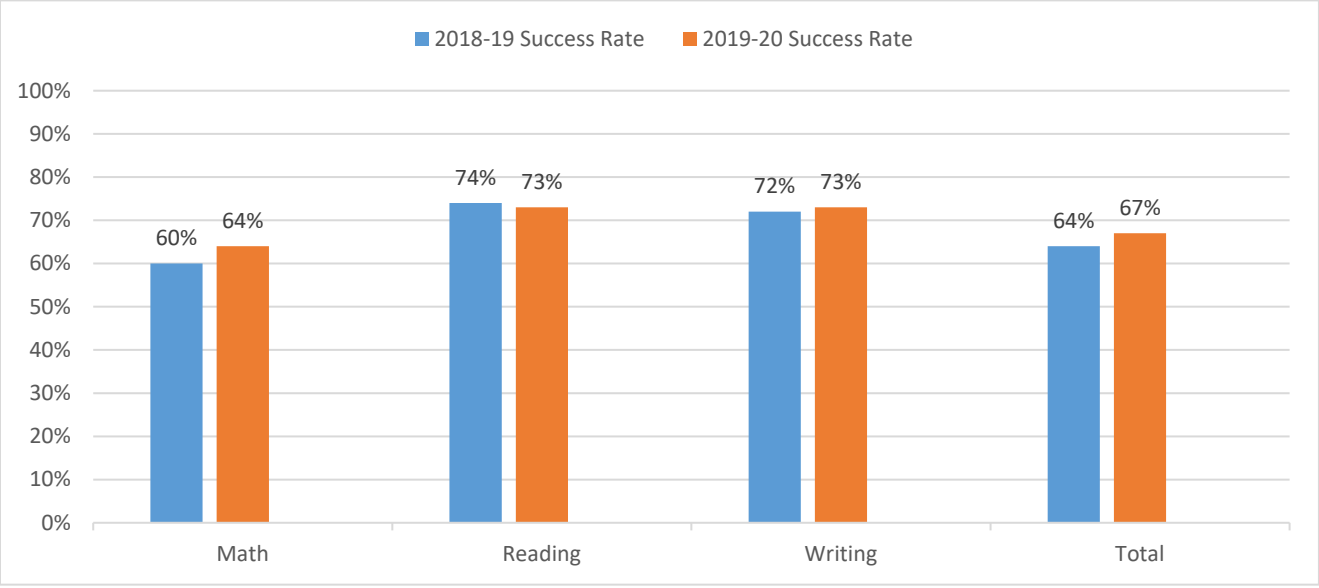


Figure 6. Florida College System Developmental Education Course Success Rates, 2018-19 and 2019-20
Source: Florida Department of Education. Notes. Course success rates include the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory)

Overall, by delivery strategy, the contextualized strategy had the highest course success rates, with 77 percent of students earning a "C" and above, which was a 9 percentage point increase over the previous year. Compressed courses had the lowest success rates, with 66 percent of students earning a "C" and above, a 1 percentage point increase over the previous year. Modularized courses had a 67 percent success rate, which is 4 percentage points over the previous year, and co-requisite courses remained relatively stable at a 70 percent success rate, up 1 percentage point over last year. Figure 7 provides detailed course outcomes by delivery strategy compared to the previous year.

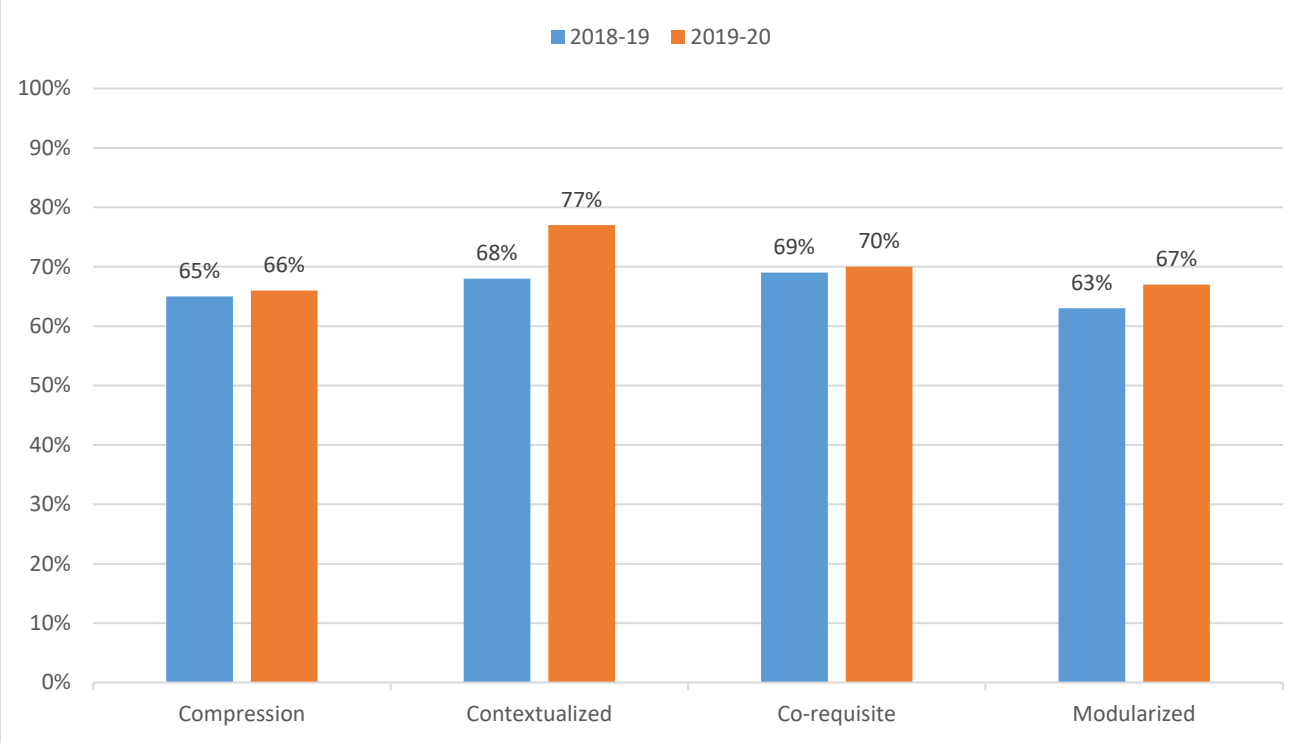


Figure 7. Florida College System Developmental Education Course Success Rates by Delivery Strategy, 2018-19 and 2019-20
Source: Florida Department of Education.

Regarding the delivery strategies of **mathematics** courses, contextualized courses had the highest success rate with 69 percent of students (n=1,736) earning a grade of "C" and above. With 65 percent of students (n=2,160) earning a "C" and above, co-requisite courses had the second highest success rate followed by modularized courses with 63 percent of students (n=9,957) passing with a "C" and above. Compressed courses had the lowest success rate with 60 percent of students (n=24,767) earning a grade of "C" and above.

Regarding the delivery strategies of **reading** courses, contextualized courses had the highest success rate with 83 percent of students (n=46) earning a grade of "C" and above. With 72 percent of students (n=189) earning a "C" and above, co-requisite courses had the second highest success rate followed by modularized courses with 70 percent of students (n=1,732) passing with a "C" and above. Compressed courses had the lowest success rate with 67 percent of students (n=4,279) earning a grade of "C" and above

Regarding the delivery strategies of **writing** courses, contextualized courses had the highest success rate with 79 percent of students (n=43) earning a "C" and above. With 74 percent of students (n=1,181) earning a "C" and above, co-requisite courses had the second highest success rate followed by compressed courses with 70 percent of students (n=9,690) passing with a "C" and above. Modularized courses had the lowest success rate with 68 percent of students (n=2,839) earning a grade of "C" and above. Figure 8 shows course success rates by delivery strategy by subject.

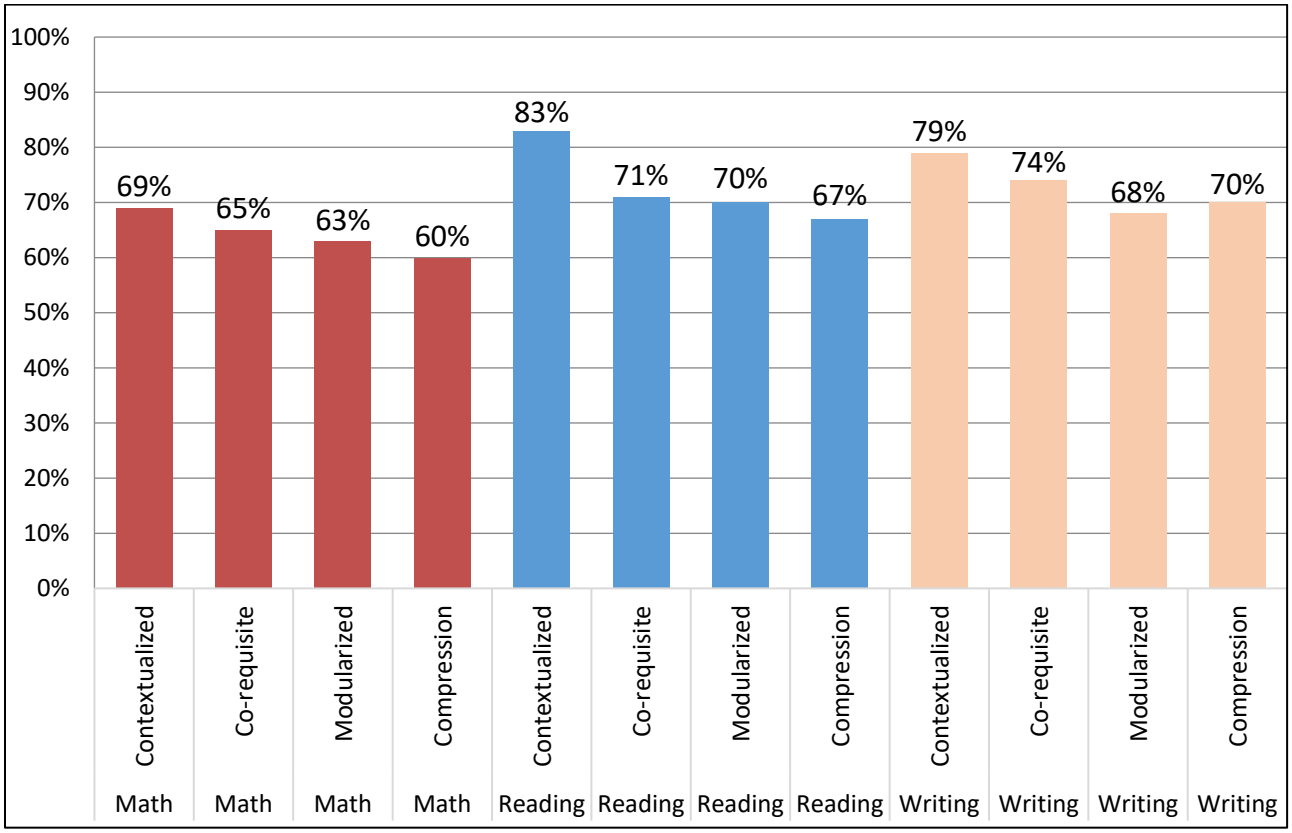


Figure 8. Florida College System Developmental Education Course Success Rates by Subject by Delivery Strategy, 1
Source: Florida Department of Education.

Student Success by Subpopulations

Race and Ethnicity

In terms of success rates for underrepresented groups, Black students had the lowest success rates system-wide in all three developmental education subject areas (54 percent in mathematics, 63 percent in reading and 65 percent in writing). Mathematics success rates for Black students were 10 percentage points lower compared to White students and Hispanic students. For reading, Black students were 9 percentage points below White students and 6 percentage points below Hispanic students. For writing, the gaps in success rates were smaller at 7 percentage points compared to White students and 9 percentage points compared to Hispanic students. Figure 9 shows course success rates by subject by race.

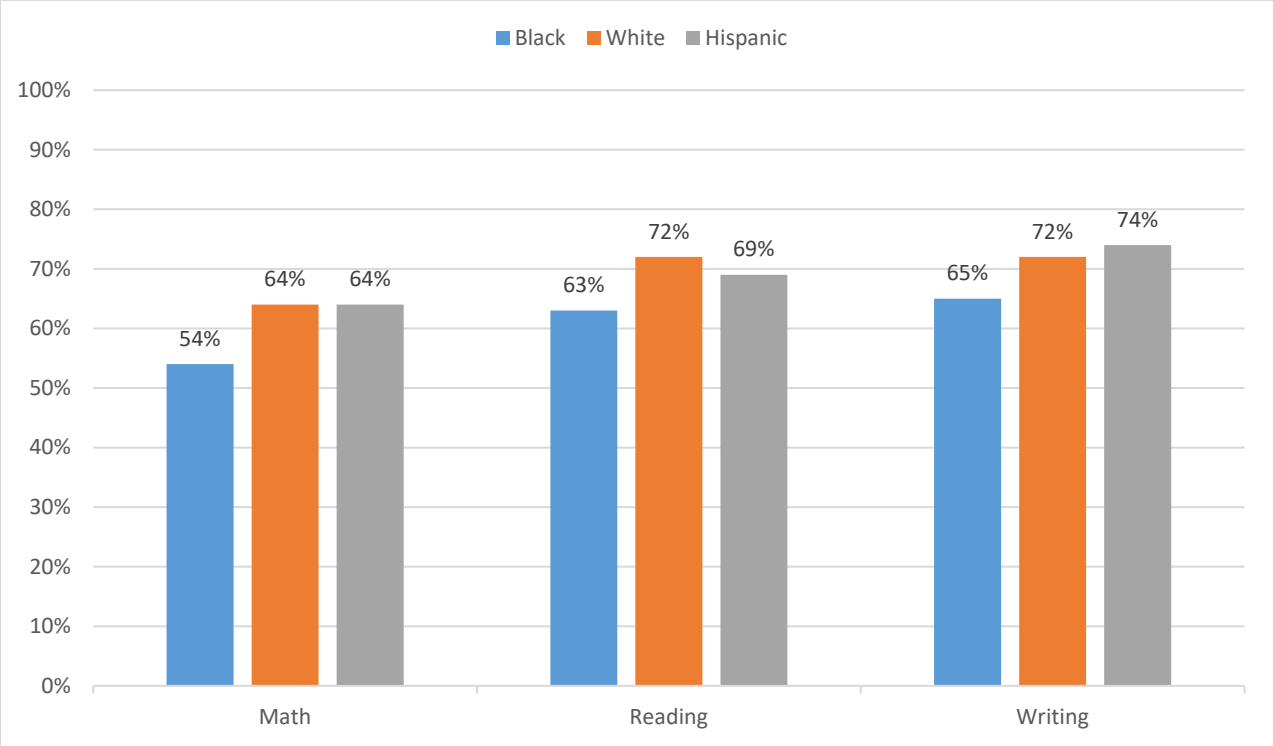


Figure 9. Florida College System Developmental Education Success Rates by Subject by Race, 2019-20
Source: Florida Department of Education.

Age

System-wide, students aged 20-24 had the lowest success rates in mathematics, reading and writing when compared to the other age groups. In mathematics, 60 percent of students ages 20-24 earned a "C" and above. For students aged 20-24, the success rate was 64 percent in reading and 66 percent in writing. The 19 or less age group had success rates of 60 percent in mathematics, 69 percent in reading and 72 percent in writing compared to success rates of 63 percent, 70 percent and 72 percent for the 25 and above age group, respectively.

Figure 10 shows course success rates by delivery strategy by age.

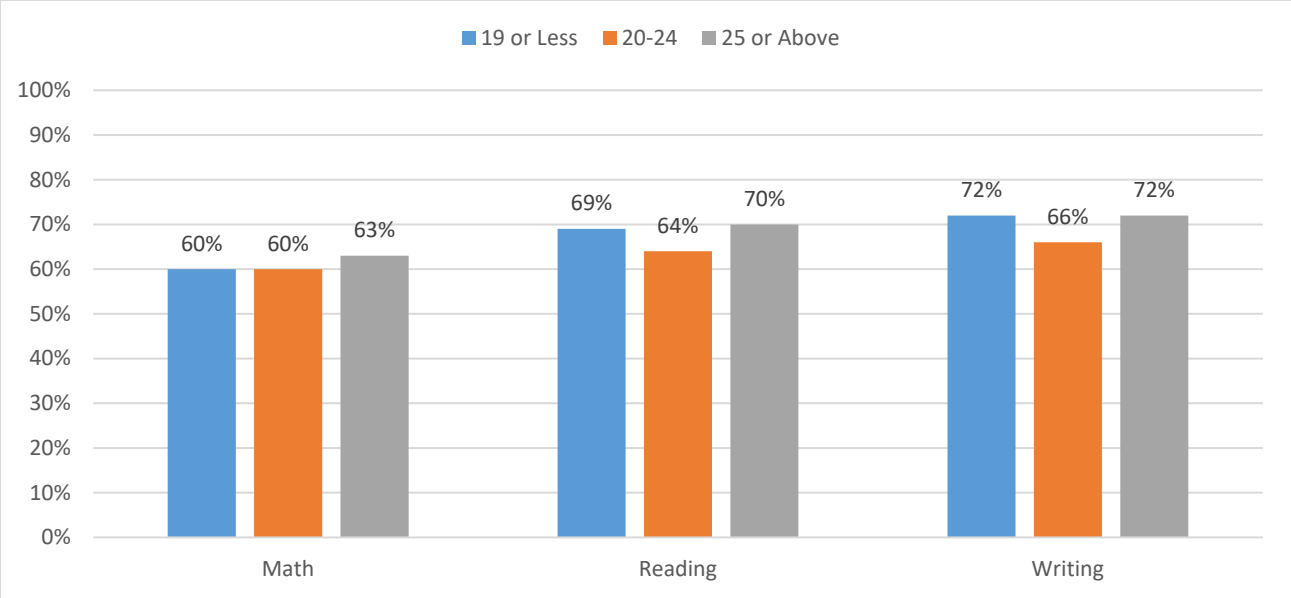


Figure 10. Florida College System Developmental Education Success Rates by Subject by Age, 2019-20
Source: Florida Department of Education.

Gender

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 63 percent compared to 58 percent for males. In reading, the success rate for females was 71 percent compared to 63 percent for males, and in writing, the success rate for females was 73 percent compared to 66 percent for males. Figure 11 shows course success rates by delivery strategy by gender.

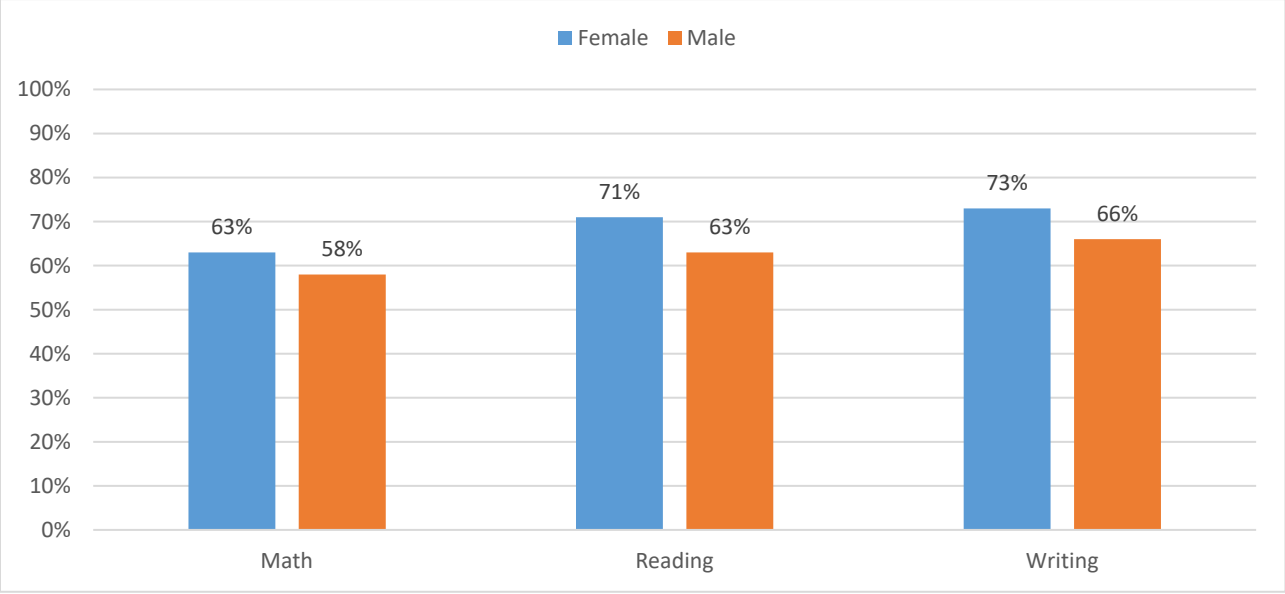


Figure 11. Florida College System Developmental Education Success Rates by Subject by Gender, 2019-20
Source: Florida Department of Education.

As part of the annual Developmental Education Accountability Report, the Division of Florida Colleges (Division) provided the 28 Florida College System (FCS) institutions with system-wide and institution-level data focused on race and ethnicity, age and gender. The Division acknowledges that colleges may further disaggregate each of the subpopulations of these data at the local level. For example, some colleges disaggregated race and ethnicity by gender to 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.

Alternative Placement Methods

Regarding alternative placement methods, pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. During this time, colleges were still required to assess college-level communication and computation skills for non-exempt students and exempt students who opted to be assessed, which allowed colleges the flexibility to offer students options to demonstrate readiness for college-level work (RCW) in communication or computation via a test or an alternative method.

In this year's report, colleges were asked to report whether they allowed the use of alternative methods for placement, a combination of alternative placement methods, or common placement tests only through fall 2020. The 10 colleges that opted to use alternative methods still primarily relied on the traditional method of a common placement test for developmental education placement. For communication, eight institutions indicated they used alternative methods for less than 25 percent of students - meaning the majority of students were placed using traditional methods. For computation, nine institutions used alternative methods for less than 25 percent of students - meaning the majority of students were placed using traditional methods.

Examples of alternative methods included scores on the GED®, high school transcripts, high school GPA, transfer credits, writing prompts, self-assessment questionnaire as well as scores on Florida Standards Assessments, end-of-course exams, home-grown exams and the PSAT/NMSQT. Most of the institutions did not report costs associated with evaluating alternative methods. At the two institutions that assessed a cost, fees ranged from $10 to $34. Institutions notified students of the options to use alternative placement methods through a variety of communication mechanisms, including via websites, social media, emails and orientation sessions.

Institutions identified some challenges associated with the transition to alternative methods. Some of the challenges related to:

- Determining which alternative placement methods to use and ensuring recency of scores/grades.
- The manual review process increased the time spent evaluating readiness for college-level work.

- Developing consistent processes and procedures college-wide and training all stakeholders.
- Communicating the new options to students and ensuring accessibility for all students.

Institutions also reported benefits to allowing the use of alternative methods, including:

- Giving students multiple options in place of traditional common placement tests;
- Creating an equitable opportunity for test averse students;
- Providing opportunities for better one-on-one discussions that looked at the student holistically.

Overall, half of the institutions indicated it is likely they will modify their internal processes to incorporate the use of multiple measures for placement. As a next step, the Division of Florida Colleges is conducting a voluntary ad hoc data collection on alternative placement methods. This data collection will explore the effect removing the common placement test requirement has on student access and student success in postsecondary coursework. Specifically, are there defining characteristics of students placed using alternative methods? Additionally, how do students placed using alternative methods perform in first term coursework? Spring 2021 is the target date for dissemination of findings.

Conclusion

For the 2019-20 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 included 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, though improved, 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 – 2019-20 Individual College Developmental Education Reports

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

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Broward College
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Title:	Vice Provost Academic Affairs
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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 extensive academic support resources, and, in many cases, adaptive learning technology. In alignment with statute's aim to ensure "skills that are essential to perform college-level work", gateway credit courses are supplemented with additional resources for developmental education students as they progress into college credit courses. Academic departments serving developmental students are intentionally engaged and supported by the Office of Student Achievement Initiatives which provides college-wide coordination of specific programs designed to assist 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 their 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 academic goals. 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.

During the second half of the spring 2020 semester, the COVID-19 crisis required that nearly all of Broward College's operations to include classes, advising and academic support transition to a remote learning environment. While largely successful for the vast majority of students, for those who could not manage this unplanned mid-semester transition (N=769), Broward College developed and applied the WS (status of withdrawal (W) posted transcript) enrollment status. This status was automatically applied to any student originally scheduled in a face to face course and withdrew between March 12 through April 21.

Additionally, during the Spring, to support students preferring to continue their studies remotely, Broward College distributed more than 1,600 laptops and offered a variety of virtual information sessions, webinars, and psycho-social support referrals. For admissions and placement, Broward College developed and implemented alternative placement guidelines aligned to DOE Emergency Order 2020-EO-02.

Chart 1 below summarizes the alternative course placement methods utilized for non-exempt students at Broward College during the summer and fall 2020.

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Non-Exempt Dev Ed Alternative Methods

Emergency Order (EO), DOE Order No. 2020-EO-02

Option 1

Test	Notes	Maximum Years since Test Taken	Subtest		Unweighted High School GPA	ENC0017	ENC1101	MAC1105C, MGF1106, MGF1107, MAT0022	**MAC1105, STA2023
PSAT	(includes PSAT 8/9, PSAT 10 and PSAT/NMSQT) ***Appendix C***	5	Evidence-Based Reading and Writing (EBRW):	AND	3.0 or higher	420 or lower	430 or higher		
		2	Math	AND	3.0 or higher			480 - 520	
									530 or higher
FSA	Most recent score ***Appendix E***	5	ELA	AND	3.0 or higher	3 or lower	4 or higehr		
		2	Mathematics	AND	3.0 or higher			4 or higher	
EOC	Most recent score ***Appendix E***	2	Math Assessment (Algebra I or Geometry)	AND	3.0 or higher			4 or higher	
GED	***GED 2014 *(in English Only)* *(GED Testing Services scores only)* ***Appendix D***	5	Reasoning Through Language Arts	Does Not Apply		****145	****165		
		2	Mathematical Reasoning					****145 or higher	

Option 2

High School Course	Maximum Years since Course Taken	Grade Required		Unweighted High School GPA	ENC0017	ENC1101
English 4, English 4 Honors	5	B or higher	AND	3.0 or higher		✓
		B- or lower			✓	
			AND	2.9 or lower	✓	
12th Grade English course offered through AP, IB, or AICE programs	5	B or higher	AND	3.0 or higher		✓
		B- or lower			✓	
			AND	2.9 or lower	✓	

High School Course	Maximum Years since Course Taken	Grade Required		Unweighted High School GPA	MAC1105C, MGF1106, MGF1107, MAT0022	**MAC1105, STA2023
Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Liberal Arts Math 1, Liberal Arts Math 2, Pre-Calculus,	2	C or higher	AND	2.5 or higher	✓	
12th Grade Mathematics course offered through AP, IB, AICE programs	2	C or higher	AND	2.5 or higher	✓	

Option 3

Any currently published **Common Placement Test scores** as defined on https://www.broward.edu/admissions/testing/common-placement-testing-table.html.

PERT, ACCUPLACER, ACT, and SAT

**Placement into higher level math courses from MAC1114 through MAC2311 require placement on the Higher Level Math test.*
***Placement into MAC1105 or STA2023 must take a common placement test math subtest unless PSAT score is is available.*
****GED Testing Services exams only. Can be from any state delivering this specific exam to satisfy their general education diploma option. Valid subtests must match those shown only.*
*****GED scores below 145 must take the appropriate section of a common placement test to determine placement.*
Students scoring below or outside the ranges and combinations identified must take a common placement test. This includes former home school students who don't have a high school GPA.

Chart 1

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Mathematics

In SRY 2020, Broward College developmental education mathematics courses were offered in compressed and modularized 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. Approximately sixty four percent of students enrolled in these courses successfully completed their course and were prepared to move into the next level of mathematics.

A smaller portion of students opted for the modularized model of instruction for developmental mathematics 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. Although the college uses ALEKS in the compressed modality also, the modular offering is self-paced with support provided by an assigned instructor and available tutoring in the Academic Success Centers. Fifty percent of those students enrolled in the modular course offerings successfully completed these courses.

Table 1 below summarizes the student success by delivery method in mathematics developmental education at Broward College in the 2020 State Reporting Year.

Delivery Strategy	A, B, C	D, F	W	Total	A, B, C	D, F	W
Compression	1,724	689	290	2,709	64%	25%	11%
Modularized	23	18	5	46	50%	39%	11%
Total	1,747	707	295	2,755	63%	26%	11%

Table 1

Reading and Writing

In SRY 2020, 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 Tutor.com online tutoring.

Broward College also offers a limited number of 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 75% of the students earning a grade C or higher. All sections are web-enhanced and have standardized, college- wide course and lab requirements.

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 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. With the scaling of the ENC0017C Reading/Writing combination course, Broward College experienced a 68% decline in students taking stand-alone developmental Reading courses from SRY 19 to SRY 20.

Table 2 below summarizes the student success by delivery method for Writing developmental education at Broward College in the 2020 State Reporting Year.

Delivery Strategy	A, B, C	D, F	W	Total	A, B, C	D, F	W
Compression	741	194	117	1,054	70%	25%	11%
Co-requisite	94	20	10	124	76%	39%	8%
Total	835	214	127	1,178	71%	18%	11%

Table 2

Table 3 below summarizes the student success by delivery method for Reading developmental education at Broward College in the 2020 State Reporting Year.

Delivery Strategy	A, B, C	D, F	W	Total	A, B, C	D, F	W
Compression	54	19	19	94	57%	20%	20%
Co-requisite	29	3	2	34	85%	9%	5%
Total	83	22	21	128	64%	17%	16%

Table 3

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

A review of the student success data shows that Black and Hispanic students comprise most of those students enrolled in developmental education at Broward College. Student success rates disaggregated by race shows that Black students under perform in mathematics, while white students, underperform in reading and writing when compared to their peers. In addition, the data disaggregated by gender shows that males consistently trail females in terms of completion percentage. Students ages 19 or less tend to trail behind the other age groups, with the students 25 and above performing better than the younger students. However, in mathematics, and for all groups, whether disaggregated by gender, race/ethnicity, or age, the success rates have increased for each group compared to the corresponding rates in SRY 2020. In addition, in mathematics, the overall success rate and withdraw rate continued its five-SRY trend of being better than the corresponding FCS average. Accordingly, 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 and close achievement gaps.

Minority Male Initiative

Broward College's Minority Male Initiative (MMI) focuses on expanding the minority male access to college, improving persistence and retention rates, and supporting completion goals through mentoring, key partnerships and timely and strategic interventions. 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. This past year, at least 200 students received a targeted student success intervention. The spring-to-fall retention rate of those students was 72% (compared to the overall retention rate of 52%).

In addition, 48 minority male high school students earned college credit as part of the enrollment pipeline strategy called Pre-College Summer Leadership Institute. Understanding that many of the college's minority students face financial challenges that become obstacles to course success and retention, MMI awarded $9,000 worth of bookstore vouchers to qualified MMI students. Also, to ensure a successful start for the new FTIC minority male students, MMI has partnered with Seahawk Summer Academy to create student cohorts designed to explore the theme of minority male empowerment. This topic engages these students in understanding and synthesizing the academic skills that they are learning in identifying, expressing, and addressing a myriad of issues and challenges they face in pursuit of their goals. 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 for students at the college.

The Minority Male Initiative has attended the Black Brown and College Bound National Conference and for three years and worked as a co-sponsor for the past two years. Students from our ranks have presented and worked as liaisons throughout this experience and received critical resources to help them develop a sense of belonging. Some of the attendees received scholarships and recognition while attending this event.

For this academic year, MMI plans to focus on the First Time in College (FTIC) student population. The goal is to implement targeted FTIC campaigns, and create a multi-faceted approach to address minority male retention by collaborating with the student's assigned advisor, a faculty mentor, and a Seahawk Outreach Services (SOS) office staff to connect students seamlessly to key resources across the college.

Embedded Tutoring

This year, the college set aside funding in support of redesigning and scaling embedded tutoring at the college. Developmental Courses are also part of this initiative. Embedded tutoring was intentionally prioritized at the institution because this classroom intervention has been shown to close course success achievement gaps at Broward College as well as being a recognized national best practice; thus, supporting the ongoing equity efforts at the institution.

Embedded tutoring is a form of Supplemental Instruction (SI) where a tutor works in the classroom under the instructor's guidance to help students understand course concepts and enhance student engagement. The tutor may attend classes once a week or every other week and conduct tutoring sessions outside of class. The office of Student Achievement Initiatives conducted research both internally at the college as well as externally on other institutions to determine best practices and frameworks around this program. In collaboration with the Academic Success Center (ASC) and Academic Deans, the program's framework and parameters were determined. Approximately 157 sections will be assigned an embedded tutor.

Scaling and implementing this program was somewhat challenging given the transition to remote learning. Through various conversations and focus groups with faculty, staff, and administrators, the college was able to design new ways in which these tutors can effectively support course in a virtual environment; thus far, the feedback has been positive.

Peer Leadership and Mentoring Program

The college has partnered with "Peer Forward" and "AmeriCorps" to launch at scaled leadership and mentoring program in support of BC students. Through this initiative, students are paired with Peer Leaders who mentor, support and help students complete their degree and achieve their educational goals. Peer Leaders are current students or BC alumni who have been trained in leadership and mentoring skills. Different from similar programs, Peer Leaders at Broward College also create and implement college-wide campaigns in support of the institution's success agenda. Campaigns that have taken place or planned for this year include increasing the number of Financial Aid applications, advising appointments, credit enrollment, tutoring appointments, and visits to faculty office hours, to name a few.

The mentorship program is also designed to positively impact the student success of Broward College minority males in collaboration with the Minority Male Initiative. 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 tend to improve their sense of academic and social integration at the College and increase the likelihood of retention and completion. The program aims to increase minority male utilization of campus resources through deliberate and intentional interactions between students and campus community (via workshops, conferences and speaker series).

Due to COVID19, the mentoring program moved completely to a virtual platform. The transition to remote mentoring was successful. For this academic year, the college is researching and designing a new program called Embedded Mentoring. Similarly, to embedded tutoring, peer mentors will be embedded in the classrooms (mostly virtual) to provide non-academic support and increase levels of campus engagement. This new resource was born out of the need to provide additional support to not just students but to faculty, who are navigating the challenges of remote learning.

Coordinated Care Network

A Coordinated Care Network is comprised of various service areas across the College which are mutually committed to meeting students' needs with minimum hassle using shared processes and a single technology platform (Navigate). A Coordinated Care Network solves two challenges related to the student experience: it ensures the whole campus shares responsibility for student care and students feel cared for by the College as everyone on their care team are truly working in support of their success. At Broward College, the Coordinated Care team is comprised of Academic Advising, Academic Success Center, Seahawk Outreach Services (SOS), the Career Center, Financial Aid, the Office of Transfer Services, International Student Services Office, the Library and our Faculty. Through the network, students can receive help from, not just the person they happen to meet with, usually their advisor, but from all staff and departments suited to help them. Faculty can also refer students via early alert for advising and academic support. Academic Advisors, to whom students are assigned, serve as the anchor for connecting students with the other Care team members and follow up as needed to close the loop.

Through this network, students enrolled in developmental education courses are supported via partnerships with the various departments that comprise the network to receive guidance and support based on each student's unique circumstances.

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 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 critical student support services, Broward College advising is sharply 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 academic plans that provide the foundation for consistent and effective advising across the college. In support of this approach, the college has fully implemented EAB Navigate, a tool that supports students from the point of application through graduation. In Navigate, all students are assigned to advisors, specific to their selected Pathway and campus. Advisors utilize a case management approach and integrate career advising, knowledge of college resources, development of short- and long-term goals, as well as program selection geared to improve students' life circumstances. Advisors also facilitate the development of an academic plan which provides a term by term guide of courses required for credential/degree completion. This helps to ensure students select courses required for their degree program and significantly reduces the chance of students graduating with excess credits.

As part of the Academic Advising goals for the 2020-2021 academic year, advisors will be targeting the following groups in order to close the equity gap within graduation rates: black students, Pell-eligible students, and students 35 years of age or older. Through targeted advising appointments, 85% of the students in these equity groups will meet with their assigned academic advisor.

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 compared to those students who do not access these services.

Orientations and classroom visits are conducted throughout each term to raise awareness and encourage the use of ASC support services. The ASC typically conducts over 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 through the ASC to assist in uncovering areas where the students need specific tutoring support. The ASC writing centers provides worksheets for students in developmental English courses, and the ASC math labs provides practice tests for students in developmental math courses. Additionally, the ASC continues to collaborate with Pathway faculty and Deans to identify software and supplemental resources in support of the developmental education courses and the underprepared student population.

Seahawk Outreach Services

The Mission of Seahawk Outreach Services (SOS) is to provide holistic "wrap-around" support services to students by connecting them to key campus resources and referring them to community organizations. The goal of SOS is to help reduce food and housing insecurities, stress, mental health challenges, homelessness, and financial obstacles among the student population. This academic year's goal is to research and create a comprehensive guide that will include supports specifically designed to support black male students. This repository of resources will be made available to students at the college, in the local community, across Florida and beyond.

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

Developmental Education Placement Metho **Developmental Education Student Supports**

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).
☒ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	**SUMMER 2020** **Reading Placement** **SAT Reading Test:** 10-20 = REA0007C 21-23 = ENC0017C 24-40 = ENC1101 **ACT Reading:** 1-13 = REA0007C 14-18 = ENC0017C 19-36 = ENC1101 **ACCUPLACER NG Reading:** 200-225 = REA0007C 226-244 = ENC0017C 245-300 = ENC1101 **PERT Reading:** 50-83 = REA0007C 84-105 = ENC0017C 106-150 = ENC1101 **Writing Placement** **SAT Writing and Language Test:** 10-20 = ENC0015C 21-24 = ENC0017C 25-40 = ENC1101 **ACT English:** 1-13 = ENC0015C 14-16 = ENC0017C 17-36 = ENC1101 **ACCUPLACER NG Writing:** 200-225 = ENC0015C 226-244 = ENC0017C 245-300 = ENC1101 **PERT Writing:** 50-89 = ENC0015C 90-102 = ENC0017C 103-150 = ENC1101 **FALL 2020** **Reading Placement** **SAT Reading Test:** 10-23 = ENC0017C

			24-40 = ENC1101 **ACT Reading:** 1-18 = ENC0017C 19-36 = ENC1101 **ACCUPLACER NG Reading:** 200-244 = ENC0017C 245-300 = ENC1101 **PERT Reading:** 50-105 = ENC0017C 106-150 = ENC1101 **<u>Writing Placement</u>** **SAT Writing and Language Test:** 10-24 = ENC0017C 25-40 = ENC1101 **ACT English:** 1-16 = ENC0017C 17-36 = ENC1101 **ACCUPLACER NG Writing:** 200-244 = ENC0017C 245-300 = ENC1101 **PERT Writing:** 50-102 = ENC0017C 103-150 = ENC1101 **Note: BC added ACT and SAT dev ed level cut-off scores in Spring 2020 to help mitigate local common placement testing needs.*
Communications	☐ Summer 2020 ☒ Fall 2020	PSAT Score	ENC0017C 420 or lower in Reading/Writing ENC1101 430 or higher in Reading/ Writing **Note: GPA and course grades are used in conjunction.*
Communications	☐ Summer 2020 ☒ Fall 2020	Florida Standards Assessment Score	ENC0017C ≤3 on ELA ENC1101 ≥ 4 on ELA **Note: GPA and course grades are used in conjunction.*
Communications	☐ Summer 2020 ☒ Fall 2020	GED® score	ENC0017C- 145 ENC1101- 165
Communications	☐ Summer 2020 ☒ Fall 2020	Grade point average	ENC0017C ≤2.9 GPA ENC 1101 ≥3.0 GPA **Note: GPA and course grades are used in conjunction.*

Communications	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	ENC0017C: B- or lower in English 4 or English 4 Honors ENC1101: B or higher in English 4 or English 4 Honors **Note: GPA and course grades are used in conjunction.*
Communications	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	ENC0017C: B- or lower in AP, IB or AICE programs ENC1101: B or higher in AP, IB or AICE programs **Note: GPA and course grades are used in conjunction.*
Communications	☐ Summer 2020 ☐ ☐ Fall 2020	Work history	N/A
Communications	☐ Summer 2020 ☐ ☐ Fall 2020	Military training, courses or experience	N/A
Communications	☐ Summer 2020 ☐ ☐ Fall 2020	Other method (Please specify):	N/A
Computation	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	**Summer 2020** **SAT Math Test:** 10-19.5 = MAT0022 20-23.5 = STA1001 24-26 = MAT1033 26.5-40 = MAC1105, STA2023, MGF1106, MGF1107 **ACT Math:** 1-15 = MAT0022 16-18 = STA1001 19-20 = MAT1033 21-36 = MAC1105, STA2023, MGF1106, MGF1107**20:** **ACCUPLACER NG QAS:** 200-219 = MAT0022 220-257 = STA1001 242-257 = MAT1033 258-300 = MAC1105, STA2023, MGF1106, MGF1107**20** **PERT Math:** 50-113 = MAT0022 96-122 = STA1001 114-122 = MAT1033 123-150 = MAC1105, STA2023, MGF1106, MGF1107

			FALL 2020 **SAT Math Test:** **Non-Exempt:** 10-26 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 26.5-40 = MAC1105, STA2023 ***DE & CA:** 24-26 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 26.5-40 = MAC1105, STA2023 **ACT Math:** **Non-Exempt:** 1-20 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 21-36 = MAC1105, STA2023 ***DE & CA:** 19-20 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 21-36 = MAC1105, STA2023 **ACCUPLACER NG QAS:** **Non-Exempt:** 200-258 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 259-300 = MAC1105, STA2023 ***DE & CA:** 242-258 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 259-300 = MAC1105, STA2023 **PERT Math:** **Non-Exempt:** 50-122 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 123-150 = MAC1105, STA2023 ***DE & CA:** 114-122 = MAT0022 (Optional), MAC1105C, MGF1106, MGF1107 123-150 = MAC1105, STA2023 **DE = Dual Enrollment* **CA = College Academy* *Note: BC added ACT and SAT dev ed level cut-off scores in Spring 2020 to help mitigate local common placement testing needs.*

Computation	☐ Summer 2020 ☒ Fall 2020	PSAT score	480-520 for MAC1105C / MGF1106 / MGF1107 / MAT0022 530 or higher for MAC1105 / STA2023 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☐ ☒ Fall 2020	Florida Standards Assessment score	4 or higher for MAC1105C / MGF1106 / MGF1107 / MAT0022 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☒ Fall 2020	End-of-Course Exam score	4 or higher for MAC1105C / MGF1106 / MGF1107 / MAT0022 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☒ Fall 2020	GED® score	145 or higher for MAC1105C / MGF1106 / MGF1107 / MAT0022
Computation	☐ Summer 2020 ☒ Fall 2020	Grade point average	2.5 or higher for 480-520 for MAC1105C / MGF1106 / MGF1107 / MAT0022 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Grade of "C" or higher for 480-520 for MAC1105C / MGF1106 / MGF1107 / MAT0022 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Grade of "C" or higher for 480-520 for MAC1105C / MGF1106 / MGF1107 / MAT0022 **Note: GPA and course grades are used in conjunction.*
Computation	☐ Summer 2020 ☐ ☐ Fall 2020	Work history	N/A
Computation	☐ Summer 2020 ☐ ☐ Fall 2020	Military training, courses or experience	N/A
Computation	☐ Summer 2020 ☐ ☐ Fall 2020	Other method (Please specify):	N/A

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Common Placement Test Table

Beginning for Fall 2020 (20211)

English and Reading

Skill Area	ACCUPLACER Classic (CPT)		ACCUPLACER Next Generation (ACNG)		PERT		ACT (EACT)		SAT[1] (RSAT)		Course Placement
	Reading Comprehension	*Sentence Skills*	*Reading*	*Writing*	*PERT Reading*	*PERT Writing*	*Reading*	*English*	*Reading Test*	*Writing and Language Test*	
	Test dates through January 2020		*Test dates on or after 10/01/2017*		*Test dates on or after 10/22/2013*		*Test dates on or after 10/22/2013*		*Test dates on or after 03/1/2016*		
Reading	20 - 82		200 - 244		50 - 105		1 - 18		10 - 23		ENC0017C[2]
	83 - 120		245 - 300		106 -150		≥ 19		≥ 24		ENC1101
Writing		20 - 82		200 - 244		50 - 102		1 - 16		10 - 24	ENC0017C[2]
		83 - 120		245 - 300		103 - 150		≥ 17		≥ 25	ENC 1101

Mathematics

Skill Area	ACCUPLACER Classic (CPT)		ACCUPLACER Next Generation (ACNG)			PERT	ACT (EACT)	SAT[1] (RSAT)	Course Placement
	Elementary Algebra (EA)	*College-Level Math* [3] / *Higher Level Math Test (HLM)*	*Quantitative Reasoning, Algebra, and Statistics (QAS)*	*Advanced Algebra and Functions (AAF)* [3]	*Trigonometry Bypass Exam (TBE)* [5]	*PERT Math*	*Math*	*Math Test*	
	Test dates through January 2020		*Test dates on or after 9/24/2019*	*Test dates on or after 1/18/2020*		*Test dates on or after 10/22/2013*	*Test dates on or after 10/22/2013*	*Test dates on or after 03/1/2016*	
Mathematics	Non-Exempt 20 - 82[6]		Non-Exempt 200 - 258[6]			Non-Exempt 50 - 122[6]	Non-Exempt 1 - 20[6]	Non-Exempt 10 - 26[6]	MAT0022 *(Optional)*
	DE & CA 72 - 82[8]		DE & CA 242 - 258[8]			DE & CA 114 - 122[8]	DE & CA 19 - 20[8]	DE & CA 24 - 26[8]	MGF1107 *(Non-STEM)* MGF1106 *(Non-STEM & STEM)* MAC1105C *(STEM)*
	83 - 120[4]	20 - 66[7]	259 - 300[4]	200 - 249[7]		123 - 150[4]	21 - 36[4]	26.5 - 40[4]	MAC1105 STA2023
		67 - 79		250 - 269					MAC1114, MAC1140, MAC2233
		80 - 99		270 - 279					MAC1147
		100 - 120		280 - 300					MAD2104, MAS2103
		100 - 120		280 - 300 *(AAF)* AND 21 - 30 *(TBE)*[5]					MAC2311

1 Redesigned SAT effective March, 2016. The first SAT scores were available on May 09, 2016.
- SAT SAA (state-allowed accommodation), PSAT/NMSQT, PSAT 10, or PSAT 8/9 are NOT eligible for placement.
2 Starting in Fall 2020 (20211), ENC0017C will be the only developmental education course for English AND reading placement. The course only needs to be successfully completed once.
3 Higher Level Math testing using ACCUPLACER began January 2018. College Level Math (CLM) used through January 2020. Advanced Algebra Functions and Trigonometry Bypass Exam used starting 1/18/2020.
4 Denotes the minimum placement score needed to be eligible to take the Higher Level Math Test
5 TBE = Trigonometry Bypass Exam - Only used for placement into MAC2311 (More information available at http://www.broward.edu/admissions/testing/Pages/Trigonometry-Bypass-Exam.aspx)
6 For non-exempt students, placement scores on a common placement test are required; however, a specific score is not needed for placement into these courses. ***Does not include Dual Enrollment or College Academy!***
7 Not eligible for placement into higher level math courses without an eligible PERT Math, ACCUPLACER Elementary Algebra, ACCUPLACER QAS, ACT Mathematics, or SAT Math Test score.
General Placemetn Notes: SAT SAA (state-allowed accommodation), PSAT/NMSQT, PSAT 10, or PSAT 8/9 are NOT eligible for placement. - ACT NCR (Non-College Reportable) or PreACT are NOT eligible for placement.
8 According to Florida State Rules 6A-10.0315 and 6A-14.064, these cut-off score levels are used for Dual Enrollment (DE) and College Academy (CA) placement and admission decisions.

Resources:
Broward College Policy and Procedure — *Policy 6Hx2-5.14* — *Policy 6Hx2-5.14* — *Procedure A6Hx2-5.14*
Broward College Catalog - Placement Testing Section
FLDOE Common Placement Test Information http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.stml
FLDOE State Rule 6A-10.0315

Approved by Broward Math and AHCD Deans and Associate Deans - November 8, 2017; Next Generation Interim cut-scores approved by AHCD Dean and Associate Deans on 7/19/2019 and by Math Dean and Associate Deans on 8/28/2019. ACT and SAT Dev ED scores approved by Math and AHCD Dean and Associate Deans on 4/27/2020.

Updated: 4/27/2020

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

Option 1: Exams (PSAT, FSA, EOC, and GED)

- PSAT and GED: Official score reports were required (Electronic or Paper)
  - The BC Dual Enrollment office also worked closely with the BCPS to get a list of PSAT scores for all students in the district to help save on the need to send scores officially.
- FSA and EOC: Official high school transcripts were required (Electronic or Paper)

Option 2: HS Courses and GPA

- FSA and EOC: Official high school transcripts were required (Electronic or Paper)

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

Both options were available for all non-exempt students enrolling in courses for Fall 2020.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Students wishing to appeal alternative methods placement decisions would use the normal appeals processes already in place at the college**.**

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

The Testing and Assessment Services area provided multiple online training sessions using MS Teams on how to evaluate and make placement decisions using the Non-Exempt Dev Ed Alternative Methods crosswalk. Training materials were also created to aid staff**.**

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Alternative method options were published on the Common Placement Test Table and Flowcharts webpage. Advisors and admissions staff informed students of these options while working with them one on one.
https://www.broward.edu/admissions/testing/common-placement-testing-table.html

11. Please indicate any costs to students.

Students had no additional costs for using any of the alternative methods. The only cost may have been for some students who needed to send their GED or PSAT scores officially. This expense was paid by the student to either GED Testing Services or College Board.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	Computation
☒ 1-25%	☒ 1-25%
☐ ☐ 26-50%	☐ 26-50%
☐ ☐ 51-75%	☐ 51-75%
☐ ☐ 76-100%	☐ 76-100%
☐ ☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

- Gathering and compiling decision -making information for the various tests (PSAT, GED, FSA, and EOC). There are numerous versions of these exams with different cut-score ranges and scoring processes. This information was required to provide to a work group at the college who decided the final recommendations to send to senior administration.
- Developing measures to track the student alternative method options used to compile data on this cohort of students for later review.
- Developing and holding trainings for the large number of staff responsible for conveying this new information to students.

14. What were the greatest benefits from implementing alternative methods?

It provided additional placement options for students who may not have been successful on one of the common placement tests. It also helped eliminate the need for as many students to take yet another placement test during an extremely stressful time in the local community.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☒ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☒ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Chipola College
Contact Name: Pamela Rentz
Title: Vice President of Instructional Affairs
Email Address: rentzp@chipola.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Chipola College requires all admitted students to meet with an academic advisor during the first semester of enrollment. At this meeting, the advisor reviews with the student the placement scores obtained by the student. If the scores (or other issues) 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 options for improving reading, writing, and/or computational skills. These resources include spending time in the Academic Center for Excellence where they receive individualized and group tutoring, utilizing software or online programs, and spending additional time with instructors. Additionally, the most recent strategy implemented for all departments to support students at risk is Dropout Detective, an early alert system. In response to COVID-19, the ACE expanded its online tutorial program and even hired a director to oversee the online tutoring. Instructors have been holding office hours through Zoom or Teams in order to provide one-on-one assistance to students.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

A. Math: The percentage of students showing success in math has increased over the past three years. In 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% I 2017-2018 to 14.6% in 2018-19. In an attempt to improve the success rates of developmental math students, the college moved to a co-requisite model. Students who were eligible for developmental math were placed in MAT 1033 and a co-requisite lab. These students attended math class two day per week for skills instruction and lab two days per week for practice support. With this change, 75% of students enrolled in the math and lab completed the course with a C or above. The number of withdrawals decreased to 11%. B. Continuing with the compressed delivery strategy, the developmental reading courses provide traditional pedagogy of a hard copy text with an electronic supplemental program. In 2017-18, 70.3% of enrollees earned a grade of C or higher while in 2018-19 that percentage rose to 88.6%. However, in 2019-20 the number of successful students decreased to 54.3%. Discussions have begun on how to improve these numbers: possible co-requisite courses similar to the math design, change in textbooks, and/or the addition of courses for non-native English speakers, a group that makes up a large population of the developmental reading

courses. 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. Students who earned a grade of C or higher in 2017-18 was 70% and went to 78% in 2018-19. The number of withdrawals went from 15% in 2017-18 to 9.8% in 2018-19. For 2019-20 the number of students who earned a grade of C or higher was 75.8% and withdrawals were 9.1%. The data for students in the writing course are fairly consistent but need improvement. Discussion is underway for methods to improve student success, such as textbook change, co-requisite lab, and/or the addition of courses for non-native English speakers.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

A. Math: Percentages of students who earned a C or above in math are 79% female; 2% male; 84% Caucasian; 60% black; 56% Hispanic; 100% Asian.
B. Reading: Percentages of students who earned a C or above in reading are 60% female; 47% male; 60% Caucasian; 50% black; 50% Hispanic; 100% Asian.
C. Writing: Percentage of students who earned a C or above in writing are 72% female; 80% male; 82% Caucasian; 78% black; 50% Hispanic; 100% Asian;
D. One of the strongest strategies to increase student success in subpopulations is the Student Support Services (SSS) program on campus. This organization provides academic and social support to first-generation students at Chipola College, the majority of whom belong to one or more of these subpopulations. The TRIO SSS program provides individual and multifaceted advising for students in the program to ensure that they not only pass their courses, but that they graduate and transfer to a university. The transfer rate of these students is consistently in the 90th percentile. A planned strategy for one subpopulation is the addition of EAP courses, English for Academic Purposes. Because many of the students in developmental education are athletes, many of whom are international students, Chipola College is exploring the option of adding either a co-requisite course or additional course for these students. The barrier to success is more cultural and language than the ability to read. A tutor has been hired to work with these students in ACE, providing one-on-one assistance with coursework but mostly with language acquisition. ACE provides both face-to-face and online tutoring for these students. On campus, these students attend study groups in ACE, and for those who can't attend tutoring sessions in ACE, Chipola College also offers online tutoring to them.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.
☒ Yes, my college used common placement tests only (did not use alternative methods).
☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: College of Central Florida
Contact Name: Dr. Allan Danuff
Title: Associate Vice President of Arts and Sciences
Email Address: danuffa@cf.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 1043 developmental education students enrolled during the 2019-2020 academic year. Of these 1,043 enrollments – 571 were enrolled in a developmental math course. In developmental reading courses, there were 234 students enrolled and 238 in developmental writing. Students in developmental reading and writing courses performed significantly better than in developmental math courses with success rates of 78.2% in reading, 79.4% in writing and 68.8% in math. CF success rates in all three developmental courses were 6% higher than the FCS system.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

A review of the CF student success data by gender identifies a gap between Black student success in the developmental reading courses and the other subgroups based on race. Only 63.3% of Black CF students in developmental reading were successful compared to 82.6% White and 82.1% Hispanic. This gap may be indicative of the small sample size of only 49 out of 234 students enrolled in CF developmental reading courses identify as Black. The communications department is reviewing the data and is going to research instructional methods to address this need. They will continue to monitor this data to verify that this a trend and not an anomaly of the data since this was not apparent in 2018-2019 data.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests, only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
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Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☒ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

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Contact Information

Institution Name: The College of the Florida Keys
Contact Name: Brittany Snyder
Title: Vice-President, Academic Affairs
Email Address: Brittany.snyder@cfk.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

The College provides admissions counseling to all students entering college or career credit programs. Academic 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. Advising Services uses strategies built on a comprehensive system of a variety of early interventions including, phone-calls, e-mail communications, one-on-one meetings, and other student success efforts 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 all available 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. 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 and modularized strategies. The College has had great success using the modular math strategy and the compressed writing strategy. The College exceeded the system average for 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 62.7% while the College's success rate in this same area was 76%. The system-level of success for compressed writing was 70.3%, while the College's success rate for this strategy was 71.4%. The College's success rate for compressed reading (60.9%) lagged the system average for this discipline utilizing the same strategy (66.9%). Impact of COVID-19 Subject: Math - It appears that the developmental math rates were not impacted significantly by COVID-19 as the courses were established online courses with embedded MyMathLab. Subject: Writing - It appears that the success rates for developmental writing were not impacted significantly by COVID-19 as the courses were established online courses with embedded MyWritingLab. Subject: Reading - The developmental reading success rate appears to have been impacted by the sudden transition to totally online learning due to COVID-19 in the spring of 2020. The developmental reading success rate for fall 2019 was approximately 71%. This rated decreased to 43% in the spring of 2020. The rate increased to 80% in the summer of 2020 as students and faculty adjusted to the online modality. Instructors supplemented face-to-face interaction with both synchronous and asynchronous communication with the students enrolled in developmental education.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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 62.7% while the College's success rate in this same area was 76.0%. (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, 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 lagged 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 66.9%while the College's success rate in this same area was 60.9%. The developmental reading success rate for fall 2019 was approximately 71%. This rated plummeted to 43% in the spring of 2020. The rate rebounded to 80% in the summer of 2020 as students and faculty adjusted to the online modality. (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 in only a compressed format. (1) Student Success: Compressed. The College's success rate for compressed writing (71.4%) exceeded the system average for this discipline utilizing the same strategy (70.3%). (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.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

A review of student success rates in developmental education revealed that students identifying as male had a lower success rate (earning a grade of "C" or better) in developmental math (59.1% and opposed to those identifying as females at 80.6%), developmental reading (40% as opposed to those who identify as female at 76.9%) and writing (53.8% as opposed to those who identify as female at 86.5%). To address this issue, the Student Success Center will begin to track all students identifying as male and who are enrolled in a developmental course to ensure they have the resources to be successful. At the beginning of the semester, the Student Success Center will provide a presentation in all developmental courses to highlight available student success resources and provide information on how to access these services. This presentation will also include a review of academic policies related to dropping a course and the process for course withdrawal. Midway through the semester the Student Success Center will follow-up with each student identifying as male to assess course progression and to offer guidance as necessary. Faculty will also be able to utilize the early alert system for students who are identified as at-risk before the semester midpoint as necessary.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

CFK documents readiness for college-level work using the following: Official high school transcripts, official college transcripts, and/or college placements tests within two years of entry. Transcripts are captured through the admissions process. College placement tests are captured through College Board, ACT, and the PERT repository. Student's exemption to College Placement testing is captured during the admissions process and is captured in the College's ERP. Students who are not exempt from placement testing are directed to take the PERT exam when there is no evidence of prior college-level or developmental course work completion.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

Non-Exempt students who obtain the following test scores will have the option of being placed directly in English Composition I (ENC 1101). Students who choose this option will be required to sign a waiver stating that they are being provided an opportunity to enroll in ENC 1101 even though they do not meet the pre-requisite. The student will be required to meet with the instructor for an assessment, and the instructor will have the option to approve the pre-requisite over-ride: PERT Reading: 90-106, PERT Writing: 95-102, ACT Reading 16-18, Writing 15-16, SAT Reading 22-23.9, SAT Writ.& Lang 23-24.9. Non-Exempt students who obtain the following testing scores will have the option of being placed directly into Intermediate Algebra (MAT 1033). Students who choose this option will be required to sign a waiver stating that they are being provided an opportunity to enroll in MAT 1033 despite not meeting the pre-requisite. The instructor will also be required to approve the pre-requisite over-ride: PERT Math: 102-113, ACT Math: 17-20, New SAT Math: 23-25.4. Students with a documented disability receive accommodations if and when they are required to take the PERT exam.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

No, the College did not establish a process by which students could appeal alternative method placement determinations.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Academic advisors receive the CFK pre-requisite definition chart, outlining cut scores for Reading, Writing and Math for each accepted College placement test (ACT, SAT, PERT). In addition, Advisors have received the College's memorandum regarding Math and English placement for student's whose scores are within a few points of placement in MAT 1033, and ENC 1101. (See response to question 7)

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

During Academic Advising sessions, students are provided with their options for course placement based upon their status as being Exempt or Non-Exempt.

11. Please indicate any costs to students.

Non-Exempt students who are required to take a College Placement test are not assessed a testing fee for their first attempt. If a student elects to re-test, a $10 fee is assessed. Students who do complete any developmental education coursework are assessed tuition of $109.22 per credit hour (resident), or $438.73 per credit hour (non-resident). During the 2019-2020 academic year, 130 (duplicated) students (resident) registered for 390 credits, totaling $42,595.80 in tuition. There were 12 (duplicated) students (non-resident) who registered for 36 credits, totaling $15,794.28 in tuition. Course materials range from $52.00-$126.00, depending on the course that is required.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☒ 1-25%	☒ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

At CFK, we are fortunate to not experienced significant challenges in implementing alternative methods.

14. What were the greatest benefits from implementing alternative methods?

Students have the opportunity to enter into gateway courses sooner and move towards reaching their own academic goals sooner.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☒ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☒ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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. After a student has been admitted to the college an admissions counselor and academic advisor will discuss their placement options. Additional information on this process, can be found under Steps for Enrollment.

Advising Support: Advisors have made important changes to their processes since the developmental reform. In order to accurately advise students, advisors hold regularly scheduled cross trainings, which offer all stakeholders the chance to collaborate and communicate outside of their departments. In addition, advisors communicate regularly with math, reading and writing instructors to create advising guidelines based on multiple measures. Advisors have enhanced their training in order to accurately guide students into the correct academic pathways with and without placement tests. In conjunction with placement exams, advisors consider high school GPA, high school transcripts, and individual course grades when placing students. Advisors also share success data with incoming students so they can see the value of enrolling in developmental education courses if needed. Pursuant to FLDOE Emergency Order 2020-EO-02, the college developed additional alternative guidelines to assess college readiness without placement tests. These alternative placement methods emphasized student self-assessment, high school course curriculum matching college readiness, current employment in a STEM field to determine which Math pathway a student will be advised to enter, and flexibility through a virtual option. These strategies allowed all students the capability to participate in the alternate placement methods.

Early Alert Systems: The College has made an enormous effort to reach out to at-risk students using our early alert system, Civitas Inspire. Teachers submit feedback on student performance and attendance multiple times during the semester. Based on instructor feedback, advisors communicate with students urging them to follow up with their instructors, seek additional help at the Academic Support Center (ASC) and Writing Center, and discuss alternative academic pathways when necessary.

Academic Support for Developmental Reading and Writing

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. Due to COVID 19, the nature of the English Studio was adjusted. Once only offered as a face-to-face class, the studio has been moved fully online. Facilitators still offer just-in-time support, but the setting is virtual and more individualized rather than group oriented. Facilitators actively reach out to students and monitor their reported progress in their ENC1101 class. 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.

In addition to helping facilitate ENC0055L and offering one-on-one appointments, 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.

- Virtual Orientations and Welcome Videos: At the beginning of each semester, writing specialists provide virtual writing center orientations to individual instructor's course shells for an overview of services to both instructors and students. Welcome videos have also been added to instructors' course shell to introduce students to writing center peers, tutors, or specialists.
- Embedding: At instructor's request, writing specialists can be placed in the online course shell to answer questions, advertise services, and access course materials. This focused outreach during COVID 19 has given students additional avenues to reach the Writing Center.
- Tutoring: Writing specialists and tutors are available during operational hours on main campus and operations hours have been expanded to include evenings and weekends for additional virtual support. Brick and mortar locations are still available to assist with developmental reading and writing in a supportive environment where students can study and/or access a computer.
- Live Chat: The live chat is available during operational hours and is accessed via the Writing Center website. During non-operational hours, when the chat is accessed, it defaults to a Frequently Asked Questions section. The chat widget is also included in all the developmental course shells for Fall 2020.
- 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. Due to COVID 19, the format of Writing Center workshops has changed to provide a recorded portion along with a "live" Question and Answer section.
- Helpful Links and Handouts: From the WC website, students can access resources to assist with concepts covered in their courses.

Academic Support for Developmental Mathematics

The Academic Support Center offers multifaceted support for students in developmental mathematics classes. Students get help with online lab materials developed by math faculty in the Academic Support Center where trained staff are available to help individual students as well as classes who come with their instructors. The following is a breakdown of the support provided for students in developmental math courses.

- ASC Liaison: Prior to each semester, the ASC Coordinator meets with developmental math faculty to inform them of services available to support their students.
- Real World of Math (RWOM): Use of this computerized program is a required element of developmental math courses. Learning specialists and tutors 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.
- 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.
- Helpful Links and Handouts: From the ASC website, students can access a searchable database of resources to assist with concepts covered in their courses.
- Orientations and Class Visits
    - Pre COVID: At the beginning and midpoint of each semester, instructors brought their classes into the ASC for an overview of services or a learning specialist visited the class.
    - Post-COVID: ASC staff created a virtual orientation that instructors could add to their course shells.
- Test Reviews
    - Pre-COVID: Learning specialists offered test reviews catered to individual course schedules. These were conducted outside of class time in the ASC.
    - Post-COVID: Test reviews are now offered in a virtual format.
- Tutoring
    - Pre-COVID: Learning Specialists and tutors were available in-person during operational hours on all campuses to assist with developmental math.
    - Post-COVID: All tutoring went to a virtual platform, and hours of tutoring service were expanded to include evening and weekend hours. ASC staff created a screencast to demonstrate how students can access virtual tutoring. This video was posted on the ASC website and a link was shared with math faculty.
- ASC Chat
    - Pre-COVID: This live chat was manned by a learning specialist during operational hours. Its primary function was to answer general questions; tutoring was not conducted via this platform.
    - Post-COVID: Student tutors were trained to staff the chat, and as a result, operational hours were extended to evenings and weekends. The chat has become the main gateway for students to request virtual tutoring. Tutoring is conducted by utilizing the built-in screen sharing capability of the chat or by setting up a TEAMS or GoBoard session. In Fall 2020, a chat widget was created that can be embedded directly into course shells.

In the School of Mathematics, students have several options to support them in their developmental education. MAT0055L: Developmental Mathematics I Lab is a one-credit co-requisite course taken concurrently with MAT1033A: Intermediate Algebra and is designed to support students in their college-level coursework. MAT0056L: Developmental Mathematics II Lab is a two-credit modular course created for students who need a self-paced review of Pre-Algebra, Elementary Algebra, and Intermediate Algebra. Daytona State College also offers two levels of compressed Pre-Gateway developmental math courses MAT0018C and MAT0028C to provide students with the preparation they need to be successful in college-level math courses. Finally, Daytona State College offers MGF2106: Survey in Mathematics and MGF2107: Mathematics for Liberal Arts, a college-level Non-Stem Mathematics Pathway, inspired by the state's reform legislation, which has given a significant number of our students a more appropriate contextualized math pathway.

Beyond creating a more efficient Pre-Gateway developmental pathway and Co-Requisite developmental math options for students, the lasting impact of the Developmental Education reform at Daytona State College is regular communication and collaboration among Math Faculty, Advisors, and Academic Support Specialists. These stakeholders regularly share course updates, so students get into the right courses and work alongside each other in the Academic Support Center to help students achieve success in their developmental education courses. Ultimately, these partnerships help students build the skill sets they need to be successful in their college-level courses.

Faculty Support: Faculty in the School of Mathematics meet regularly to discuss and review the developmental courses. These meetings include, but are not limited to, reviewing best practices, reviewing and updating SLO's, reviewing course data every semester, and making recommendations for the future. The most important component of this process is ensuring that part-time/adjunct faculty are part of this process to help our students in pursuing their educational endeavors.

Tutoring Services: Students benefit immensely from the investment Daytona State College has made in academic support services. Full time Learning Specialists and Writing Specialists as well as peer tutors play an important role in developmental students' success. Students get help with online lab materials developed by math faculty in the Academic Support Center where trained staff are available to help individual students as well as classes who come with their instructors. Due to COVID-19, the Academic Support Center is offering various online tutoring services. Students can get help via the ASC online chat feature by either chatting with a tutor or learning specialist. This feature is available to students seven days a week. MAT0018 and MAT0028 students can also get assistance by using the "Ask a Tutor" widget that has been added to all pre-gateway developmental math online course shells in Falcon Online, the LMS. The Academic Support Center is offering online Supplemental Instructions that are conducted via Teams meetings by peer students. In addition, the Academic Support Center does have embedded learning specialists in online classes. These embedded learning specialists monitor the online course and assist the instructor with answering questions students may have.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Reading and Writing (Communication)

A pre- and post-reform data snapshot (2013-14 and 2019-20) confirms that success in gateway communication courses has increased at DSC. Successful completion in ENC1101 was at 68% in 2013-14; in 2019-20 successful completion had risen to 74%.

2019-20 DATA

Strategy (% Students with Grade "C" and above)

- Among Co-Requisite, the state outperformed DSC by 1%
- Among Compression, the state outperformed DSC by 7.1%

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, they 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 67.5% in 2019-20. Enrollment is down in the Studio from the previous year (from 350 to 329 students) and success in the Studio is down from 77.4% in 2018-19 to 73.3% in 2019-20.

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 76 students with 63.2% success for the 2019-20 school year.

Mathematics (Computation)

A pre- and post-reform data snapshot (2013-14 and 2019-20) confirms that success in gateway computation courses has increased at DSC. Successful completion in Math Gateway Courses has risen by the following:

- MAC1105 (College Algebra) from 59% (2013-14) to 72% (2019-20)
- MAT2106 (Survey in Mathematics) from 60% (2013-14) to 71% (2019-20)
- STA2023 (Elementary Statistics) from 71% (2013-14) to 77% (2019-20)

2019-20 DATA

Strategy (% Students with Grade "C" and above)

- Among Co-Requisite, the state outperformed DSC by 3.9%
- Among Compression, DSC outperformed the state by 8.4%
- Among Modularized, DSC outperformed the state by 31.8%

From the data, DSC outperformed the state in all categories from 2018-19 to 2019-20, except for Co-Requisite. However, DSC has shown a 2.9% increase in co-requisite success rates from 2018-19 to 2019-20 and has closed the gap with the state by 1.0% from 2018-19 to 2019-20.

To continue to close the gap for the "% of students with grade 'C' and above" in Co-Requisite, The School of Mathematics and the ASC will continue to partner to offer targeted support in developmental mathematics classes for both groups. Due to COVID-19, all the interventions will be conducted either in small groups, virtually or by appointment. Nonetheless, the School of Mathematics faculty and the ASC staff will provide an array of support strategies including volunteering in the ASC, holding review sessions, offering supplemental instruction, offering virtual office hours, creating video lectures, 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 MAT0028.

To combat students taking unnecessary courses, taking courses out of the program, and to increase graduation rates, the School of Mathematics redesigned developmental coursework, which led to developing STEM and non-STEM pathways of courses. 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. Three developmental math courses MAT0018, MAT0028 and MAT0056L 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. This course is designed to illustrate the relevance of mathematics in everyday life. The objective of this course is to focus on the understanding and interpretation of real-world applications instead of algebraic manipulation. 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.

DSC offers three developmental course options for computation: MAT0056L: Developmental Mathematics II Lab (modular); MAT0018C: Mathematics I and MAT0028C: Mathematics II (compressed); MAT0055L: Developmental Mathematics I Lab (co-requisite).

Modular: MAT0056L: Developmental Mathematics II Lab is a two-credit hour modular course created for students who need a self-paced review of Pre-Algebra, Elementary Algebra, and Intermediate Algebra before enrolling in MAT1033: Intermediate Algebra. Due to COVID-19, all interventions will be conducted either in small groups, virtually, or by appointment. Nonetheless, 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.There is no significant difference in enrollment in MAT0056L from 2018-19 to 2019-20, from 71 to 73 students. The "% of students with grade 'C' and above" increased by 3.0% from 2018-19 to 2019-20.

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. This developmental option has the highest enrollment of students, which is up by 12.6% from 2018-19 to 2019-20. 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. There is no significant difference in "% of students with grade 'C' and above" from 2018-19 to 2019-20.

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. Although the State outperformed DSC in 2019-20, DSC had an increase by 2.9% from 2018-19 to 2019-20.

Delivery Strategy: All the developmental math options are designed to meet students' course structure and scheduling needs (self-paced modular, co-requisite lab for more time on task while in Intermediate Algebra and compressed pre-gateway coursework) as well as prepare them for the gateway college-level math pathways, STEM and non-STEM. Getting students placed in the math course that matches their skill set continues to be a challenge without a required placement test. However, individual faculty members use strategies such as syllabus quizzes, "Did you know" surveys, and FAQ sessions, which are all designed to give students the information they need to determine whether they are in the right course while they can still make changes to their schedules. An option with a great success rate is MAT0056L, Daytona State College's modular developmental course. It is a great choice for students who need to fill in some math gaps after being away from the classroom for a while, and because the labs are available in the Academic Support Center, students can get the help they need when they need it. Compressed, pre-gateway math courses are also an important option for students who need more guidance from instructors and more time on task. It is our observation that students are successful in these courses because they spend significant time with their instructors both in class and in the Academic Support Center using available academic support resources.

Pedagogical Revision: Math faculty continuously work on instructional design and content alignment, so students are prepared for college-level math pathways. Developmental math lab materials and the Real World of Math program [a collaboration between Daytona State College math faculty and its publisher based on real life examples], are available to students in Falcon Online, DSC's LMS. Students who complete developmental math coursework get to know the college's online learning management system before they get into their gateway classes. Moving forward, Daytona State College will only offer MAT1033A and its co-requisite MAT0055L in a 16-week format. Restructuring the length of each course gives students more time to be immersed in their coursework and allows for more work to be done in class with an instructor, rather than outside of class alone.

Content Alignment: Content in all developmental math courses prepares students for both college-level math pathways. In addition, to improve the completion rate in MAT1033A, math faculty have introduced additional strategies. On each campus, full-time math faculty conduct mathematics learning sessions throughout the day and evening for students in MAT1033A. The Academic Support Center hosts a "Math Up" session for MAT1033A students prior to the start of every semester, designed for students who passed or opted not to take MAT0028, but are still unsure of their abilities, as well as students who failed MAT1033. During the workshop, a math faculty member and Academic Support Learning Specialist review key mathematical concepts and provide study skill strategies. Math faculty offer virtual office hours for MAT1033A students who cannot make it to campus to see their instructor in person. Finally, math faculty created a series of videos for MAT1033A covering topics and concepts taught in the classroom. Students can access these videos in the Academic Support Center, in the Library, and online.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Below is a summary of the data as it relates to race ethnicity, gender, and age. As in the past, the School of Mathematics, the School of Humanities and Communication, the Academic Support Center, Institutional Research, and Academic Advising will work together to review and revise the deliveries and assessments of the developmental programs at DSC.

Reading and Writing (Communication)

2019-20 DATA

% Students with Grade "C" and above

Race Ethnicity

- Among Whites, DSC equaled the state average.
- Among Hispanics, DSC outperformed the state by 8.7%
- Among African Americans, the state outperformed DSC by 4.7%.
- Among Two or More Races, the state outperformed DSC by .7%
- Among Asians, the state outperformed DSC 13.8% Gender
- Among Females, DSC outperformed the state by 2.5%
- Among Males, the state outperformed DSC by 1.4%
- Among Not Reported, DSC outperformed the state by 3.5%

Age

- Among 19 or Less, DSC outperformed the state by 2.1%
- Among 20 or 24, DSC outperformed the state by 2.3%
- Among 25 or Above, the state outperformed DSC by 1.4%

In developmental writing and reading courses (ENC0055L and ENC0027), the data suggests that age is not a significant factor in success. However, in underrepresented groups, African American students have the lowest success rates among sub populations. The second significant gap in success rates among sub populations is between males and females, with males performing at 10% below females. In order to increase success among this cross section of sub-populations, the strategies employed to increase African American student success and success with male students in developmental reading and writing from 2019-20 to 2020-21 will be continued:

1. Implement professional development such as roundtable discussion groups for School of Humanities and Communication faculty and ENC0055L facilitators about the success disparity and develop department level strategies to address the success gap (Fall and Spring 2021).
2. Implement mandatory collegewide Diversity and inclusion training beginning Spring 21.
3. Provide cross training for advisors about the success disparity through the Academic Advising Council and modify the ways advisors encourage attendance in the Studio to address the success gap (Fall and Spring 2021).

Mathematics (computation)

2019-20 DATA

% Students with Grade "C" and above

Race Ethnicity

- Among Whites, DSC outperformed the state by 8.8%
- Among Hispanics, DSC outperformed the state by 10.5%
- Among African Americans, DSC outperformed the state by 3.0%.
- Among Two or More Races, DSC outperformed the state by 1.9%
- Among Asians, DSC outperformed the state by 2.1%
- Among Not Reported, DSC outperformed the state by 21.1%

Gender

- Among Females, DSC outperformed the state by 10.6%
- Among Males, DSC outperformed the state by 3.3%
- Among Not Reported, DSC outperformed the state by 1.1%

Age

- Among 19 or Less, DSC outperformed the state by 0.5%
- Among 20 or 24, DSC outperformed the state by 6.9%
- Among 25 or Above, DSC outperformed the state by 14.1%

From the data, DSC has shown either no significant difference or an increase in each category from 2018-19 to 2019-20. In addition, DSC meets or exceeds the state in all categories. After looking at the data, the School of Mathematics' methods and strategies for closing the gap "% of students with grade 'C' and above" among African Americans' developmental courses will not change. Strategies used in the past include a partnership between the School of Mathematics and the ASC to offer targeted support in developmental mathematics classes for both groups. Due to COVID-19, all the interventions will be conducted either in small groups, virtually, or by appointment. Nonetheless, the School of Mathematics

faculty and the ASC staff will provide an array of support strategies including volunteering in the ASC, holding review sessions, offering supplemental instruction, offering virtual office hours, creating video lectures, 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 MAT0028. 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 online, allowing on-time support structure for not only African American students but all students.

Although we will not change the strategies we are currently using, we do recognize there was a significant decrease from 2018-19 to 2019-20 among the "% of students with grade 'C' and above" among African Americans. To improve this, when writing course materials such as class projects, weekly discussions, and in-class problems, we will include elements in the curriculum applicable to our African American students' experiences where appropriate.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

Yes, my college used common placement tests only (did not use alternative methods).

No, my college allowed the use of alternative methods for placement. ✓

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 X Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	See attached Communication Advising Grid
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	
Communications	☐ Summer 2020 X Fall 2020	Grade point average	See attached Communication Advising Grid
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Communications	☐ Summer 2020 X Fall 2020	Other method (Please specify): Self-Assessment	See attached English Placement Self-Assessment Questionnaire (alt placement)
Computation	☐ Summer 2020 X Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	
Computation	☐ Summer 2020 X Fall 2020	GED® score	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement
Computation	☐ Summer 2020 X Fall 2020	Grade point average	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement
Computation	☐ Summer 2020 X Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	See attached exam test charts
Computation	☐ Summer 2020 X Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 X Fall 2020	Work history	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Computation	☐ Summer 2020 X Fall 2020	Other method (Please specify): Self-Assessment	See attached Mathematics Fall 2020 Advising Plan for Alternative Math Placement

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

The methods students used to demonstrate college readiness -

- Florida State Rule 6A-10.0314
- Humanities and Communication Advising Grid & Mathematics Advising Grid
  - Approved College Placement Test: Rule 6A-10.0315
  - High School GPA & discussion about their English/Math classes in highschool
- English Placement Self-Assessment Questionnaire
- Mathematics Fall 2020 Advising Plan for Alternative Math Placement

Minimum standards for students to demonstrate college readiness -

- Humanities and Communication Advising Grid
- English Placement Self-Assessment Questionnaire
- Mathematics Fall 2020 Advising Plan for Alternative Math Placement Acceptable documentation and the method in which the documentation was captured and maintained -

  - Official High School Transcripts
    - Student Groups (DEVX: Exempt, DEVN: Non-Exempt, DEVY: Exempt Military)
    - High School GPA & English Class Grade
  - Official Transcripts from Testing Agency
  - Testing through DSC Assessment Services
  - Action Reason Codes and Student Groups will be used to track and report:
    - Reason Code (added at time of enrollment)
      - CONVW to Enroll and Normal Maintenance actions
    - Student Groups
      - COVG for COVID19 Graduates TABE waived
      - COVE for COVID19 English Requirement Waived
      - COVM for COVID19 Math Requirement Waived

- Additional Areas if needed for tracking:
  - Advising Notes
  - High School Transcripts: document imaging (math)
  - Lib wizard (English)

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

There are several things DSC is doing to promote fairness and accessibility for all students, but particularly for students learning English as a second language and with disability concerns.

- The DSC Office of Counseling and Accessibility Services (CAS) provides several software accommodations that give students the ability to access and input information.
- Students with visual impairments have access to software and tools like JAWS, Magic, Dragon Speak, Magnifiers, E-documents/books, and special keyboards.
- Hearing impaired students have captioning and interpretive resources available to them.
- CAS is also implementing e-learning resources such as online interpreting and notetaking sites.
- CAS also provides physical accommodations such as extended time on tests/assignments, quiet places to test/study, preferred testing appointments, along with academic, anxiety, and emotional counseling services. Whenever possible, CAS provides physical assistance such as on-site interpreters, notetakers, readers, and volunteers, and they also have a limited catalog of bilingual materials for ESL students.
- Non-native speakers can take the Accuplacer to qualify for English for Academic Purposes classes. Completion of the 1600 level EAP classes lead directly into ENC1101: Introduction to Composition.
- Alternate Placement is available and an option for all students both remote and face to face. All tests are given on campus and all CAS procedures will be followed by Assessment Services.
- Bi-lingual marketing materials in Admissions
- Bi-lingual employees are available across the enrollment services department to provide support with communication.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

- There is not an appeal for placement.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

- Academic Advisors were trained one on one by the Assistant Director, Coordinator, and experienced advisors as a part of their new advisor training. Example students were used to provide multiple scenarios with various scores, GPA, and types of diplomas.
- Academic Advisors were trained in a group setting with these same students to ensure consistency between advisors and an understanding of different advisor perspectives.
- The procedure is added to training documents and s-drive which is accessible to all advisors.
- Assessment Director reviewed new placement procedure with Assessment Specialist and students are to be referred to Academic Advising.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

- Admissions steps for enrollment
- Assessment Services webpage
- College Catalog
- New Student Advising Handout
- Advising New Student Email
- Admissions Counselors and Academic Advisors as students proceed through the enrollment process.

11. Please indicate any costs to students.

- The Assessment Fee of $34 is charged to the student on their initial semester of enrollment
- Otherwise, no additional cost to students

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication

☐ 1-25%
X 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation

X 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

- Hearsay: Students would hear from friends and people from outside the college that no form of placement was required to enroll in courses. We were able to resolve this hearsay by ensuring communication to new and returning students was clear and consistent. Ensuring our documentation online and across the college was consistent.
- Tracking/Enrolling: As an institution we had to find a way our ERP would recognize the use of alternate placement. This was important to prevent students from being dropped from classes who used alternate placement to enroll. We also needed a way to track students that used alternate placement vs. those that did not. The explanation on how this was resolved is located under number six, acceptable documentation and the method in which the documentation was captured and maintained.

14. What were the greatest benefits from implementing alternative methods?

- Exploration: The college was able to explore alternate placement methods that could be successful for students who do not traditionally place into college level courses using Florida State Rule 6A-10.0314
- Advisor Discussions: Because there were more ways to place into classes, the advisors were able to enhance their placement discussions into meaningful conversations about future goals, employment, and current life circumstances.
- Collaboration: Mathematics, Humanities & Communication, Advising, Assessment, Academic Affairs, staff, and faculty were all able continue the conversation as a team when discussing student success in gateway and introductory level communication and computational courses.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
X Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
X Not sure/don't know

17. Additional comments

Daytona State College would like to analyze student success data following the completion of the Fall 2020 semester to determine whether we would continue using alternative placement methods or support a statewide policy that allows for the use of alternative methods in lieu of common placement tests for developmental education placement moving forward.

Developmental Education English Placement w/o Placement Test

ENC1101: Student answers *No* to both questions in Part A, **AND** *No* to 2 or more of the questions in Part B.

ENC1101/ENC0055L: Student *Answers Would Need Assistance* to 4 or more of the 6 questions.

ENC0027: Student answers *Yes* to at least one question from Part A, AND *Yes* to 2 or more questions from Part B.

*If the student does not fall into any of the above categories the advisor will use the information, they have to place the student into the class they feel would be the most appropriate.

*****Recommended Script to Student: "Even though placement testing is not currently available, we want to make sure you're enrolling in the best courses for you to be successful at DSC. In order to do this, the English department has provided a few questions to help guide your initial English course recommendation. Please answer the follow questions with either *Yes*, *No*, or *Would Need Assistance.* Remember, the goal of these questions is to find the best class for your success."

Yes	Would Need Assistance	No		
☐	☐	☐	Part A	Do you struggle with comprehending complex reading materials, including recognizing main ideas and supporting details?
☐	☐	☐		Do you struggle with understanding the basic conventions of standard English, including grammar, usage, and mechanics?
☐	☐	☐	Part B	Are you unfamiliar with process writing (topic selection, brainstorming, drafting, organization, synthesizing information)?
☐	☐	☐		Do you need help developing college level vocabulary skills?
☐	☐	☐		Do you struggle with technical literacy, including basic word processing skills?
☐	☐	☐		Are you unfamiliar with basic MLA/APA formatting?

School of Mathematics Fall 2020 Advising Plan for Alternative Mathematics Placement

Row 1 indicates the required high school course
Row 2 indicates all of the courses the student can register for at DSC after satisfying Row 1

TIER 1 (High School Courses)	
Algebra 1A	Math for College Readiness
Algebra 1B	Statistics
Liberal Arts 1	Probability & Statistics
Liberal Arts 2	Analysis of Function/Trigonometry
Algebra 1	Precalculus
Algebra 2	Calculus AB
Geometry	Calculus BC

1	Course Requirement	4 classes from Tier 1 **(ANY FOUR)**
2	Courses eligible for registration	MAT1033, MAT1033A/MAT0055L, MGF2106, MGF2107 **(ANY ONE OF THE THREE)**

1	Course Requirement	Algebra 1, Algebra 2, & Geometry **(ALL 3 REQUIRED)** 1 additional class from Tier 1 **(ANY 1)**
2	Courses eligible for registration	MAT1033, MAT1033A/ MAT0055L, MGF2106, MGF2107, MAC1105 **(ANY ONE OF THE FOUR)**

1	Course Requirement	Statistics or Probability & Statistics **(1 REQUIRED)** 3 classes from Tier 1 **(ANY 3)**
2	Courses eligible for registration	MAT1033, MAT1033A/MAT0055L, MGF2106, MGF2107, MAC1105, STA2023**(ANY ONE OF THE FIVE)**

1	Course Requirement	Analysis of Function/Trig or Precalculus **(1 REQUIRED)** 3 additional classes from Tier 1 **(ANY 3)**
2	Courses eligible for registration	MAT1033, MAT1033A/MAt0055L, MGF2106, MGF2107, MAC1105, STA2023, MAC1140, MAC1114 **(ANY ONE OF THE SEVEN)**

1	Course Requirement	Calculus AB* **(1 REQUIRED)** or Analysis of Function/Trig and Precalculus **(BOTH REQUIRED)** 2 or 3 additional classes from Tier 1 **(ANY 2 or 3)**
2	Courses eligible for registration	MAT1033, MAT1033A/MAt0055L, MGF2106, MGF2107, MAC1105, STA2023, MAC1140, MAC1114, MAC2311C **(ANY ONE OF THE EIGHT)**

1	Course Requirement	Calculus BC* or Calculus AB **(1 REQUIRED)** 3 additional classes from Tier 1 **(ANY 3)**
2	Courses eligible for registration	MAT1033, MAT1033A/MAT0055L, MGF2106, MGF2107, MAC1105, STA2023, MAC1140, MAC1114, MAC2311C, MAC2312C **(ANY ONE OF THE NINE)**

* If student did not pass AP exam

Scenarios		
1	Student with GED	
2	Courses eligible for registration	MAT0018C, MAT0028C, MAT0056L **(EITHER COURSE)**
1	Student without transcripts	
2	Courses eligible for registration	MAT0018C
1	Student has a high school diploma (without transcript) and work experience in STEM field	
2	Courses eligible for registration	MAT0018C, MAT0028C, MAT0056L, MGF2106, MGF2107 **(EITHER COURSE)**
1	Student has GED and work experience in related STEM field	
2	Courses eligible for registration	MAT0018C, MAT0028C, MAT0056L, MAT1033, MAT1033A/MAT0055L, MGF2106, MGF2107 **(EITHER COURSE)**

Advisor Placement Process

If a student has a high school transcript on file or an unofficial transcript for the advising session, the advisors will use the Advising Pyramid on page 1 to determine mathematics placement.

If a student has a GED or no high school transcript available during the advising session, the advisor will review page two of the mathematics advising scenarios. The advisor will discuss the students math level and use of the Math Pathways Guide to make the most appropriate recommendation.

If placement is determined using a STEM career, the career will be added to the advising notes. Self-assessment/ reporting from the student is used to identify their career.

* There is no expiration date to the high school transcripts or GED and when a student graduated

* If a student doesn't have experience in a STEM field, they are required to take a placement test in order to place into higher level math classes not indicated as options for placement on the chart.

* STEM careers are identified as careers that are directly related to science, technology, engineering, and mathematics. There are non-STEM careers that would be acceptable. Such as, architect, computer programmer, engineering technician, electronics technician, general contractor, machinist, medical researcher, optometrist, surveyor, veterinarian, and etc. Please note that this list is not complete, and advisors will need to use their professional judgment to make a decision or a call to the mathematics department chair may be warranted.

* GED covers topics from MAT0028 and a limited portion in MAT1033. The topics they learn do not include the topics nor the rigor of MAT1033 and MAC1105. Placing them into these classes or a higher-level class could be detrimental to their success. Therefore, these students need to work in a STEM field to be eligible to enroll in the higher-level classes approved above.

Basic Skills Exit Requirements Alternative Method

For the 2019-20 school year, programs are authorized to assess basic skills by any reasonable means and are not limited to the assessments listed in Rule 6A-10.040, F.A.C. or bound by the time limits set forth in order to exit a student who meets all other criteria for completion of a clock hour certificate program that is 450 hours or greater.

Please find the below form that we are requiring from Department Chair for their students that are in programs requiring TABE exit scores for graduation. Once the form is received in the records office, a student group of COVG will be posted on the students record, acting as an alternative method was completed by the student waiving the TABE exit scores.

Basic Skills Exit Requirements Alternative Method

Due to COVID the unavailability of testing for clock hour programs has occurred. For the 2019- 2020 school year (until December 2020, to be good for the time period of 2 years the student is waived and continuously enrolled), clock hour programs with a basic skills exit requirement from TABE test are authorized for the program Department Chair and faculty to assess basic skills by reasonable alternative means to show skills and measures in the classroom setting that would demonstrate proficiency in reading, language arts and mathematics.

Student Name:
DSC Student ID#:
Program Plan Code:
Approved for graduation for term and year
Alternative Measures used to provide alternative assessment:
Faculty Signature: Date:
Department Chair signature: Date:

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Eastern Florida State College
Contact Name: Mark Quathamer
Title: Chief Institutional Research Officer
Email Address: quathamerm@easternflorida.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Response:

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 475) 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 Academic Success Center (ASC) orientation and tutor classroom visits
- Appointment scheduling for students through a revamped early alert system
- Enhanced communication between instructors and ASC tutors through the re-vamped early alert system so that when students struggle, the tutors know what to work on with students
- Early access for students to computer support software used in courses
- Increased access to peer tutors for developmental education courses

- Academic Success Center tutor attendance in developmental education course sessions
- Connection of 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 exempt status.

Since the implementation of developmental education reform, Eastern Florida State College has seen a steady decrease in total developmental course enrollments (Figure 1). During that time, Reading and Math success have seen steady improvement in successful completion, except for a slight dip in success for Math during RY 2019. After significant initial increases to success for Writing, there have been three straight years of lower success rates. During RY 2020, EFSC saw a decrease in both reading and writing developmental education courses (Figure 2). We believe this is at least in part due to the Covid-19 outbreak and subsequent disruption to courses during spring 2020. To help students cope with the challenges of the pandemic, EFSC faculty were encouraged to use incomplete grades for courses when appropriate. As a result, a little more than 3% of students in developmental writing courses were given an incomplete grade and a little more than 2% of students in developmental reading courses were given incomplete grades.

In RY 2020, math course success rebounded, increasing from 56% RY2019 to about 64%. Part of the increase was due to the use of newly established satisfactory grades for the math modular course that were reported as 'Other' grades during spring 2019. In that term, EFSC started using new satisfactory grades to indicate satisfactory student progression levels in the modular format. These grades, S1 and S2, are now re-coded prior to reporting to the state so that the calculation of success rates for students in developmental math courses is as expected. Overall, the success rate for math in both the compressed and modular formats were about equal. Importantly, along with an increase in the success rates for Math, there was a drop in the withdraw rate (Figure 3) which indicates that a higher proportion of students persisted in the class to earn a grade.

Figure 1: Enrollment in Developmental Education Courses RY2014 – RY 2020

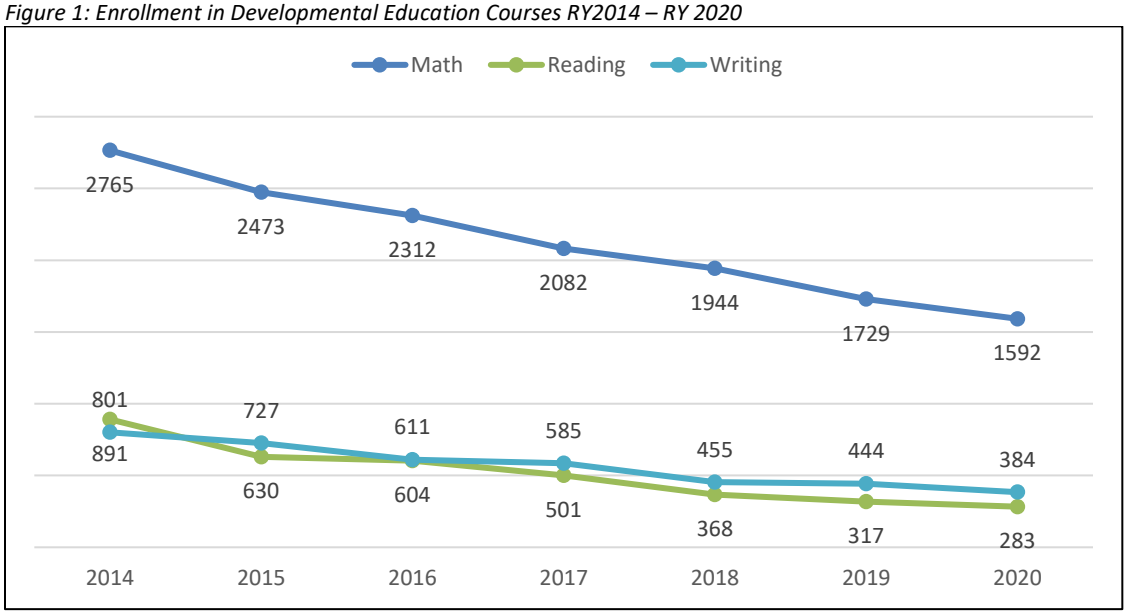


Figure 2: Success Rate of Developmental Education Courses RY2014 - RY 2020

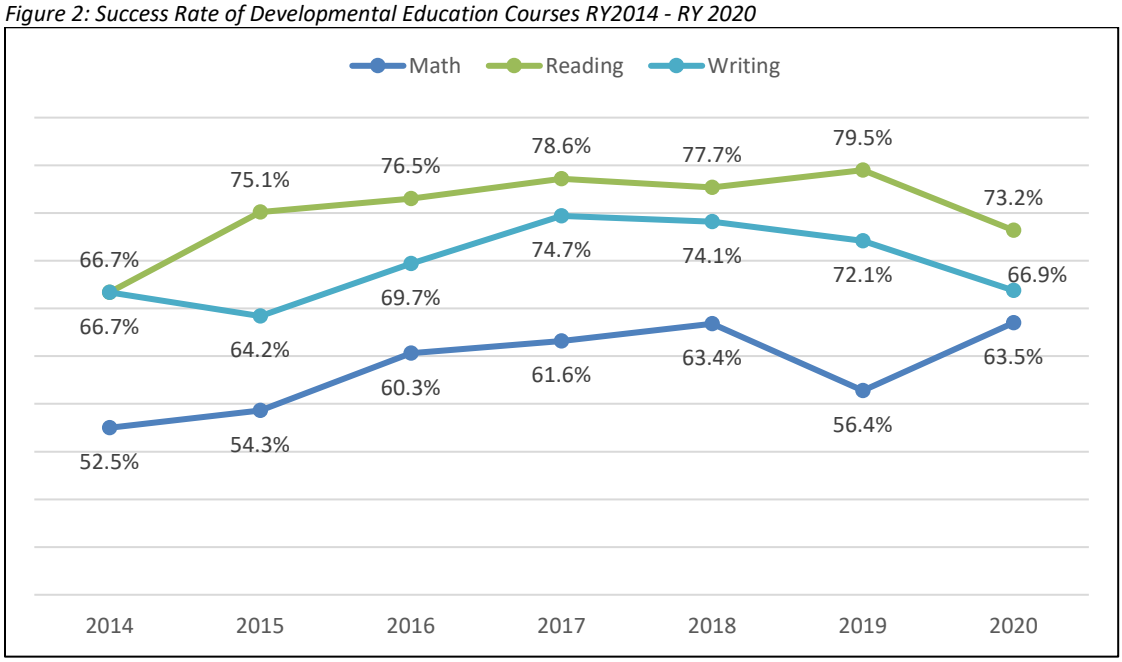
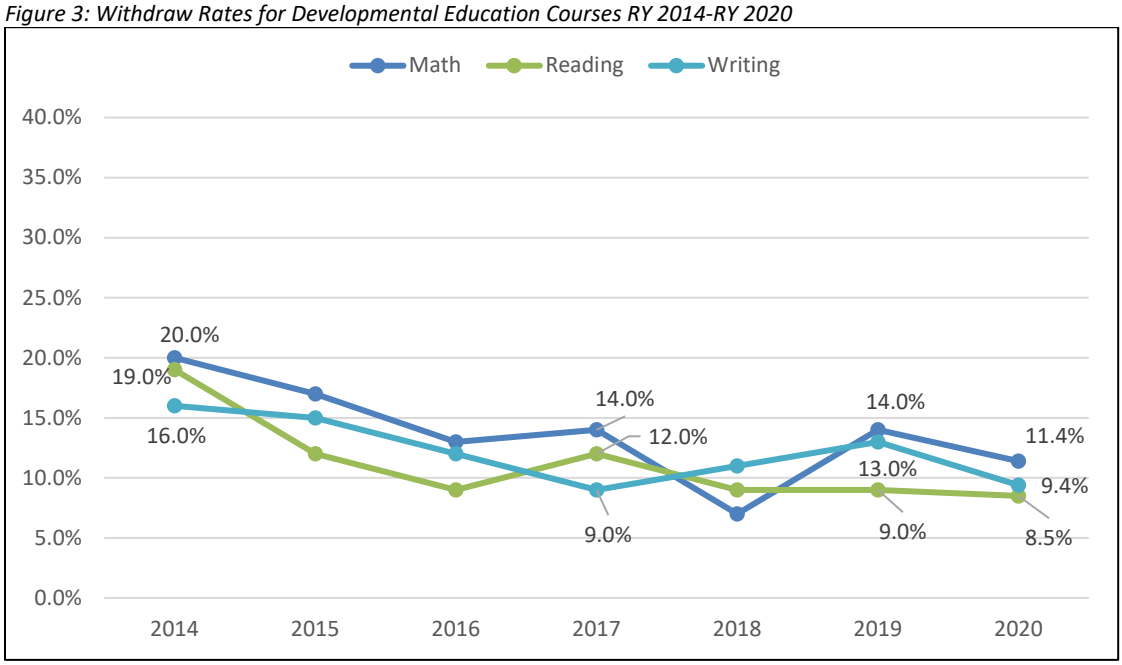


Figure 3: Withdraw Rates for Developmental Education Courses RY 2014-RY 2020



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 was comparable to those students who placed directly into the college level course. For English Composition (ENC 1101), students who successfully completed 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 RY2016 to RY 2020(Writing DevEd)

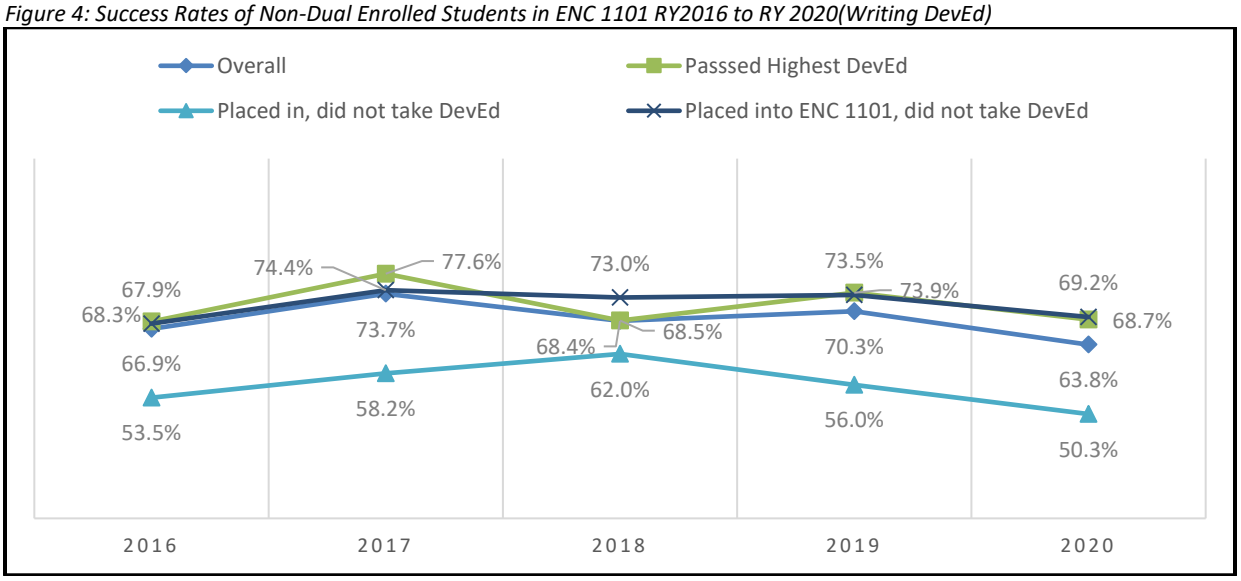


Figure 5: Success Rates of Non-Dual Enrolled Students in ENC 1101 RY2016 to RY 2020 (Reading DevEd)

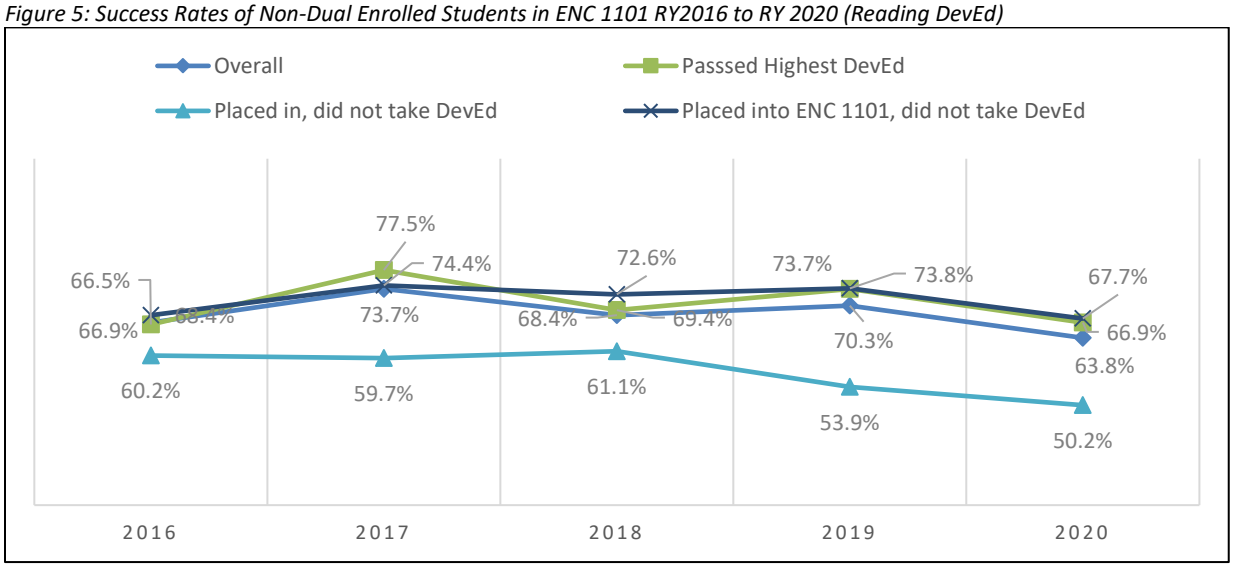
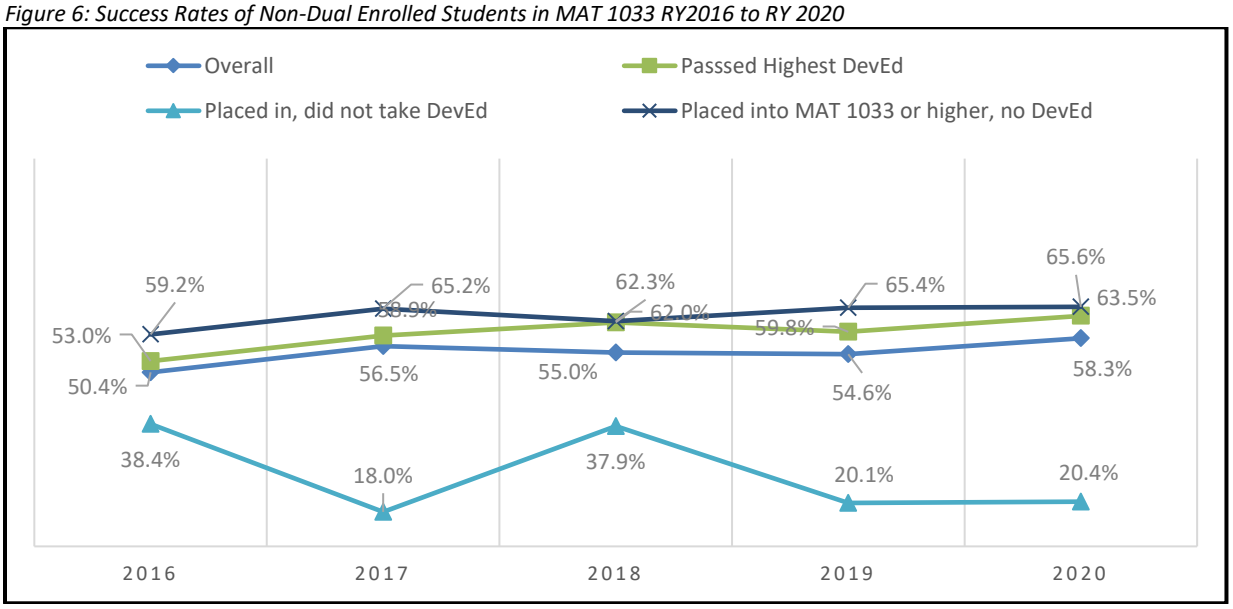


Figure 6: Success Rates of Non-Dual Enrolled Students in MAT 1033 RY2016 to RY 2020



Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Response:

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 20% of enrollment during RY 2020.

As noted previously and for this analysis we consider the math grades, S1 and S2, as successful completions during RY 2019. These grades were categorized as 'Other' grades during that year. In RY 2020, these grades were reported with an "S" only and were calculated as a successful completion in the State's measures. During RY 2019-20, the success rate for math modular courses was about the same as the compressed version of the courses (64% vs. 64% respectively). However, the compressed version had an increase in success from 57% in RY 2019 to 64% in RY 2020. The success rate for modular version of the course has been relatively higher since 2015-16 but saw a drop from 66% in RY2019 to about 64% in RY 2020.

Table 1: Math Developmental Ed Success Rates by delivery formats RY 2015-16 to RY 2019-20

	Reporting Year				
Delivery Strategy	2015-16	2016-17	2017-18	2018-19	2019-20
Compressed	56%	59%	63%	57%	64%
Modular	68%	68%	65%	66%	64%
Overall	60%	62%	63%	60%	64%

Both compressed and modular delivery formats showed a difference in the success rate depending on if the course was taught face-to-face or online. The difference was more pronounced for the modular format. The highest success rate by delivery method was compressed version of the course as a hybrid format. However, there were just 62 students who took the hybrid format on just one campus.

Table 2: Math Developmental Ed, Face-to-face instruction vs. online for Reporting Year 2019-20

	Face-to-face		Online		Hybrid	
Delivery Strategy	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled
Compressed	64%	786	62%	420	73%	62
Modular	72%	148	57%	178	--	--
Overall	65%	934	61%	598	73%	62

Developmental Math Pedagogy and Content Alignment

During regular math discipline area meetings, faculty review the success of students in developmental math courses. 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, where 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.

An adjustment for the modular version of developmental math was to offer it in a compressed format of eight weeks during major terms. The course was offered in eight-week terms over the summer during 2017 and 2018. In 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. Eight-week sections were offered in Fall 2019, but there were too few students to allow the sections to run.

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. This process was delayed slightly due to the adoption of new course software for fall 2020 and the onset of the pandemic in the spring of 2020. However, the faculty plan to continue this review in 2020-21.

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 2019-20. 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 2019-20

	Reporting Year					
Delivery Strategy	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Compressed	70%	73%	77%	76%	75%	70%
Modular	58%	86%*	--	--	--	--
Overall	69%	73%	77%	76%	75%	70%

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

Table 4: Reading Developmental Ed Success Rates by delivery formats RY 2015-16 to RY 2019-20

	Reporting Year				
Delivery Strategy	2015-16	2016-17	2017-18	2018-19	2019-20
Compressed	76%	79%	77%	80%	73%
Modular	100%*	--	--	--	--
Overall	76%	79%	77%	80%	73%

*High passing rate due to low enrollment in modular format

Table 5: Writing Developmental Ed Success Rates by delivery formats RY 2015-16 to RY 2019-20

	Reporting Year				
Delivery Strategy	2015-16	2016-17	2017-18	2018-19	2019-20
Compressed	70%	75%	74%	72%	67%
Modular	75%				
Overall	70%	75%	74%	72%	67%

Both reading and writing compressed courses were offered in traditional face-to-face and hybrid formats. Neither have been offered fully online since RY 2016. The results of the instructional methods were mixed, with reading hybrid instructional method delivery having the higher success rates than face-to-face and the face-to-face version of the developmental writing having higher success rates than the hybrid instructional method. Table 6 shows success rates by instructional methods for the courses in both reading and writing that were offered in both methods. These results should be interpreted with caution as there were very few sections offered in the hybrid instructional format. Developmental reading (REAV 0017) was offered in a hybrid format for the first time since RY2017. While only 44 students enrolled in format, the success rate for the hybrid version of that course was about 10% higher than the face-to-face version of REAV 0017 (80% vs. 70%). The only developmental writing course, ENCV 0025, that was offered as a hybrid format had a success rate of only 55%, compared to about 67% for the face-to-face version of the writing course.

Table 6: Developmental Reading and Writing Compressed Formats Success Rates by Instructional Methods

	Face-to-face		Hybrid	
Course	Success Rate	Enrolled	Success Rate	Enrolled
REAV 0017	70%	187	80%	44
ENCV 0025	67%	216	55%	31

Developmental English Pedagogy and Content Alignment

At the Titusville and Melbourne campus locations, students can take Reading 1 during Minimester A and Reading 2 during Minimester B using the same time block for the two minimesters. The majority of the minimester courses are taught 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. Other Developmental English classes are offered on two different twelve-week sessions. The first twelve-week session starts at the beginning of the semester, while the 2nd twelve-week session starts during week 5 of the semester. EFSC only offers ENCV 0027 (Combined Reading and Writing) for the entire 16-week semester.

Most Developmental Education English-based instructors supplement their courses with course companions or OERs. REAV 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 (Vocabulary Plus) as well as work on specific reading skills (Ten Steps Plus). Because some students have encountered a barrier to success in the cost of materials, in Spring 2021, the Palm Bay and Cocoa campuses plan to pilot using some OER websites in several sections of ENCV 0025 in the place of the currently used textbooks.

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). The Melbourne Campus has offered ENCV 0015 but had low enrollment. Other campuses try to compensate for the lack of a ENCV 0015 class by using supplemental offerings inside their classes. In Cocoa, ENCV 0025 classes have utilized Peer Mentor Tutoring; however, concerns over future funding may eliminate the program. One possible solution is to have embedded tutors from the Writing Centers and/or Librarians installed into the ENCV 0025 and ENCV 0027 courses. Using embedded tutors has the benefit of familiarizing students to campus resources. Other options include:

- requiring class sessions at the Academic Support Center
- mandating required Library Orientation to assisting students with processing information
- preparing to meet the Learning Objectives in ENC 1101
- integrating this Developmental Students into the college community.
- providing class visitations from librarians to present information on the EFSC Databases.

Faculty have focused on improving success rates with ENCV 0025 and ENCV 0027 (Combined Reading and Writing). Instructors in these classes utilize grammar sites to supplement the grammar instruction, including MacMillan's Launchpad Solo program.
Many of the students in REAV 0007 and REAV 0017 are international students; first- or second-generation students who can be considered Limited English Proficient; and minority students. One of the recommended strategies for the Melbourne Campus is to use the independent study for Vocabulary program included in Townsend Press. This option enables the students to take a placement test and automatically assign students to a more appropriate level of vocabulary work from Vocabulary Basics (grade level 4-6) to Advanced Word Power (grade level 12-14). Currently being piloted by select students in REAV 0007 and REAV 0017, students seem to prefer the independent study. The independent study version of Vocabulary Plus will be fully integrated in future terms. Additionally, several instructors on the different campuses are planning to incorporate OERs in the classroom. For example, the Cocoa campus faculty are piloting Read Theory. Like the Independent Study in Vocabulary Plus, Read Theory also uses a placement test to assign students appropriate reading selections. OER Commons has several learning modules such as Analyzing Arguments, NCSU Library's tutorial on Evaluating Sources, and OpenNow, a non-fiction Anthology from Cengage.

Beginning in RY 2019-20, EFSC has offered REAV 0017 in a hybrid format to provide students with another scheduling option. Two campuses, Palm Bay and Melbourne, offer hybrid sections of REAV 0017. These hybrid sections allow students to use their class time more effectively. Students are able to complete most of the assignments in the tutorial programs at home, leaving the class time as a discussion focusing on specific student concerns about the material. In Spring 2020, the day and the evening courses were going well until all classes all converted to online courses because of the pandemic (March 2020). While the students in fully face-to-face courses had difficulty with the transition to online learning, students in the hybrid courses, which are already partially online, reported they were able to adapt well to the sudden shift to fully online classes. The summer offering of REAV 0017 was also offered online due to the pandemic.

Melbourne Campus attempted to offer other options (REAV 0056-Modular and REA 1505 College Vocabulary Study), but all sections of the courses were cancelled due to low enrollment. At this point, Melbourne and Palm Bay will continue or increase the hybrid options for students; the more traditional scheduling of 8-week minimesters and 12-week minimesters will still be offered.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Response:

Students within certain demographic groups have struggled more with developmental education course success than other groups. Within developmental math courses during RY 2019-20, minority students and students aged 19 or younger had the lowest success rates. As with the overall math success rates, students in each of these groups showed improvement between RY 2019 and RY 2020 and managed to close the success gap slightly. Female and male students had about the same success rates, as male student success increased by about 6% and female students raised their success rates by 4%.

Table 7: Developmental Math Student Success by Race/Ethnicity RY 2014-15 to RY 2019-20

	Reporting Year					
Race/Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Black	43%	53%	48%	53%	51%	56%
Hispanic	51%	62%	61%	63%	60%	63%
Other	52%	56%	68%	74%	62%	65%
White	59%	63%	64%	65%	62%	67%
Overall	54%	60%	62%	63%	60%	64%

Table 8: Developmental Math Student Success by Age Group RY 2014-15 to RY 2019-20

	Reporting Year					
Age Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
19 or Younger	56%	64%	62%	67%	55%	61%
20-24	48%	57%	60%	62%	58%	62%
25 or Older	58%	62%	62%	63%	62%	66%
Overall	54%	60%	62%	63%	60%	64%

Table 9: Developmental Math Student Success by Gender RY 2014-15 to RY 2019-20

	Reporting Year					
Gender	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Female	56%	60%	64%	64%	60%	64%
Male	52%	61%	58%	62%	58%	64%
Overall	54%	60%	62%	63%	60%	64%

A similar group of students who struggle in developmental math courses also have difficulty with developmental English courses. Black students, students aged 20-24, and male students typically have the lowest success rates. For developmental English courses, success rates declined for all the groups of students. The impact of the pandemic may have exacerbated the decline in success during RY 2020. Success rates for both reading and writing dropped to the lowest level in several years. The success rate for reading in spring 2020 was 67% and the success rate for writing in spring 2020 was only 52%. Part of the decline can be attributed to incomplete grades for each course. About 8% of

reading grades and about 10% of writing grades in spring 2020 were incomplete grades. Per EFSC Academic Policy, students have until the next major term (Fall 2020) to makeup any work needed to earn a final grade. If the work is not made up the incomplete grades turn into U's.

The success rate of students aged 20-24 in developmental reading and writing dropped quite significantly during RY 2020. We believe the disruption caused by the outbreak of the pandemic in spring 2020 played a big role in this decline. The success rates in developmental reading and writing overall were the lowest since RY 2016; this past spring we saw an overall success rate of just 58% in developmental reading and writing. For students aged 20-24, the drop-in success was pronounced. Since RY 2015, this group of students averaged about 70% success in English developmental courses, but this past spring their rate was just 52%. We do anticipate that some students will be positively impacted by the widespread use of incomplete grades and that by the end of this fall 2020, the success rate for spring 2020 will increase slightly.

Table 10: Developmental Reading Student Success by Race/Ethnicity RY 2015-16 to RY 2019-20

	Reporting Year				
Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Black	64%	74%	66%	72%	61%
Hispanic	84%	76%	78%	84%	75%
Other	68%	90%	87%	85%	85%
White	80%	78%	79%	80%	76%
Overall	76%	79%	77%	80%	73%

Table 11: Developmental Writing Student Success by Race/Ethnicity RY 2015-16 to RY 2019-20

	Reporting Year				
Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Black	61%	66%	62%	64%	52%
Hispanic	75%	74%	86%	78%	71%
Other	70%	81%	88%	74%	72%
White	72%	78%	71%	73%	75%
Overall	70%	75%	74%	72%	67%

Table 12: Developmental Reading Student Success by Age Group RY 2015-16 to RY 2019-20

	Reporting Year				
Age Group	2015-16	2016-17	2017-18	2018-19	2019-20
19 or Younger	78%	77%	78%	80%	72%
20-24	72%	75%	82%	78%	66%
25 or Older	79%	83%	73%	81%	79%
Overall	76%	79%	77%	80%	73%

Table 13: Developmental Writing Student Success by Age Group RY 2015-16 to RY 2019-20

	Reporting Year				
Age Group	2015-16	2016-17	2017-18	2018-19	2019-20
19 or Younger	74%	77%	80%	73%	73%
20-24	64%	69%	72%	70%	55%
25 or Older	69%	77%	70%	74%	69%
Overall	70%	75%	74%	72%	67%

Table 14: Developmental Reading Student Success by Gender RY 2015-16 to RY 2019-20

	Reporting Year				
Gender	2015-16	2016-17	2017-18	2018-19	2019-20
Female	80%	80%	79%	80%	76%
Male	72%	76%	75%	78%	68%
Overall	76%	79%	77%	80%	73%

Table 15: Developmental Writing Student Success by Gender RY 2015-16 to RY 2019-20

	Reporting Year				
Gender	2015-16	2016-17	2017-18	2018-19	2019-20
Female	74%	76%	77%	75%	65%
Male	64%	74%	69%	67%	70%
Overall	70%	75%	74%	72%	67%

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

There are a number of strategies currently being used to improve student success in developmental education courses. Here we will highlight some of these strategies and discuss plans to expand on these and implement new strategies to improve student success.

For developmental math courses, two strategies have been adopted recently to improve student success. One campus started group subject review sessions. Additionally, the college recently adopted a new software called Hawkes. A limited number of key subjects were identified to develop review sessions that were led by the Academic Success Center Math tutors. Faculty who sent their students to these sessions reported positive impact on student learning improved results on the subjects reviewed. The recent adoption of the Hawkes Learning software for math is another current strategy that we believe will improve student success in developmental math courses. Since the software was just implemented, we do not have data on success rates yet; however, faculty reported that so far students seem to be highly engaged with the software and are able to complete assignments within schedule dates. An added benefit of the Hawkes software is that there is a student ambassador program that provides motivated and hard-working students a dynamic internship opportunity. Each ambassador serves as a campus resource to peers, assisting in questions regarding the Hawkes learning software by meeting with students in the Hawkes classroom.

In writing developmental education courses, faculty on one campus started using embedded tutors. These tutors attend course meetings and provide support to student in classes. In addition to these embedded tutors, Academic Success Centers and Writing Centers on each campus work with developmental reading and writing students. Faculty who teach developmental reading and writing encourage their writing students to take advantage of these services as much as possible.

With the onset of the pandemic in spring 2020 and the subsequent disruption that it caused, the Academic Success Centers moved to provide more support through tutoring sessions online. While the Centers will continue their support on campus with safety protocols in place, the efforts put into online support and the response from students who took advantage of these services showed that more support online can go a long way for students at EFSC. This is especially true for older students who typically work while attending school. Having online support provides additional access to these students and enables them to attend at a time and location (including virtually) of their choice.

Encouraging students to utilize academic support and increasing the overall proportion of students who do are other planned strategies for RY 2021. As seen in Table 16, developmental education tutoring sessions dropped off quite a bit between fall and spring in part due to the pandemic and transition of support to the virtual environment. Overall, the numbers of students who seek out tutoring support is relatively low. The overall proportion of developmental education students who attended at least one tutoring session was about 8% of students who took a math course during RY 2020, about 4% of students who took a reading course, and about 7% of students who took a writing course in RY 2020.

Table 16: Developmental Education Tutoring Sessions by Term and Subject RY 2020

	Math		Reading		Writing		Overall	
TERM	**Students**	**Sessions**	**Students**	**Sessions**	**Students**	**Sessions**	**Students**	**Sessions**
201920	18	95	2	2	1	4	20	101
201940	58	307	4	15	10	30	69	352
202010	32	147	4	18	16	33	49	198
Total	102	549	10	35	27	67	129	651

Both English and Math developmental faculty are considering more subject review sessions over RY2021. The faculty are working on identifying more key subjects for each developmental pathway to develop more group sessions for review. Working with the Academic Success Centers, the faculty plan to start offering these sessions more regularly online and on-campus.

Lastly, EFSC recognizes the challenges that minority male students in particular have in successfully completing developmental education courses. This past year, our developmental education faculty started to engage with the Minority Male Initiative (MMI) group. The MMI is a group of faculty and staff dedicated to improving success of minority male students. Developmental education faculty have already started interacting with this group in order to address issues they have identified for all faculty working with minority male students. The developmental education faculty have identified these strategies for the upcoming year: 1) Attend MMI workshops to help identify barriers and cover best practices to increase success of minority students; 2) identify developmental/MMI liaisons who may act as mentors for minority students; 3) lead workshops to connect minority students with learning resources including those related to developmental education; and 4) work to increase the number of minority faculty who teach developmental education students.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests, only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected “yes,” for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Florida Gateway College
Contact Name: Matthew Peace
Title: Associate Dean, Academic Affairs
Email Address: Matthew.Peace@fgc.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Information is disseminated through Academic Advising and the Testing 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 (SSC) 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, in their first advising session, to consider their actual capabilities and encouraged to consider developmental class options.

Florida Gateway College (FGC) uses GradesFirst Early Alert to create progress report campaigns that identify at-risk students in all courses during each semester session. Instructors complete the early alert report which generates an email through GradesFirst prompting students to contact their instructor and advisor, and it encourages students to utilize the tutor support in the Student Success Center. In addition, the SSC and advisors contact at-risk students via phone calls to offer additional support.

The SSC staff visit all on-campus developmental education writing and math, Freshman Composition, and college-level math courses to promote student success through peer tutoring support. For our online students, an email containing an informational video is distributed. This GradesFirst early alert video is also shared with students during the on-campus classroom visits.

All FGC students have access to the Tutoring Dashboard, a Canvas course dedicated to student success. The Tutoring Dashboard has contact information for Student Success staff, the tutoring schedule, an announcements page, and a discussion board for students to post academic questions. The Dashboard is continually monitored to ensure timely responses to student queries.

For all developmental mathematics courses, including 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 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 learning schedule.

Due to COVID-19, face-to-face (F2F) instruction migrated all online during the spring and summer terms. Instructors met virtually with students synchronously via video conferencing platforms; providing instruction and support in this modality. Some instructors also created videos, handouts, presentations, and other multimedia resources for students to engage with asynchronously. The college has now contracted with an online proctoring service to maintain the integrity of testing.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

In all disciplines, 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. During the summer, these courses are taught by our full-time faculty. 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.

The MAT 0028 course is also offered in an online format to benefit those non-traditional students who need flexibility. The online format was developed by full time math faculty and provides a consistent experience for students even with different instructors. Having this shell course developed was invaluable when courses moved online during spring 2020. The shell was shared with all MAT 0028 instructors so students would have multimedia and other resources to engage with. This online option was popular with students as evidenced by the need to increase the number of online sections offered for this course to two for spring 2021. Consideration is also being made to add MAT 0018 as a regularly offered online option in future terms.

a. Compressed

The total number of students enrolled in courses in this modality was **57.** The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

42 obtained a grade of C or better:	73.7% (- 1.5%)
0 obtained a grade of D:	0% (- 3.5%)
4 obtained a grade of F :	19.3% (+ 3.4%)
11 withdrew from the course:	7% (+ 1.7%)

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 percentage of students obtaining a passing grade of C or better is 73.7%, which is slightly lower than last year's rate. The college continued to implement 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) until all classes moved online during spring 2020. 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.

While FGC generally has more successful rates than the Florida College system average, it is noted that the withdrawal and F rates increased from last year, while the D rate dropped to zero. The transition to online instructor proved difficult for some students who were not able to succeed. With return of a mixture of F2F and online offerings, the college is hopeful these rates will improve during 2020-2021.

b. Modularized

The total number of students enrolled in courses in this modality was **320**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

225 obtained a grade of C or better	70.3% (+ 19.1%)
25 obtained a grade of D	7.32% (+ 0.48%)
47 obtained a grade of F	14.7% (- 10.1%)
23 withdrew from the course	7.2% (- 9.5%)

The courses in the modularized format are taught in a span of 12 to 16 weeks. The percent of students obtaining a passing grade of C or better is 70.3%, which is significantly higher than last year and outperforms the system wide average. The number of students opting for modularized instruction has also increased from last year. Modularized classes have an added challenge of ensuring all students are progressing in the course, but also have allowed for flexibility to work at their own pace. However, with the first day diagnostic check, modularized instruction and

imbedded tutors, students have found this to be a more successful modality than in recent years. Students are advised to opt for modularized instruction if their course, work, and family schedules are too restrictive for the compressed modality.

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 F/W rates demonstrate that students alerted early on that they are in danger of failing have a better chance of succeeding in the course.

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 format. 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.

Because of the unforeseen circumstances many students found themselves confronting during the COVID-19 pandemic, it may have been more difficult for some to continue in their courses even though FGC was very proactive in dealing with pandemic concerns. The administration encouraged faculty to maintain close contact with students and to follow through with teaching through video conference meetings which did occur for the ENC 0015/0025 spring 2020 course offerings. Additionally, instructors were given a "tool bank" of sorts to use to keep students actively engaged in learning.

a. <u>Compressed</u>

The total number of students enrolled in courses in this modality was **44**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses)*:

37 obtained a grade of C or better	84.1% (- 2.8%)
2 obtained a grade of D	4.5% (+ 2.9%)
4 obtained a grade of F	9.1% (- 2.4%)
1 withdrew from the course	2.3% (+ 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 84.1%, down 2.8% from the 2018-2019 academic year, for students earning a "C" or above in the 2019-2020 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 pass 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 and W rates climbed slightly, while the F rate fell a small amount. 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 9.1%, continued use of the early alert system will appropriately advise students significantly below borderline to withdraw from the course. Overall the success rate in these courses outperform the FCS average.

b. Modularized

The total number of students enrolled in courses in this modality was **76**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

53 obtained a grade of C or better	69.7% (+ 6.6%)
1 obtained a grade of D	1.3% (- 1.8%)
19 obtained a grade of F	25.0% (- 2.7%)
3 withdrew from the course	3.9% (- 2.3%)

The format for our Fundamentals of Reading and Writing course, 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, a four-credit course, students receive teaching that covers the course competencies of ENC 0025 and REA 0017, and the pass rate of students earning a "C" or higher was 69.7% for the 2019-2020, academic year, a 6.6%+ gain over the 2018-2019 academic year and exceeds the FCS average.

ENC 0027C, which is offered both online and face-to-face, integrates instruction in reading, grammar, and writing skills. This is accomplished in part by having students complete related skills in an online courseware program which requires them to certify at an 80% pass rate in required competencies. The goal is that they can apply the skills they learn to their writing assignments such as writing paragraphs to a prompt, participating in the revision process including metacognitive reflection, writing essays, and even basic research skills. 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 to name a few. 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. However, the 69.7% pass rate, while higher than last year's pass rate, is lower than the Principles of Writing sequence. The difference may be in the added expectations of the more robust four-credit course and the added reading component. Another factor is that students in these courses tend to be non-traditional students [since the passing of SB 1720] juggling jobs, raising children, and multiple life problems such as lack of transportation, scarce finances, and lack of support at home. These kinds of problems would seem to have been even more pronounced during a pandemic. Sometimes college work takes a back seat to taking care of their families and their personal lives.

The college utilizes a GradesFirst Alert system which is a strategy that allows the college to inform students of failing grades and offer them support from student services such as advising and tutoring. Special care was taken by faculty to reach out to students during the pandemic to guide them, extend deadlines, integrate extra resources, and even offer extra means of contacting the instructors through texting and video conferencing. The college is hopeful with these additional resources and the resuming of F2F options will reduce the F rate in this course.

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 2019-2020, with classes ranging from 12 to 16 weeks. 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.

Modularized

The total number of students enrolled in courses in this modality was **82**. The final course grade breakdown is as follows (*with percent difference from last year in parentheses*):

67 obtained a grade of C or better	81.7% (+4.2%)
0 obtained a grade of D	0% (+ 0%)
14 obtained a grade of F	17.1% (- 5.4%)
1 withdrew from the course	1.2% (+ 1.2%)

Success rates rose to 81.7% in the modularized format, which have nearly returned to the 2017-2018 rate and are above the FCS average for this modality.

Instructors teaching developmental reading often find their students feel defeated that they struggle with basic reading. However, several additional measures were implemented to improve engagement and retention. Students were rewarded for active participation and good study habits. As a developmental class, this sets the expectations for the students' future courses. Students were more motivated to participate, turn work in on time, and reach out to instructors for assistance. More opportunities to succeed on assessments provided students additional feedback and developed a sense of achievement. A "morale" booster of this kind is important for building students' confidence. The course was also reorganized with the recognition that reading lengthy instructions and other information can be especially challenging in a reading course. The course information was simplified with this challenge in mind.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

While FGC's success rates are generally above the state average, there is a disparity in success rates between white, Hispanic, and black students in each subject. White students had success rates roughly 10% higher than black and 4% higher than Hispanic students in mathematics. This is an improvement from 2018-2019, where the differences were 13% and 8%, respectively.

The difference in success rates were approximately 7% in reading between white and black students. In writing courses, black students had the highest success rates of the three groups and outperformed white and Hispanic students by roughly 4% and 2% respectively. Reading and writing subjects tend to fluctuate in part due to smaller subgroup sizes of approximately 50 students or less.

During the 2019-2020 academic year, 71% of females earned a C or above compared to 78.4% of males. Females outnumbered males in enrollment (403 vs. 176). This is an upward trend for both groups.

Examining other subpopulations, the age range of 20-24 consistently underperformed other age ranges, with the most noticeable disparity in writing. However, this gap has narrow since 2018-2019 with 66.7% of students aged 20-24 earning a C or better and 80.0% of students 25 earning a C or better.

During 2019-2020, the Student Success Center (SSC) continued to visit 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. Tutors were embedded in developmental and intermediate algebra mathematics classes in fall 2019 and spring 2020. 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.

The SSC provides peer and tutors for all levels of Math, Writing, and Reading, but targets subpopulations at risk of not being successful. Tutors receive Level II CRLA (College Reading and Learning Association) training and certification. The SSC also offers Peer Mentors for college success and provides space for our students to study in subject specific Learning Groups. Learning Groups provide opportunities for students to work with a Tutor on particular competencies and to focus on strengthening their foundational skills.

During the upcoming year, a new student orientation will take small groups of students around campus to get a more personal introduction to the college and the support services it provides. The goal is for students to have a great familiarity of where to get help when they need it.

Also in the next year the college is interested in forming one or two cohorts of students who would take courses and participate in extra-curricular activities emphasizing diversity and multiculturalism. Having the support of others in the cohort could have a positive impact on success rates for all participating students including those in subpopulations.

Overall, success rates improved in 16-week courses impacted by COVID during spring 2020 compared to fall 2019. Though the challenges associated with moving courses online for the latter part of the spring term, instructors and student support staff worked very hard to ensure all students were supported. For students without Wi-Fi, the college setup parking lots for students to connect to campus Wi-Fi each day.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

☒ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	PERT Reading 50-83: REA 0007 84-105: REA 0017 PERT Writing 50-89: ENC 0015 90-102: ENC 0025
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☒ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	2.9 and higher: ENC 1101 2.0-2.89: ENC 0025 and REA 0017 Below 2.0: ENC 0015 and REA 0007
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☒ Summer 2020 ☐ Fall 2020	Other method (Please specify): Writing Prompt response scored by English faculty member	Rubric containing three categories with a possible score of 1-5. Scored at least "3" in each category: ENC 1101

Subject	Applicable Terms	Alternative Method	Minimum Standard
			Total Score 6-8: ENC 0025 Total Score < 6: ENC 0015
Computation	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	PERT Math 50-95: MAT 0018 96-113: MAT 0028
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☒ Summer 2020 ☐ Fall 2020	Other method (Please specify): Bootcamp (McCann) diagnostic test proctored via video conferencing	74% and below on Lower Level Test – MAT 0018 At least 75% on Lower Level Test & 0-74% on Upper Level Test – MAT 0028 At least 75% on Upper Level Test – MAT 1033

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

High school English GPA and Writing Prompt evaluation posted in college Banner system by Testing Coordinator. Math alternative assessments results were recorded and saved in the electronic test database and reported to Testing Center Coordinator to post in college Banner system.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Students without computer access were offered a loaned laptop to complete testing. Access to Wi-Fi was given at designated campus hotspots for student use during COVID campus closure. Students were offered flexible scheduling with no time limits on assessments (comparable to PERT).

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Student appeals included review via Associate Dean – Academic Affairs for English GPA/writing prompt score. For Math placement appeal, if student scored within 10 points of diagnostic cut score s/he could request to complete the appropriate final exam to be considered for next course in the sequence.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Testing Coordinator was previously training to review English GPA's. English Instructor(s) created the writing prompt and the response was scored by an English Instructor.

Math test administrators were previously trained using the alternate assessments tools as they are used in the Student Success Center for math brush up and boot camp programs. Testing Coordinator was previously trained on testing platform and proctoring standards Advisors were given the alternate assessment criteria and scoring and trained virtually. In addition, the Testing Coordinator emailed advisors scores and placement for each student to assure that the student was accurately placed.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Students were informed of alternative assessment via college website, social media, faculty, and referral from admissions and advisors.

11. Please indicate any costs to students.
No cost was incurred by the student for testing during this time frame.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☒ 1-25%	☒ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
The greatest challenge was determining what alternative methods were student accessible and would appropriately place the student, especially in a very short time frame. Since several departments were involved including Academic Affairs, Advising, the Student Success Center, and the Testing Center, it was very important that all parties knew the implementation plan and promptly communicated with each other about each student. In addition, since the math placement test was administered remotely, students needed to reserve and be reminded of appointment times as well as be trained on how to use the proctoring and testing software.

14. What were the greatest benefits from implementing alternative methods?
The college was not in a position to give the PERT exam remotely, so without the alternative method, students entering in May who required a placement test would not have been able to register for courses requiring development pre and corequisites, nor would they be able to begin the developmental sequence. Since the math placement test was already employed by Student Success staff, tests were readily available and staff were familiar with them. Staff also were familiar with video conferencing software as it had already been used since the college went remote in March.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☒ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☒ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Florida SouthWestern State College (FSW) is steadfast in supporting students placing into developmental courses aligned with post-secondary education competencies via personalized advising and widespread academic support services. At FSW, all incoming students remain 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 instruction 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 to enroll directly into gateway courses. The Early Alert program at FSW administered is a faculty driven intervention that provides support to students experiencing challenges with their coursework. Students enrolled in developmental courses have open access to academic support. The Academic Support Centers are found at all campus locations and available on Zoom with 'walk-in' assistance without appointments. The College also maintains a first-year experience program. The program, encompassed in a course (SLS 1515), encompasses all incoming first-time in college students and helps inform students on support mechanisms at FSW and engage faculty with students at a time when support. As mentioned above, Zoom interaction has become an integral component of support and guidance for all students including those in developmental courses. Advisors at FSW operate on an alternating schedule of on-site and Zoom advising. Students can meet with advisors in either setting. Similarly, support centers operate both in-person and on Zoom and can be accessed in the normal fashion by any student.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

In MAT 0057, from AY 14-15 to AY 19-20, modularized course success rates gradually improved from a low of 37% in Spring 2015 to a high of 66% in Spring 2020. 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 11 terms, Spring 2015 through Spring 2020 (fall/spring only), gateway success via developmental exhibits a mean success rate of 60.8% while gateway success via a direct route (no developmental course) exhibits a mean success rate of 57.4%. 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. Beginning Fall 2019, as a pilot, ENC 1130 was 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. For Fall 2019, 72% of students passed both ENC 1130 and ENC 1101. An additional 10% passed ENC 1130 but not ENC 1101. In reading (REA 0019), success rates by learning strategy does not exhibit a clear leader between compressed, modularized, or contextualized. Over the last six years (AY 14-15 through AY 19-20), each of the three strategies has exhibited the highest success rate at some point in time. 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. Due to the global pandemic, the plan remains in pilot phase for continued study.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

If we compare success data based on subpopulations with comparative FCS schools (comparative based on the six FCS schools closest to FSW), it is clear that FSW exhibits a similar pattern to the other schools. In the seven-college comparison of math, which includes FSW, Broward, Eastern Florida State, Hillsborough Community, Miami-Dade, Palm Beach State, and St. Petersburg, among Caucasian students FSW is 5th among the 7. For Hispanic students, FSW is 5th. For Black/African American, FSW is 6th. In a similar comparison for reading of those three sub-populations (Caucasian, Hispanic, Black/African), FSW ranks 3rd, 3rd, and 5th. The same study for writing ranks FSW 2nd, 1st, and 4th. It is clear through these data that no pattern emerges. If the data is instead compared across FSW sub-populations only, for math, Caucasian ranks the highest (1st of 3 sub-populations), while Black/African American ranks 3rd. Among reading, the same relationship exists. For writing, it is the Hispanic sub-population that ranks 1st, followed by Caucasian, and then Black/African American. FSW maintains a 'Dedicate to Graduate' (D2G) 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. New for Fall 2020, the D2G initiative will morph into four sub-groups, each tasked with serving goals related to the larger focus that historically has been that of D2G. It is believed that these smaller groups of leaders will be able to operate more efficiently and report to larger groups at times rather than meet as larger groups regularly.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 combined/compressed 0022 courses.

An analysis of the Florida College System's 2019-2020 Developmental Education Accountability Report Data revealed surprisingly low success rates in FSCJ's developmental education reading, writing, and math courses. These success rates represent a significant decline from those observed in the 2018-2019 reporting year. The data contained in the FCS Excel spreadsheet also vary widely from the enclosed report titled "Selected Developmental Education Course Grade Analytics," prepared by the Office of Institutional Analytics on October 1, 2020. In response to the wide variance in findings, the Office of Curriculum and Instruction sought guidance from the Offices of Institutional Analytics and State and Federal Reporting, which advised that because of a timing issue and human error, FSCJ did not report a total of 669 passing (A, B, C) grades for developmental math (415), reading (127), and writing (127) courses. It appears that these passing grades were instead classified as "other," with an "X" value signaling that no institutional grade was reported. Accordingly, the following analysis seeks to address both the FCS and FSCJ data sets for the 2019-2020 reporting year.

FCS data for the 2019-2020 reporting year indicate that 4,406 students, representing duplicated headcounts, enrolled in developmental education courses at FSCJ. Institutionally gathered data enumerate 4,380 students in developmental coursework during the same reporting period. According to the FCS report, of the 2,810 students enrolled in developmental math, 1,410, or 50.2%, attained a grade of "C" or above. However, FSCJ's Office of Institutional Analytics reports that 66% of the 2,787 students enrolled in developmental math coursework achieved a grade of "C" or higher. Additionally, FCS data indicate that 500, or 61.3%, of the 816 students who enrolled in developmental reading courses earned a "C" or better. FSCJ's Office of Institutional Analytics reports that 75.9% of 815 students enrolled in developmental reading received a "C" or higher. In terms of developmental writing, the FCS report specifies that 425, or 54.5%, of 780 students earned a "C" or above, whereas institutional data indicate that 70.7% of 778 students received a "C" or higher.

An examination of FSCJ's developmental education student success rates from the 2018-2019 reporting year constitutes another basis of comparison. According to the FCS report of FSCJ's developmental education data for that year, 4,323 students, representing duplicated headcounts, enrolled in developmental education courses. 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. The FCS report of FSCJ's developmental education data for the 2019-2020 reporting year reveal substantive declines in student success when compared to the data from the prior year.

Notably, FSCJ's institutional records reveal comparatively minor differences in developmental education students' success rates between 2018-2019, as reported by the FCS, and 2019-2020, as reported by FSCJ. In developmental math, student success rates increased by 2.6% from 2018-2019 to 2019-2020. In developmental reading, student success rates decreased by .7% from 2018-2019 to 2019-2020. Likewise, in developmental writing, student success rates revealed a .6% decrease between 2018-2019 and 2019-2020.

An FCS comparison of FSCJ student success rates in compressed developmental education courses to system-level data in the 2019-2020 reporting year appears below:

FCS Comparison Between FSCJ and System-Level Data for the Compression Course Strategy in the 2019-2020 Reporting Year:

Subject Area	FSCJ	System-Level
Math	50.2%	59.9%
Reading	61.3%	66.9%
Writing	54.5%	70.3%

According to the FCS report, in the 2019-2020 reporting year, the success rate of students who achieved a "C" or higher in compressed developmental math courses at FSCJ was 9.7% lower 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 5.6% lower at FSCJ than at the system-level. The success rate in compressed writing courses at FSCJ, moreover, was 15.8% less than that at the system-level.

Based on data gathered by FSCJ's Office of Institutional Analytics, a comparison of FSCJ student success rates with system-level ones in compressed developmental education courses during the 2019-2020 reporting period follows:

FSCJ Comparison Between FSCJ and System-Level Data for the Compression Course Strategy in the 2019-2020 Reporting Year:

Subject Area	FSCJ	System-Level
Math	66%	59.9%
Reading	75.9%	66.9%
Writing	70.7%	70.3%

According to the FSCJ report, in the 2019-2020 reporting year, the success rate of students who achieved a "C" or higher in compressed developmental math courses at FSCJ was 6.1% higher than that of students across all Florida College System institutions. During this reporting period, the success rate of students earning a "C" or greater in compressed reading courses was 9% higher at FSCJ than at the system-level. In 2019-2020, furthermore, the success rate in compressed writing courses at FSCJ was .4% above the system-level's.

The FSCJ data suggest that FSCJ has been reasonably successful with supporting developmental education students. The College's existing model for outcome 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. The dramatic discrepancies between the FCS and FSCJ reports necessitated an internal inquiry about the data interchange between the College and the FCS. Though unexpected, the wide variances in student success rates represent a significant finding regarding data collection for FSCJ's 2019-2020 Developmental Education Accountability Report.

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* delineates 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 college-wide advising training sessions. Curriculum and Instruction staff members also work closely with colleagues in the College's Assessment and Certification Centers to examine placement practices. Additionally, the Office of Curriculum and Instruction collaborates with the Developmental Education Council on a semesterly basis to review and update developmental education policies and procedures.

In response to COVID-19, FSCJ transitioned to a primarily online learning environment during the Spring 2020 semester. To ensure the continuity of academic support services for developmental education and other students, the College migrated tutoring to an exclusively online format via Brainfuse. In addition to providing one-to-one tutoring support to learners through a system option called Tutor Match, FSCJ's tutors offer group-based tutoring. Hosted online through Brainfuse's MEET feature, group sessions enable multiple users

to work in the tutoring space simultaneously. Students continue to receive access to synchronous and asynchronous tutoring support facilitated by Brainfuse's professional tutors. Integral to the College's strategic plan, supplemental instruction, tutor-assisted group study sessions, and an early alert system comprise additional academic support services for students enrolled in developmental education and gateway courses.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Throughout the 2019-2020 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 three levels of developmental education coursework in mathematics—an entry-level course (MAT 0018); an upper-level course (MAT 0028); and a combined/compressed course (MAT 0022) for students who place into entry-level math and opt to complete two levels of developmental math—entry and upper—in 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, whereas 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.

Florida College System data for the 2019-2020 reporting year indicate that 4,406 students, representing duplicated headcounts, enrolled in developmental education courses at FSCJ. Institutionally gathered data enumerate 4,380 students in developmental coursework during the same reporting period. According to the FCS report, of the 2,810 students enrolled in developmental math, 1,410, or 50.2%, attained a grade of "C" or above. However, FSCJ's Office of Institutional Analytics reports that 66% of the 2,787 students enrolled in developmental math coursework achieved a grade of "C" or higher. Additionally, FCS data indicate that 500, or 61.3%, of the 816 students who enrolled in developmental reading courses earned a "C" or better. FSCJ's Office of Institutional Analytics reports that 75.9% of 815 students enrolled in developmental reading received a "C" or higher. In terms of developmental writing, the FCS report specifies that 425, or 54.5%, of 780 students earned a "C" or above, whereas institutional data indicate that 70.7% of 778 students received a "C" or higher.

Before the transition to a remote learning environment in response to COVID-19, many of the College's developmental courses were 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 are scheduled in the first seven weeks—that is, in the "A7" session—of a 15-week academic term, while most of the upper-level developmental math courses are scheduled in the second seven weeks, or the "C7" session, of a 15-week semester. 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 approximately 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.

To address the impact that COVID-19 may have produced on developmental education course success rates for the Spring 2020 term, the College compared student performance in this semester to that in the Spring 2019 term. The "Selected Developmental Education Course Analytics" report from the Office of Institutional Analytics provided the data for the study. In developmental math, 66% of students earned a "C" or higher in the Spring 2020 term compared to 59.3% in the Spring 2019 semester. Regarding developmental reading, 74% of students achieved a "C" or better during the Spring 2020 term, whereas 71.5% of students did so during the Spring 2019 term. In developmental writing, 66.5% of students attained a "C" or above during the Spring 2020 semester in comparison to 73% of students who had done so in the Spring 2019 term. The College's spring-to-spring analysis revealed that during the Spring 2020 semester, students performed higher in developmental math and reading but lower in developmental writing than they had done during the Spring 2019 term.

Developmental Education Student Success Data by Subpopulations

current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Student Success by Subject and Race/Ethnicity

The analysis for this section is based on data provided by the Florida College System for the 2019-2020 reporting year. Because of the aforementioned variances in student success rates reported by the FCS and FSCJ, it is recommended that the College review its data submission.

In terms of student success data by race/ethnicity, 638, or 56.4%, of 1,132 White students enrolled in developmental math earned a grade of "C" or above, and 28, or 63.6%, of 44 Asian students achieved a "C" or greater.

One hundred and seventy-eight (178), or 51.7%, of 344 Hispanic students attained a "C" or higher in developmental math. Of the 1,101 Black students enrolled in developmental math, 463, or 42.1%, earned a "C" or better, and of 116 students reporting two or more races, 65, or 56.0%, received a "C" or higher. Clearly, a significant achievement gap exists among Black students when compared to their peers in developmental math.

In developmental reading, 150, or 64.9%, of 231 White students earned a "C" or higher; 64, or 64.0%, of 100 Hispanic students achieved a "C" or above; and 14, or 77.8%, of 18 Asian students received a "C" or better. Additionally, 238, or 57.1%, of 417 Black students attained a "C" or greater, and 24, or 72.7%, of 33 students representing two or more races earned a "C" or above. A review of the data reveals a concerning achievement gap in the developmental reading success rates among Black students when compared to their peers.

In developmental writing, 133, or 62.4%, of 213 White students earned a "C" or higher; 63, or 64.3%, of 98 Hispanic students achieved a "C" or above; and 11, or 57.9%, of 19 Asian students received a "C" or better. Additionally, 190, or 47.5%, of 400 Black students attained a "C" or greater, and 19, or 61.3%, of 31 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 their peers.

Student Success by Subject and Gender

The College also reviewed developmental education enrollments and success rates by subject and gender. In developmental math, 925, or 49.9%, of 1,854 female students earned a "C" or higher, and 485, or 50.8%, of 955 male students attained a "C" or greater. In developmental reading, 341, or 63.3%, of 539 female students achieved a "C" or above; 159, or 57.4%, of 277 male students received a "C" or better. In developmental writing, 282, or 54.7%, of 516 female students achieved a "C" or above, and 143, or 54.2%, of 264 male students earned a "C" or higher. Across the three developmental subjects, female students comprise a significantly larger subpopulation than do their male counterparts. Although female and male students achieved comparable success rates in developmental math and writing, females attained a 5.9% higher success rate than males in developmental reading.

Student Success by Subject and Age

In addition to analyzing student success by subject and gender, the College examined success by subject and age. In developmental math, 377, or 54.5%, of 692 students age 19 or less achieved a "C" or above; 315, or 48.0%, of 656 students between 20 and 24 years old attained a "C" or higher; and 718, or 49.1%, of 1,462 students age 25 or above earned a "C" or higher.

In developmental reading, 168, or 62.5%, of 269 students age 19 or less achieved a "C" or higher; 112, or 56.6%, of 198 students between 20 and 24 years old attained a "C" or above; and 220, or 63.0%, of 349 students age 25 or above received a "C" or greater.

In developmental writing, 147, or 59.0%, of 249 students age 19 or less attained a "C" or better; 82, or 44.8%, of 183 students between 20 and 24 years old received a "C" or higher; and 196, or 56.3 %, of 348 students age 25 or above earned a "C" or higher.

This study illustrates that students age 25 or above comprise the highest enrollment number of the three age groups. When compared to their peer cohorts, students aged nineteen or less achieved notably higher success rates in developmental math. Of further note is that students between 20 and 24 attained dramatically lower success rates in developmental reading and writing than did their peer groups.

Planned Strategy to Increase the Success of Black Students in Developmental Mathematics, Reading, and Writing

The College sought to analyze the potential impact of COVID-19 on developmental students' success rates during the Spring 2020 term. As section 2 of the report illustrates, the College's aggregated spring-to-spring analysis revealed that students performed higher in developmental math and reading but lower in developmental writing in Spring 2020 than in Spring 2019. A disaggregated analysis of the impact of COVID-19 on student sub-populations by race/ethnicity, gender, and age may provide additional insights into potential equity gaps.

As previously noted, an examination of developmental education success rates in the 2019-2020 reporting year evidences discrepancies in the data from the Florida College System and Florida State College at Jacksonville. Nevertheless, the College's 2020-2021 strategic plan provides a pathway for supporting developmental education learners. Specifically, Priority 2 of the plan reads as follows: "Increase retention and completion across all student groups, with an emphasis on underrepresented populations." The third goal within Priority 2 states, "Increase student support interventions outside the classroom." Planned objectives for accomplishing this goal involve enhancing the "appropriate use of internal academic referrals," coupled with the integration of the early alert system Symplicity. In addition to this institutional focus, the College seeks to increase the use of such academic support services as individual tutoring, tutor-assisted group study sessions, and supplemental instruction. These strategic efforts complement well the Developmental Education Council's long-standing goal of enhancing student awareness and usage of academic and student support services to increase course success. The plan will also enable the College to continue addressing concerning equity gaps in success rates among Black students enrolled in developmental math, reading, and writing courses.

In brief, data from the 2019-2020 reporting year reveal significant equity gaps in the success rates of Black students enrolled in developmental education courses, which Florida State College at Jacksonville offers via compressed and combined/compressed delivery strategies. By increasing the use of academic referrals and support services, the College will strive to enhance the success of Black students as well as other student sub-populations in developmental education. Despite wide variances in available data from the Florida College System and Florida State College at Jacksonville, the enclosed accountability report underscores the importance of the institution's efforts to increase developmental education students' success.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	
Computation	☐ Summer 2020	Florida Standards Assessment score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
	☐ Fall 2020		
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

11. Please indicate any costs to students.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☐ 1-25%	☐ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

14. What were the greatest benefits from implementing alternative methods?

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Gulf Coast State College
Contact Name: Holly Kuehner
Title: Vice President of Academic Affairs
Email Address: hkuehner@gulfcoast.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Gulf Coast State College offers both modularized and compressed 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, part-time, and peer tutors. Faculty members are encouraged to volunteer during their office hours to ensure continuity of instruction and to build relationships between developmental students and a variety of faculty members. In order to provide services to students during the semesters affected by COVID-19, online tutoring has been made available to all students with extended hours for the Writing/Reading Lab. Prior to the COVID-19 outbreak, both the Math Lab and the Writing and Reading Lab had been providing face to face tutoring and online tutoring using Zoom. The tutoring for the both labs went 100% online after the COVID-19 outbreak. The tutors in the Math Lab were provided a document camera and a web camera. A laptop was available for checkout if needed. The tutors used this equipment to be able to communicate with the students and to be able to work the problems out on paper for the students. This provided the students with a similar experience of being tutored in person. The Supervisor of the Math Lab, provided Zoom and document camera training for the tutors who were not familiar with tutoring online. A link to the GCSC Math Lab is posted in all the mathematics courses in Canvas. Students were reminded of the links and encouraged to use the services of the math Lab. Math instructors were also available during office hours and class time using the Canvas, Big Blue Button feature. Writing/ Reading initiatives: Developmental writing and reading initiatives consist of working with students in group and one-on-one settings, to include skill-specific mini-lessons, group exercises, peer review sessions, and extra credit opportunities. Instructors provide students with immediate feedback on class assignments to aid the momentum of learning, and personalized and innovative pedagogy and evaluation are continually evolving to target ESL students and those with varying learning styles. The initiative to increase retention and pass-rates for the ENC0055L and REA0055L co-requisite courses developed into the creation of a new course, ENC1101C, Enhanced English Composition I. This course was first offered during the 2019-20 academic year and will likely replace REA0055L and ENC0055L. Mathematics initiatives: Mathematics continues to use MyMathLab with MAT0012, Developmental Arithmetic with Algebra, which allows the instructor a way to continually monitor individual student's activity and progress in the course. An additional benefit of using MyMathlab is that

students receive immediate feedback on their homework and quizzes. The course is designed so that with each concept, there are graded homework problems and quizzes. There is also a graded review for each exam, which allows the students a great deal of practice, which includes feedback before each unit exam. Regarding the unit exams, of which there are five, the instructor has the option of testing on MyMathLab or giving a pencil and paper exam. Most instructors choose to give online exams but have students submit their written work, thereby allowing the instructor to see the students' work. All face to face sections of MAT0012 Developmental Arithmetic with Algebra meet in a computer lab where students have access to, and the ability to review, online course materials. When time permits, students work on homework problems in the classroom while the instructor walks around the room checking on them and their work. This allows the instructor to help students on an individual level and gives the students an opportunity to ask the instructor questions they might be hesitant to ask in front of others. In addition to the instructor, MyMathLab, and the course format, the Mathematics Division provides content videos and free tutoring to all students in MAT0012. The content videos are recordings of a GCSC faculty member lecturing. There is a video for each section of the course and both Online learning and face to face students have access these videos. The free tutoring is available in the GCSC Mathematics Tutoring Lab (Math Lab). Finally, we offer two modular courses, MAT0055 Developmental Mathematics Module (1) 1 credit hour & MAT0056 Developmental Mathematics Module (2) 2 credit hours. However, the past couple of years, we have had no students register for these courses. We will monitor the demand for these modules to determine if we should continue to offer them.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

2019-2020 - REA0019: 76.7%--Compressed and modularized course - This data demonstrates a 10% increase in success rates for compressed courses from 2018-2019. To continue to increase success rates and retention in developmental reading classes, instructors will: •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, •Require frequent conferences between REA0019 students and instructor, •Reconfigure course content into modularized skill sets. Data for ENC0022: 65.6%—Compressed and modularized course - This data demonstrates a 9% increase in success rates. To continue to increase success rates and retention in developmental writing classes, instructors will: 1. Conduct targeted mini-lessons to remediate challenging concepts, 2. Implement innovative methods of instruction, 3. Teach foundational grammar and sentence-level skills in context of process-based writing assignments, 4. Include graphic organizers to enhance prewriting/planning processes, 5. Conduct peer review opportunities for each process-based writing assignment, 6. Conference with students for each process-based assignment. We have included here, additional information on a new course at GCSC designed to provide enhanced learning support for composition and grammar skills in a college-level composition course and to transition away from REA0055L and ENC0055L to ENC 1101C. Enhanced English Composition I data - ENC 1101C Fall 2019: 72% pass rate for ENC 1101C and Spring 2020: 67% pass rate. This year, we are proud to tout gains in retention and achievement in our new course which has been designed as a direct response to lowered success rates in both REA0055L and ENC0055L. Noting that the challenges students who place into both Writing and Reading support labs have faced; many struggle to succeed in three separate classes—often taught by three separate instructors—for a total of five English-intensive credit hours. Consistent reflection, research, and innovation has led to a significant change in instructional delivery design in the new course, ENC1101C, Enhanced English Composition I. This course is a blend of college-level freshman English as well as foundational skills to enhance reading and writing, this course is scheduled for 4 credit hours and has a lower cap: 20 students. Beginning in the fall

2019 semester, Gulf Coast State College offered this new course that fully integrates co-requisite Developmental Reading (REA0055L) and Writing (ENC0055L) courses within English Composition I (ENC1101). Enhanced English Composition I (ENC1101C) was initially piloted in three sections on varying days with varied time options. This combined course, 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.

MAT0012 66.6% 18-19 and MAT0012 65.9% 19-20

*This data demonstrates a 0.7% decrease in success rates for MAT0012.
Information related to the compressed course MAT0012 Developmental Arithmetic with Algebra is listed below. From the previous year, the success rate for the course decreased, slightly. We will continue to use MyMathLab and offer free tutoring in the GCSC Math Lab as ways to continue to improve student success. The use of MyMathLab, has allowed the instructor to keep track of the students' progress in real time (not just at exam time). This allows instructors to target areas when students are struggling, and adjust their lectures as needed.
To encourage student to utilize the free tutoring we provide, members of the GCSC Math Lab visit all the developmental classes during the first week of class. Members of the Math Lab staff will introduce themselves, tell about the services provided in the Math Lab, and encourage students to use the services they provide. The Math Lab personnel will also assist the teacher in helping students to create an account with Pearson MyMathLab.

The pass rate for spring 2020 was slightly higher (67.7%) than fall 2019 (64.4%). The spring 2020 withdrawal rate was 3%, while the fall 2019 withdrawal rate was 4%. In the spring semester, when the Covid19 outbreak required all classes move to remote learning, the instructors stayed in contact with their students, and were available remotely during class time as well as during office hours. Students were able to watch our prerecorded content videos on their own and meet with the instructor during class time to answer questions. Even though the content videos were already in place prior to the transition to remote learning, the course manager recorded a second set of lectures and provided these to all sections of MAT 0012. This offered students a second option for content delivery (covering the same content but with different examples). In the Spring when we had to pivot to remote learning, we did not require students take a final exam and they were able to drop the lowest test grade. The exams were timed exams with a limited testing window for the three remaining exams for the class. The students' test grades were comparable to the homework and quiz grades for the MyMathLab assignments for the sections covered on the exam.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

In 2019-2020, Gulf Coast State College developed a plan for developmental writing and reading instruction to increase student success developmental students aged 20-24. The plan included a variety of strategies for improvement for this subpopulation, to include the following: 1. Provide additional training for anyone who advises developmental education students. 2. Provide a mentor for any instructor teaching developmental courses. 3. Implement mandatory attendance policies for students 4. Provide orientation sessions to the

Writing and Reading Lab for developmental students. 5. Conduct one-on-one conferences to assist with progression through the course and to help identify areas where students need more support. The aged 20-24 population success rates are: 60.0% of students in Writing and 70.1% of students in Reading made a C or above in 2018-19. The results for the 2019-2020 academic year do not demonstrate a large enough population in the writing and reading developmental classes to evaluate; **.*% of students in Writing and **.*% of students in Reading made a C or above in 2019-20. Moving forward, to the 2020-2021 academic year, our developmental education committee would like to target the male population to increase success for this subset of students. The plan includes a variety of strategies for improvement for this subpopulation, to include following: 1. Continue to provide additional training for anyone who advises developmental education students 2. Continue to provide a mentor for any instructor teaching developmental courses. 3. Provide orientation sessions to the Writing and Reading Lab for developmental students. 4. Provide skill-specific videos to enhance developmental assignment. 5. Provide a variety of brain-storming exercise and graphic organizers for developmental assignments. 6. Provide assignments that address different learning styles. 7. Implement incentivized attendance policies. 8. Conduct one-on-one conferences to assist with progression through the course and to help identify areas where students need more support. Mathematics: Review of the Results for Mathematics 20-24 aged population are: 56.8% of students in Mathematics made a C or above in 18-19 and 74.1% of students in Mathematics made a C or above in 19-20 The results demonstrate an increase of 17.3% in success rates for the 20 – 24 aged group in Mathematics. The college will target the male subpopulation for 2020-2021. The success rate for the male subpopulation (2019 – 2020) in mathematics was 59.3%. In order to increase the success for this subpopulation, and hopefully for all students, we want to implement a few strategies that we think will help improve student's math problem solving skills. Toward this end we are going to provide MAT0012 students with two sets of instructional videos for each section. Both sets are delivered by a full time GCSC mathematics instructor, one male and one female. For students being taught by an adjunct instructor, this will allow them three different perspectives on the same content and hence, three different sets of problems worked out in detail to help them learn the process. We will also stay in communication with the adjuncts teaching the course to ensure that we maintain consistency and we hear feedback. We also plan to create an orientation video for the GCSC Math Lab (showing where the Lab is and how it is set up) and an introduction video for using MyMathLab (detailing how to enroll in MyMathLab and how to navigate through its many features). We are also considering formalizing the opportunities for individual student/teacher interaction by restructuring the course to be lecture base learning for 40 minutes, followed by 35 minutes of interactive problem-solving practice. In spring 2021 we are offering four face to face courses. We plan to pilot two spring sections of MAT0012 with a 40 minute lecture and 35 minutes of interactive problem-solving practice with just the instructor for the entire class. In the other two pilot sections we will have a person from the GCSC Math Lab to help with the interactive problem-solving practice. At the end of the term we will compare the pass rate for the classes with a person from the Math Lab to the pass rate of the classes without a person from the Math Lab helping with the interactive problem-solving practice. We will use the results from the data gathered to determine if the additional help from the Math Lab is beneficial to the students.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

☒ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Senior English in High School Grade B or higher = ENC1101 Grade C = ENC1101C
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Senior English in High School Grade B or higher = ENC1101 Grade C = ENC1101C
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	High School Algebra II or Algebra III Grade B or higher = MAT1033, MGF1106, MGF1107, STA2023 GRADE A = MAC1105 High School Trigonometry or Calculus GRADE B or higher = MAC1105
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	High School Algebra II or Algebra III Grade B or higher = MAT1033, MGF1106, MGF1107, STA2023 GRADE A = MAC1105 High School Trigonometry or Calculus GRADE B or higher = MAC1105
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
High School Transcript

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Students with earned High School grades that did not meet minimum scores were urged to take the PERT for accurate placement. No scores or grades were weighted for placement determination

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Students could appeal to the mathematics department and English departments for further placement evaluation.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Advisors received documents indicating the college's practice. Also, enrollment service's personnel documented transcript evaluation of the student's electronic record demonstrating the student's alternative placement.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Students were informed in orientation, enrollment service's communication, advisor communications, and testing center communications and student emails.

11. Please indicate any costs to students.
There was no additional cost to students.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☒ 1-25%	☒ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
The greatest challenge was the additional manual process for enrollment services in reviewing the high school transcript and documenting the college-level readiness.

14. What were the greatest benefits from implementing alternative methods?
The greatest benefit was that the decreased lag time from when the student takes the PERT and updating the scores in the student information system.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☒ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☒ Not sure/don't know

17. Additional comments
Although the practice may be efficient, we need to assess the subsequent grades that students made in mathematics and English classes over the next year to evaluate the efficacy of the alternative placement plan.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Hillsborough Community College
Contact Name:	Richard Senker
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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

HCC supports students who require developmental education courses through a curriculum taught by qualified and dedicated faculty members and thorough 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
- Reading: Compressed and Co-requisite
- Writing: Compressed and Modularized

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.

The impact COVID-19 had on developmental education student supports for the Spring 2020 term was the same impact for all students – HCC moved 100% of its courses to online formats. Students and faculty alike encountered challenges in making this abrupt change. Additionally, all academic support services transitioned to remote formats. Communication was sent to students via e-mails and the website to advise them of changes in the delivery of services and instruction. The impact on student success varies by developmental education subject area. In mathematics, students achieved higher success rates in comparing Spring 2020 to Spring 2019. In reading, the rates were lower, and in writing, the rates were comparable. Students may be more likely to contact instructors via remote settings than in face-to-face settings and may be more willing to stay "after class" in remote settings for extra help. Also, learning materials such as ALEKS can facilitate learning in the online environment.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Math

Table 1 *Performance in Developmental Education Mathematics Courses*, tracks performance over the past three years 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 2019-2020 Developmental Education Accountability Report (DEAR), the review focuses upon the compressed and contextualized courses.

Overall, more students were enrolled in the compression format with both formats decreasing in enrollments over time. Students seem to perform better (% earning a grade C and above) in the contextualized format; however, not as many students enrolled in the contextualized format. In 19-20, students were similarly successful in both formats (65.6% C and above vs. 64.5% C and above). When compared to the system level data for 19-20 for students earning a C and above, HCC was slightly higher in the compression strategy (65.6% vs.59.9%) but slightly lower in the contextualized strategy (64.5% vs. 69.4%).

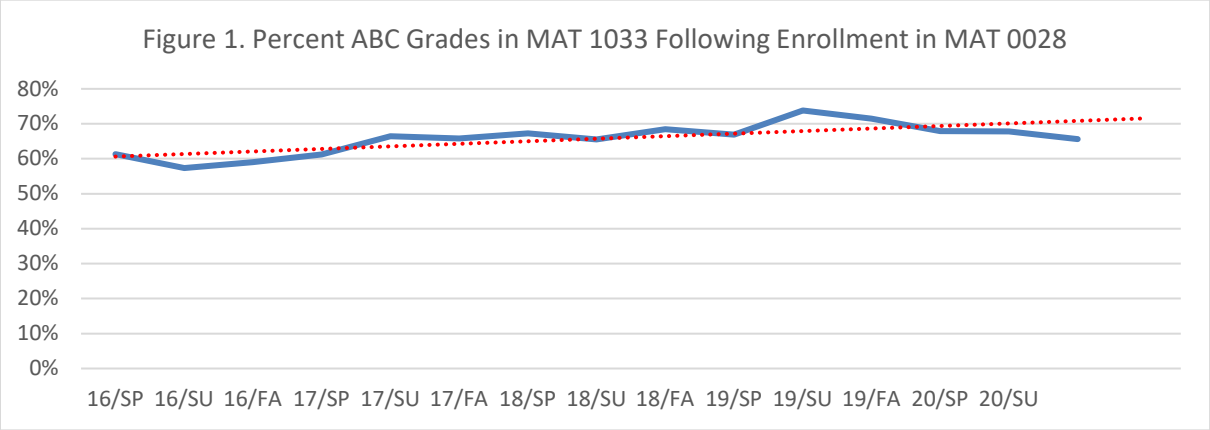
Table 1. Performance in Developmental Education Mathematics Courses: *Three Year Trends*

Year	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20
.	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)
Strategy	.	.	.	.	.	.	.	.	.
Compression	3,176	1,805	56.8%	3,033	1,768	58.3%	2,831	1,858	65.6%
Contextualized	653	400	61.3%	598	390	65.2%	636	410	64.5%
Modularized	**	**	**	**	**	**	**	**	**

Delivery strategy, pedagogy and content alignment and their contribution to student success. The pedagogical conversion of the existing prep math courses into the compressed versions appears to have little negative impact on student success. 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. Success rates were determined of students who enrolled in a developmental education course and subsequently enrolled in a college-level course. The table below provides performance in MAT 1033 following enrollment in MAT 0028, the most popular "gateway" prep class to both MAT 1033 and MGF 1106. The trend line in Figure 1 suggests that compression did not have a negative impact on subsequent success in MAT 1033, although the addition of a credit hour in MAT 1033 may have contributed to student success. Note that students may also enroll in MGF 1106, MGF 1107, or STA 2023 following success in MAT 0028.

Table 2. *Performance in MAT 1033 Following Enrollment in MAT 0028*

Term	A	B	C	D	F	W	WC	WN	Total	Total ABC Grades	% ABC Grades	Total DF Grades	% DF Grades	Total Withdrawal Grades	% Withdrawal Grades
16/SP	84	75	95	38	81	39	0	2	414	254	61.4%	119	28.7%	41	9.9%
16/SU	24	28	30	12	37	11	0	1	143	82	57.3%	49	34.3%	12	8.4%
16/FA	61	86	82	24	91	38	0	6	388	229	59.0%	115	29.6%	44	11.3%
17/SP	76	113	117	43	104	41	0	6	500	306	61.2%	147	29.4%	47	9.4%
17/SU	23	34	34	11	22	13	0	0	137	91	66.4%	33	24.1%	13	9.5%
17/FA	92	101	103	29	91	29	0	5	450	296	65.8%	120	26.7%	34	7.6%
18/SP	104	116	113	39	72	45	0	6	495	333	67.3%	111	22.4%	51	10.3%
18/SU	31	36	28	10	22	16	0	2	145	95	65.5%	32	22.1%	18	12.4%
18/FA	87	104	87	20	65	41	0	2	406	278	68.5%	85	20.9%	43	10.6%
19/SP	96	109	100	37	75	37	0	2	456	305	66.9%	112	24.6%	39	8.6%
19/SU	48	47	29	12	21	11	0	0	168	124	73.8%	33	19.6%	11	6.5%
19/FA	102	79	77	26	48	28	0	1	361	258	71.5%	74	20.5%	29	8.0%
20/SP	154	104	77	28	76	21	28	5	493	335	68.0%	104	21.1%	54	11.0%
20/SU	45	38	33	10	17	24	0	4	171	116	67.8%	27	15.8%	28	16.4%
Total	1027	1070	1005	339	822	394	28	42	4727	3102	65.6%	1161	24.6%	464	9.8%



The Impact of COVID-19: Comparing Spring 2019 to Spring 2020 course performance rates in developmental education math courses, COVID-19 may have contributed to the higher W/WN percentage of grades. The percentage of ABCS grades in Spring 2020 was 68% versus the 60% in Spring 2019. Instructors may have been more lenient in grading in Spring 2020 because of the conversion of all classes from the traditional format to the distance learning format. Also, learning materials such as ALEKS can facilitate learning in the online environment.

Table 3. *Course Performance Comparisons in Developmental Education Math Courses*
Spring 2019

Course Prefix	Course	Modality	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
			1,339	2.25	805	60%	412	31%	122	9%
– MAT	+ MAT-0018		306	2.30	199	65%	79	26%	28	9%
	+ MAT-0022		129	1.68	62	48%	55	43%	12	9%
	– MAT-0028	+ Distance Learning	81	1.86	43	53%	27	33%	11	14%
		+ Hybrid	62	2.74	42	68%	18	29%	2	3%
		+ Traditional/Other	546	2.34	326	60%	164	30%	56	10%
	+ MAT-0029		215	2.34	133	62%	69	32%	13	6%

Spring 2020

Course Prefix	Course	Modality	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
			1,257	2.64	850	68%	288	23%	119	9%
– MAT	+ MAT-0018		247	2.39	169	68%	56	23%	22	9%
	+ MAT-0022		127	2.73	94	74%	21	17%	12	9%
	– MAT-0028	+ Distance Learning	102	2.33	52	51%	23	23%	27	26%
		+ Traditional/Other	527	2.82	369	70%	120	23%	38	7%
	+ MAT-0029		254	2.59	166	65%	68	27%	20	8%

Reading

Table 4, *Performance in Developmental Education Reading Courses*, tracks performance for the past three years 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 2019-2020 DEAR, the review focuses upon the compressed option.

Table 4. Performance in Developmental Education Reading Courses: *Three Year Trends*

Year	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20
.	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)
Strategy	.	.	.	.	.	.	.	.	.
Compression	1,311	857	65.4%	1,268	888	70.0%	1,236	773	62.5%
Corequisite	82	58	70.7%	65	42	64.6%	**	**	**
Modularized	**	**	**	**	**	**	**	**	**

Overall, more students were enrolled in the compression format (REA 0019 *Developmental Reading*) with enrollments decreasing over the past three years. The co-requisite format (REA 0018 *Developmental Reading*) was offered on one campus. The original intent was to limit REA 0018, which is a two-credit hour course, to students who scored in the low-risk category. However, on the campus that offered the course, all students who were placed into developmental reading were being enrolled in that course. The course was discontinued to ensure compliance with the original intent. A later review of subsequent success in college-level course work (specifically ENC 1101) suggests that the course should be revisited as an option for students because student success rates were comparable whether or not the student enrolled in REA 0019 or REA 0018.

Student success rates (% earning a grade c and above) varied in the compression format (65.4% in 17-18, 70.0% in 18-19) with a slight decrease in 19-20 (62.5%). HCC was slightly under the rate for student success (% earning a C and above) when compared to the system level data in 19-20. The system level student success rate (% earning a C and above) for 19-20 for the compression strategy was 66.9% when compared to HCC at 62.5%.

Delivery strategy, pedagogy and content alignment and their contribution to student success. The pedagogical conversion of the reading courses appear not to have had a negative impact on student success. Faculty developed REA 0019 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.

The co-requisite reading course, REA 0018 was offered on one campus, taught by one instructor. As previously stated, REA 0018 originally was intended to target students who were lower risk than students who would place into REA 0019. Additionally, REA 0018 is a two-credit hour course.

Table 5 provides performance in ENC 1101 following enrollment in REA 0019 and compared to performance in ENC 1101 following enrollment in REA 0018. In comparing REA 0019 with REA 0018, the findings suggest that students' passing rates are comparable in ENC 1101. The trend lines in Figures 3 and 4 suggest that the modifications to the curriculum did not negatively affect student success in subsequent courses. The reader is reminded that only one instructor taught REA 0018 and relatively small numbers of students took that course.

Table 5 *Performance in ENC 1101 Following Enrollment in REA 0018 versus REA 0019*

REA 0018	A	B	C	D	F	W	WC	WN	Total	Total ABC Grades	% ABC Grades	Total DF Grades	% DF Grades	Total Withdrawal Grades	% Withdrawal Grades
16/FA	2	4	3	2	0	2	0	1	14	9	64.3%	2	14.3%	3	21.4%
16/SP	9	7	4	2	7	6	0	0	35	20	57.1%	9	25.7%	6	17.1%
16/SU	2	3	2	1	2	0	0	0	10	7	70.0%	3	30.0%	0	0.0%
17/FA	3	1	4	0	5	1	0	0	14	8	57.1%	5	35.7%	1	7.1%
17/SP	6	5	3	3	4	3	0	0	24	14	58.3%	7	29.2%	3	12.5%
17/SU	1	1	2	1	1	1	0	0	7	4	57.1%	2	28.6%	1	14.3%
18/FA	2	4	2	1	1	3	0	0	13	8	61.5%	2	15.4%	3	23.1%
18/SP	6	8	5	2	2	2	0	0	25	19	76.0%	4	16.0%	2	8.0%
18/SU	1	1	1	0	2	1	0	1	7	3	42.9%	2	28.6%	2	28.6%
19/FA	1	2	2	2	1	0	0	0	8	5	62.5%	3	37.5%	0	0.0%
19/SP	6	4	5	0	3	0	0	0	18	15	83.3%	3	16.7%	0	0.0%
19/SU	2	2	4	0	1	0	0	0	9	8	88.9%	1	11.1%	0	0.0%
20/SP	3	2	0	0	1	0	1	0	7	5	71.4%	1	14.3%	1	14.3%
20/SU	0	0	1	0	1	0	0	0	2	1	50.0%	1	50.0%	0	0.0%
Total	44	44	38	14	31	19	1	2	193	126	65.3%	45	23.3%	22	11.4%

REA 0019	A	B	C	D	F	W	WC	WN	Total	Total ABC Grades	% ABC Grades	Total DF Grades	% DF Grades	Total Withdrawal Grades	% Withdrawal Grades
16/SP	82	116	73	27	90	37	0	4	429	271	63.2%	117	27.3%	41	9.6%
16/SU	17	15	16	5	19	4	0	4	80	48	60.0%	24	30.0%	8	10.0%
16/FA	57	59	57	21	59	29	0	3	285	173	60.7%	80	28.1%	32	11.2%
17/SP	94	105	83	37	77	40	0	3	439	282	64.2%	114	26.0%	43	9.8%
17/SU	24	24	22	7	15	8	0	2	102	70	68.6%	22	21.6%	10	9.8%
17/FA	65	71	50	24	62	40	0	5	317	186	58.7%	86	27.1%	45	14.2%
18/SP	96	103	87	17	73	44	0	2	422	286	67.8%	90	21.3%	46	10.9%
18/SU	25	27	23	7	20	10	0	2	114	75	65.8%	27	23.7%	12	10.5%
18/FA	42	59	54	19	46	22	0	6	248	155	62.5%	65	26.2%	28	11.3%
19/SP	119	114	94	21	85	45	0	6	484	327	67.6%	106	21.9%	51	10.5%
19/SU	21	28	19	13	18	13	0	0	112	68	60.7%	31	27.7%	13	11.6%
19/FA	59	65	57	13	48	24	0	5	271	181	66.8%	61	22.5%	29	10.7%
20/SP	97	79	67	22	61	15	23	2	366	243	66.4%	83	22.7%	40	10.9%
20/SU	31	38	29	10	24	9	0	5	146	98	67.1%	34	23.3%	14	9.6%
Total	829	903	731	243	697	340	23	49	3815	2463	64.6%	940	24.6%	412	10.8%

Figure 3. Percent ABC Grades in ENC 1101 Following Enrollment in REA 0018

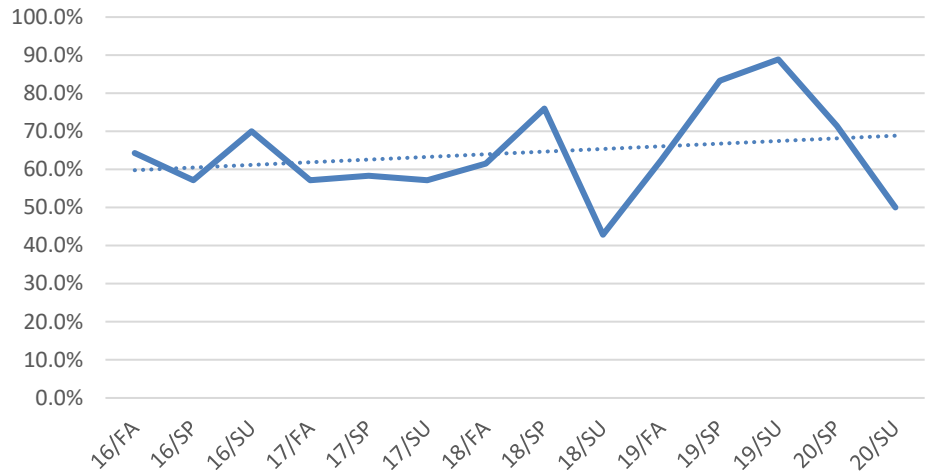
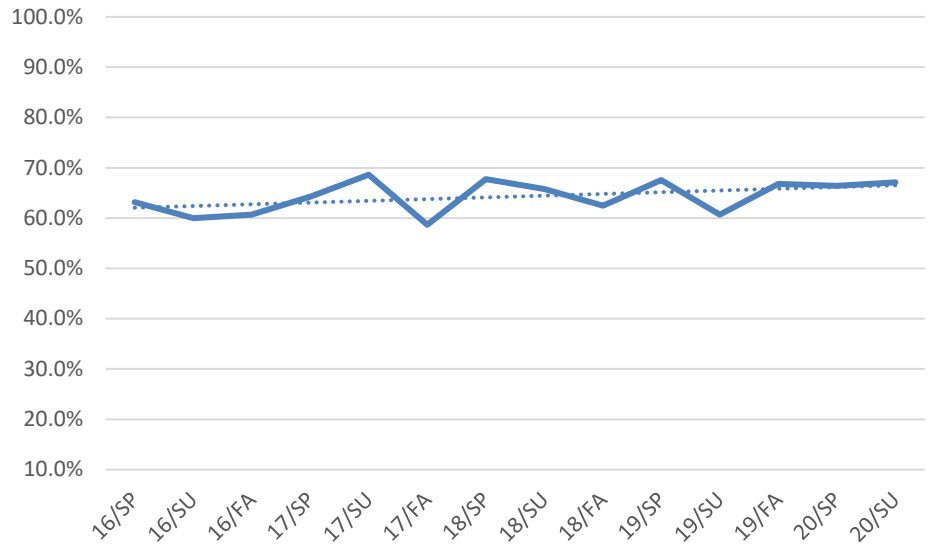


Figure 4. Percent ABC Grades in ENC 1101 Following Enrollment in REA 0019



The Impact of COVID-19: Table 6 compares Spring 2019 to Spring 2020 course performance rates in developmental education reading courses. COVID-19 may have contributed to the higher W/WN percentage of grades and to the lower success rates. Additionally, no sections of REA 0018 were offered in Spring 2020, based on the fact that the course was originally intended to target lower-risk students who achieved certain placement test scores. More consideration needs to be given to expanding this course across the campuses and potentially allowing higher risk students to attempt the course, presuming they are also taking ENC 0022 *Developmental Writing*.

Table 6. *Course Performance Comparisons in Developmental Education Reading Courses*

Spring 2019

Course Prefix	Course	Modality	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
			363	2.26	238	66%	92	25%	33	9%
– REA	+ REA-0018		26	2.00	16	62%	9	35%	1	4%
	– REA-0019	+ Distance Learning	93	2.05	58	62%	26	28%	9	10%
		+ Traditional/Other	244	2.38	164	67%	57	23%	23	9%

Spring 2020

Course Prefix	Course	Modality	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
			429	2.16	250	58%	123	29%	56	13%
– REA	– REA-0019	+ Distance Learning	118	2.00	69	58%	37	31%	12	10%
		+ Traditional/Other	311	2.24	181	58%	86	28%	44	14%

Writing

Table 7, *Performance in Developmental Education Writing Courses*, tracks performance for the past three years in compressed and modularized developmental writing courses at HCC. For the 2019-20 DEAR, the compressed and modularized options are reviewed.

Table 7. Performance in Developmental Education Writing Courses

Year	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20
.	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)
Strategy	.	.	.	.	.	.	.	.	.
Compression	1,395	888	63.7%	1,294	863	66.7%	1,259	776	61.6%
Modularized	14	11	78.6%	21	13	61.9%	21	11	52.4%

Overall, the compression strategy showed higher enrollments in the compression strategy when compared to the modularized format, with enrollments decreasing over the past three years. The modularized format had very low enrollments over the past three years with a slight increase from 17-18 (N=14) to 18-19 (N=21), then remained the same in 19-20. Student success rates (% earning a grade C and above) increased in the compression format from 17-18 (63.7%) to 18-19 (66.7%), then decreased in 19-20 to 61.6%. Success rates (% earning a grade C and above) decreased over time in the modularized format; however, the enrollments are so low it is hard to make any inferences based on this. When compared to the system level data for 19-20 in the compression format, HCC was below in the percentage earning a C and above at 61.6% vs. 70.3%.

Delivery strategy, pedagogy and content alignment and their contribution to student success. Revisions to the ENC developmental education courses do not appear to have had a negative effect on student success. 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 8 provides performance in ENC 1101 following enrollment in ENC 0022 and compared to performance in ENC 1101 following enrollment in ENC 0027. In comparing ENC 0022 with ENC 0027, the findings suggest that students' passing rates are comparable in ENC 1101. The trend lines in Figures 5 and 6 suggest that the modifications to the curriculum did not negatively affect student success in subsequent courses. The data for ENC 0027 shows greater variation in passing rates based on the small numbers of students who enroll in that course. However, ENC 0027 is a course that is associated with improved success rates at other FCS institutions, and a recommendation was made at HCC to consider expanding this course option for our students. Only one or two sections are currently offered per term, and the course could be limited to students who had placement test scores falling in the "low risk" spectrum.

Table 8. Performance in ENC 1101 Following Enrollment in ENC 0022 versus ENC 0027

ENC 0022_ENC 1101

	A	B	C	D	F	W	WN	Total	Total ABC Grades	% ABC Grades	Total DF Grades	% DF Grades	Total Withdrawal Grades	% Withdrawal Grades
16/FA	41	48	53	16	47	27	1	233	142	60.9%	63	27.0%	28	12.0%
16/SP	78	100	68	23	72	34	3	378	246	65.1%	95	25.1%	37	9.8%
16/SU	14	11	11	4	17	3	1	61	36	59.0%	21	34.4%	4	6.6%
17/FA	62	63	45	26	54	40	5	295	170	57.6%	80	27.1%	45	15.3%
17/SP	92	105	84	30	82	34	2	429	281	65.5%	112	26.1%	36	8.4%
17/SU	19	19	23	7	16	6	1	91	61	67.0%	23	25.3%	7	7.7%
18/FA	40	52	53	18	44	18	3	228	145	63.6%	62	27.2%	21	9.2%
18/SP	96	102	96	18	63	43	3	421	294	69.8%	81	19.2%	46	10.9%
18/SU	18	30	21	7	14	8	1	99	69	69.7%	21	21.2%	9	9.1%
19/SP	101	103	82	20	74	43	4	427	286	67.0%	94	22.0%	47	11.0%
19/SU	17	29	21	6	15	9	0	98	67	69.1%	21	21.6%	9	9.3%
Total	578	662	557	175	498	265	24	2760	1797	65.1%	673	24.4%	289	10.5%

ENC 0027_ENC 1101

	A	B	C	D	F	W	WN	Total	Total ABC Grades	% ABC Grades	Total DF Grades	% DF Grades	Total Withdrawal Grades	% Withdrawal Grades
16/FA	12	7	5	1	4	2	2	33	24	72.7%	5	15.2%	4	12.1%
16/SP	9	11	10	2	7	1	0	40	30	75.0%	9	22.5%	1	2.5%
16/SU	3	6	5	0	2	0	1	17	14	82.4%	2	11.8%	1	5.9%
17/FA	19	11	5	5	7	4	0	51	35	68.6%	12	23.5%	4	7.8%
17/SP	14	17	14	5	16	8	2	76	45	59.2%	21	27.6%	10	13.2%
17/SU	5	9	3	0	1	0	1	19	17	89.5%	1	5.3%	1	5.3%
18/FA	5	6	2	4	8	2	0	27	13	48.1%	12	44.4%	2	7.4%
18/SP	13	20	17	6	13	4	1	74	50	67.6%	19	25.7%	5	6.8%
18/SU	2	1	0	1	1	0	0	5	3	60.0%	2	40.0%	0	0.0%
19/SP	15	14	10	1	15	6	0	61	39	63.9%	16	26.2%	6	9.8%
19/SU	2	2	0	1	3	1	0	9	4	44.4%	4	44.4%	1	11.1%
Total	99	104	71	26	77	28	7	412	274	66.5%	103	25.0%	35	8.5%

Figure 5. Percent ABC Grades in ENC 1101 Following Enrollment in ENC 0022

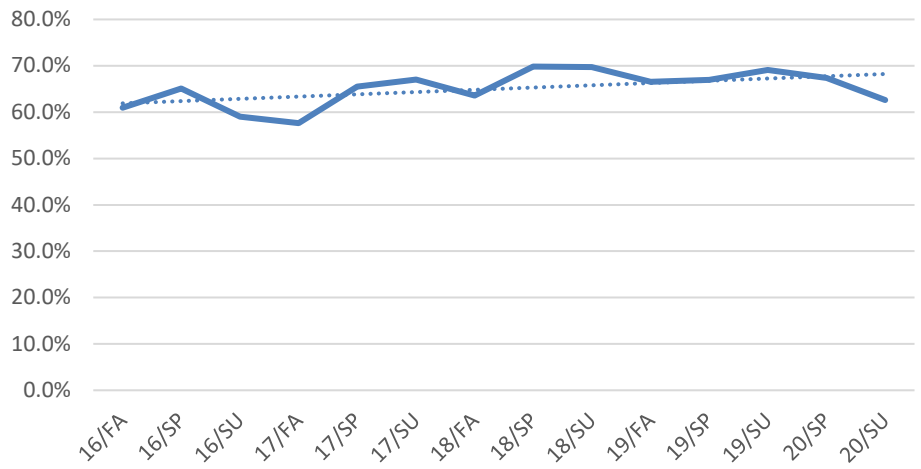
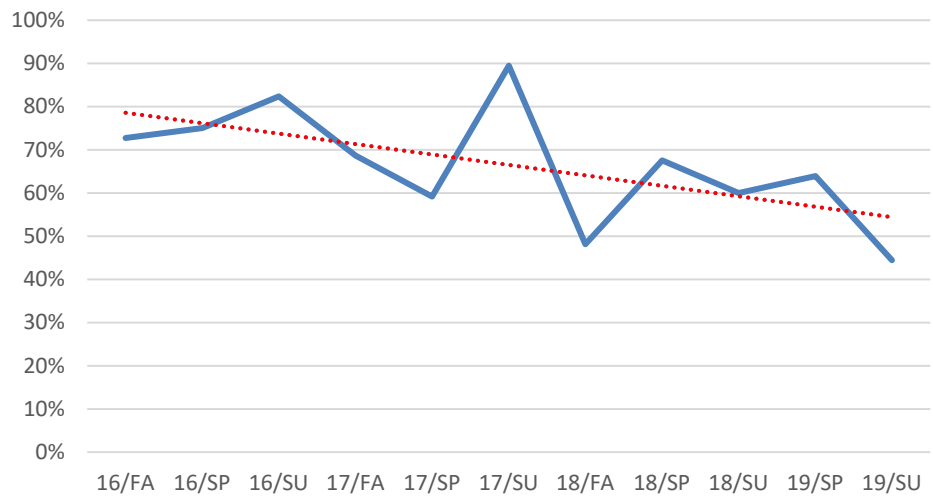


Figure 6. Percent ABC Grades in ENC 1101 Following Enrollment in ENC 0027



The Impact of COVID-19: Table 9 compares Spring 2019 to Spring 2020 course performance rates in developmental education writing courses. COVID-19 does not appear to have had an effect on success rates. Feedback from one writing instructor indicates that students appear to be more comfortable with requesting help virtually than with visiting the professor in the face-to-face format. Students find that connecting with her is convenient, and they have tended to stay after virtual sessions to ask for help.

Table 9. *Course Performance Comparisons in Developmental Education Writing Courses*

Spring 2019

Course Prefix	Course	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
		389	2.45	242	62%	108	28%	39	10%
– ENC	+ ENC-0022	349	2.41	211	60%	102	29%	36	10%
	+ ENC-0027	34	2.59	25	74%	6	18%	3	9%
	+ ENC-0055	6	3.83	6	100%	.	.	.	.

Spring 2020

Course Prefix	Course	Total Valid	GPA	A,B,C,S Grades	A,B,C,S %	D,F,N,U Grades	D,F,N,U %	W,WN Grades	W,WN %
		470	2.34	289	61%	130	28%	51	11%
– ENC	+ ENC-0022	405	2.31	247	61%	115	28%	43	11%
	+ ENC-0027	59	2.58	38	64%	13	22%	8	14%
	+ ENC-0055	6	2.67	4	67%	2	33%	.	.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Race

Data was reviewed against 2018-19 performance and against System performance by race/ethnicity for the three largest subpopulations: White, Hispanic, and Black for all three developmental education areas (mathematics, reading, and writing). Overall, enrollments were the highest in the math developmental education courses. At HCC, from 2018-2019 to 2019-2020, the percentage of students earning a C and above increased for math courses for all groups, whereas reading and writing success decreased for all groups.

When further examining the data, Black students had lower success rates (% earning a grade C and above) and higher percentages of being unsuccessful across math, reading, and writing strategies, as seen in Table 10. This seems to follow system level patterns as well.

Table 10. Mathematics, Reading, and Writing Developmental Education Course Enrollments and Course Completions by Largest Racial Subpopulations: HCC Prior Year, HCC Current Year, and System Current Year

Year	HCC 2018-19								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black
# Students Enrolled	1,162	988	158	412	493	40	421	458	39
% Students (Grade C and Abo	63.9%	47.9%	57.0%	77.2%	58.4%	65.0%	71.0%	57.9%	53.8%
% Students (Unsuccessful)	12.7%	20.6%	17.1%	10.2%	22.1%	17.5%	12.1%	22.3%	22.8%

Year	HCC 2019-20								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black
# Students Enrolled	968	1,205	940	239	425	398	225	455	416
% Students (Grade C and Abo	71.4%	66.6%	56.7%	68.2%	61.6%	56.0%	68.4%	60.9%	52.9%
% Students (Unsuccessful)	12.4%	11.5%	18.7%	15.9%	17.4%	23.1%	14.7%	19.1%	23.0%

Year	System-level 2019-20								
Subject	Math			Reading			Writing		
Race	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black	1-White	2-Hispan	3-Black
# Students Enrolled	13,213	12,053	9,947	1,882	1,542	2,144	3,219	4,436	4,636
% Students (Grade C and Abo	63.9%	64.3%	53.5%	71.5%	69.3%	62.5%	71.7%	73.5%	65.4%
% Students (Unsuccessful)	16.3%	16.2%	22.8%	10.9%	11.7%	13.0%	12.9%	11.6%	15.6%

Current strategies in place that are designed to increase student success include the following:

1. Early Alert – Early alert systems are in place on each campus.
2. Student Support Services – student support services on each campus offer tutoring for students. Certain grant-funded student support services target minority retention and success:

a. The HCC STEM Transfer Center provides a wide variety of services to all currently-enrolled HCC students.

b. The Louis Stokes Alliances for Minority Participation (LSAMP) Grant is directed at under-represented minority (URM) students who are focused on STEM career tracks, with a desire to continue working towards a Baccalaureate degree.

3. Hope Scholars: Committed to closing achievement gaps between its male learners, HCC continues to find new ways to provide sustained support to underserved students. The HOPE Scholars Initiative focuses on degree completion by improving persistence, retention and upper-division transfer rates among African American and Latino male students in the program. Through academic, personal and motivational support, students are prepared to attain high achievement in academic pursuits, career aspirations and quality of life.
4. Collegiate 100: Collegiate 100® (C100) is a college-wide initiative open to all students at Hillsborough Community College. The mission of C100 and 100 BMTB is to improve the quality of life within our communities and enhance educational and economic opportunities through mentoring and community service.
5. WINGS: Wings Student Support is a program for non-traditional, special populations, and first-generation students pursuing an Associate of Science or Workforce Program. The Wings program provides student engagement opportunities during their college experience where they learn to use college resources to facilitate retention and success. Students will be part of a small learning community to navigate through their programs by learning the skills necessary to secure a career and their desired job. To be eligible to participate in the program, applicants must be eligible to receive a Federal Pell Grant. Funding for the WINGS program is derived from the Carl Perkins Vocational Education Act.

6. TRIO: TRIO Student Support Services at HCC is a federally funded program serving 200 students per year. It is designed to serve low income, first generation (neither parent received a bachelor's degree) and disabled students. The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-secondary education. The goal of TRIO Student Support Services is to increase the college retention and graduation rates of participants and help students make the transition from one level of higher education to the next.

7. Professional Development - HCC continues 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. Sessions dedicated to improving retention rates for students of all colors are offered during HCC's professional development days.

8. Student Success Committee – the Student Success Committee includes the DEAR report on its agenda on an annual basis, and strategies to improve student success among targeted populations have been included as formal presentations at committee meetings.

Gender

Data was reviewed against 2018-19 performance and against System performance by gender for males and females for all three developmental education areas (mathematics, reading, and writing). Overall, more females were enrolled in developmental education courses across all three areas. Both groups increased the percentages of success (grade c and above) in Math from 2018-2019 to 2019-2020, whereas the percent successful decreased for both males and females in reading and writing. When looking at differences among subgroups, females performed better (% earning a C and above) than males across all three areas. This aligns with system level data. The findings suggest that no specific actions need to be taken at this time to develop activities to improve performance based on gender.

Table 11. Mathematics, Reading, and Writing Developmental Education Course Enrollments and Course Completions by Gender: HCC Prior Year, HCC Current Year, and System Current Year

Year	HCC 2018-19								
Subject	Math			Reading			Writing		
gender	male	female		male	female		male	female	
# Students Enrolled	1,245	2,243		481	802		503	767	
% Students (Grade C and Abo	56.8%	61.3%		66.5%	72.3%		62.6%	69.2%	
% Students (Unsuccessful)	15.0%	15.3%		17.0%	13.8%		17.9%	14.2%	

Year	HCC 2019-20								
Subject	Math			Reading			Writing		
gender	male	female		male	female		male	female	
# Students Enrolled	1,127	2,188		447	739		480	755	
% Students (Grade C and Abo	62.6%	67.0%		55.9%	66.8%		56.7%	64.8%	
% Students (Unsuccessful)	14.3%	13.3%		10.5%	18.0%		20.4%	16.8%	

Year	Sysetm-level 2019-20								
Subject	Math			Reading			Writing		
gender	male	female		male	female		male	female	
# Students Enrolled	13,608	24,336		2,306	3,852		5,292	8,209	
% Students (Grade C and Abo	58.0%	63.2%		63.4%	70.9%		66.3%	72.7%	
% Students (Unsuccessful)	20.3%	16.8%		14.1%	10.4%		16.3%	11.3%	

Age

Data was reviewed against 2018-19 performance and against System performance by age for age groups 19 or less, 20-24, and 25 and above for all three developmental education areas (mathematics, reading, and writing). Overall, math courses had the highest enrollments. The percentage of students who were successful (grade C and above) increased across all age groups for math, but decreased across all age groups for reading and writing. The age groups performed similarly across all areas, with the 20-24 age group performing slightly below the other age groups across all areas. This is similar to system level data. The findings suggest that no specific actions need to be taken at this time to develop activities to improve performance based on age.

Table 12. Mathematics, Reading, and Writing Developmental Education Course Enrollments and Course Completions by Age: HCC Prior Year, HCC Current Year, and System Current Year

Year	HCC 2018-19								
Subject	Math			Reading			Writing		
age	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo
# Students Enrolled	1,002	997	1,632	487	325	521	506	333	476
% Students (Grade C and Abo	61.1%	56.1%	60.5%	68.8%	69.8%	70.6%	67.6%	62.5%	68.5%
% Students (Unsuccessful)	14.2%	16.2%	15.4%	13.8%	16.3%	16.5%	13.0%	18.3%	16.4%

Year	HCC 2019-20								
Subject	Math			Reading			Writing		
age	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo
# Students Enrolled	1,004	909	1,554	434	340	462	467	370	443
% Students (Grade C and Abo	63.6%	64.5%	67.1%	62.4%	62.4%	62.8%	62.3%	59.5%	62.3%
% Students (Unsuccessful)	12.2%	14.4%	13.8%	15.4%	18.8%	19.9%	17.8%	19.2%	18.5%

Year	System-level 2019-20								
Subject	Math			Reading			Writing		
age	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo	19 or less	20-24	25 or abo
# Students Enrolled	12,279	10,083	16,257	2,370	1,623	2,253	5,482	3,719	4,549
% Students (Grade C and Abo	60.4%	59.8%	63.1%	68.5%	64.3%	70.4%	71.9%	65.8%	71.4%
% Students (Unsuccessful)	19.6%	18.8%	16.5%	12.3%	13.0%	10.4%	13.7%	14.3%	11.8%

In general, with regard to success strategies, data continue to be 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. Mentioned in last year's report, 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.

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

Developmental Education Placement Method

4 Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

X Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained. Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
   Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
   Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
   Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
    Click or tap here to enter text.

11. Please indicate any costs to students.
    Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☐ 1-25%	☐ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
    Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
    Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
    - ☐ Very unlikely
    - ☐ Unlikely
    - ☐ Likely
    - ☐ Very likely
    - ☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
    - ☐ Very unlikely
    - ☐ Unlikely
    - ☐ Likely
    - ☐ Very likely
    - ☐ Not sure/don't know

17. Additional comments
    Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Indian River State College
Contact Name: Heather J. Belmont, Ph.D.
Title: Vice President of Academic Affairs, CAO
Email Address: hbelmont@irsc.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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. 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. Faculty use the Blackboard Retention Center to monitor students for grades, access, activity, and deadlines. Instructors establish risk parameters to identify when students are at-risk 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. 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. In response to the pivot to online instruction due to COVID-19 in the Spring 2020 semester, the ASC also added more online tutoring capacity to assist students. In addition, the college worked to provide technology to students who had issues with access – providing loaner technology in the form of laptops, Wi-Fi hotspots, and IT assistance.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Math

1. Delivery Strategy: In Math, 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, hybrid and self-paced instructor-supported computerized versions of the course, including a course designed to quickly bring students through the developmental remediation in quick 4-week 1-credit increments. It should be noted that all developmental classes in math employ extensive use of video instruction and online drill and practice. This was of immense value during the COVID-19 outbreak which forced Spring 2020 students into a totally virtual environment. For the 2019-2020 academic year, the majority of classes consisted of contextualized courses, running in the fall/spring semesters as 16-week courses with in-person instruction. Also popular with students were compressed classes, which lasted only half the traditional semester time, or were delivered in shortened summer terms. 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 an increase in course success of 8.8% over contextualized, which showed another 4.9% increased success over modularized. The marked differences in success rates is still being discussed, and can be partly attributed to the fact that when students take the course in a compressed semester (8-week or 6-week summer term), they often have a much smaller course load, typically 1 or 2 courses for the term. This may also explain why compressed classes, while having the highest success rates, also have the highest withdrawal rates (by 2.5% over contextualized, and 8.7% over modularized), due to the faster pacing of the course.

The majority of class sections offered for 2019-2020 consisted of modularized courses, and the majority of those classes ran shorter than the traditional semester, giving students a wide range of available formats to fit their schedules. In fact, only two of the 32 modular sections ran for a full 16-week semester term – most had a delayed start. This was done to allow the early transfer of students from Intermediate Algebra into the Developmental Algebra if they were unable to comprehend and successfully complete the more difficult coursework. No additional cost to the student was involved, and the practice provided a “safety net” for underprepared and struggling students. In response to the pivot to online instruction due to COVID-19 during the Spring 2020 semester, all courses became de facto modularized courses, as all instruction moved online, and faculty implemented the course module strategy to complete the course. Technology issues for students were mostly related to access, and the college worked to ensure that loaner computers were available to students during this time period, in order to complete the courses for the term. Success rates for this Spring 2020 semester were higher than the previous Fall 2019 and Summer 2019 terms, by comparison, which gives some indication of the amount of dedication, organization and support given to students during this stressful period – however, it should also be noted that most assessments within the classes during this period were not proctored.

2. Pedagogical Revision: The past year brought forward into practice our pilot MAT 0055 course from the previous year and allowed a more extensive look at providing students the option of remediating for college-level mathematics in four weeks. The course met with moderate success, but still involved limited enrollment numbers. COVID-19 has spurred the development of synchronously taught online courses in math courses across the curriculum, and the possibility of extending these online sections with live instruction to this population of students is currently under consideration as we move forward.

3. Content Alignment: Developmental education math faculty are now completely merged with the math faculty into a united mathematics department, and share conversations concerning the rapid movement of students from one level of mathematics to the next. The work is ongoing in this area, with monthly meetings involving core focus groups of instructors involved in each step and course, looking to address additional ways to meet the needs of every student who desires to complete a college degree.

Reading and Writing

1. Delivery Strategy**:** ENC0017 is a 1 credit course that teaches the foundational skills necessary to be successful in English Composition I (ENC1101). This course is modularized and tailored to meet student's individual needs. Teaching methodologies include short lectures and online assignments designed to improve reading, grammar and writing. At the start of the course, students are assessed for areas of need and a tailored curricular plan is developed utilizing online materials from Cengage.

During 2019-2020 academic year, 345 students took Developmental Reading and Writing (ENC0017). 72.2% of the students in ENC0017 earned a "C" or better. During this reporting period, only 5.7% of students withdrew from the course, which is a significant reduction from the 20% that withdrew from the course during the 2018-2019 academic year. Over the course of the 2018-2019 academic year, the faculty teaching ENC0017 held regular meetings to discuss streamlining content and teaching, and engaged in regular professional development to improve course success. These activities may explain the reduced withdrawal rate in that the customized curriculum was more effective during this reporting period versus during the pilot year.

As this course is modularized and supported by online content, major revisions to the pedagogy were not necessary during the move to online learning due to the COVID-19 pandemic. The in-person classroom component was moved to a synchronous online learning platform, while the online assignment continued as usual. There was no significant change in pass rates between the Fall 2019 and Spring 2020 semester.

2. Pedagogical Revision: During the 2019-2020 academic year, faculty assessed the pass rates in ENC1101 comparing SB1720 Exempt students to SB1720 non-exempt students. 71% of SB1720 Exempt students were passing ENC1101 with a "C" or better, while 72% of non-exempt students were passing ENC1101 with a "C" or better. SB1720 non-exempt student success in ENC1101 prompted faculty to move from a pre-requisite ENC0017 model to a co-requisite ENC0017 model. The new co-requisite model was developed during the academic year and will be rolled out in the Fall of 2020.

3. Content Alignment: The faculty teaching ENC0017 met at the end of each semester to discuss areas in need of revision. Course lectures were streamlined to ensure congruency between sections and ensure they matched information presented in ENC1101.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Click or tap here to enter text.

Math

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.

Reading and Writing

Enrollment in ENC0017 was 31.5% White, 31.5% Hispanic, and 37% Black. White students (76.2%) earned a "C" or better at a slightly higher rate than Hispanic (69.3%) or Black students (70.8%). There was no difference in withdrawal rates between the groups.

During the 2019-2020 academic year, 210 females and 135 males enrolled in ENC0017. 78.1% of females earned a 'C', while 63% of males reached that criteria. An examination of course learning outcomes based upon gender is required to identify the factors associated with this disparity.

Students in ENC0017 varied in age, with 24% being under 20 years old, 29% being between the ages of 20-24, and 46.4% being over the age of 25. Student pass rates varied based upon age, with 66.3% of 20 and under earning a 'C' or better, 72.5% of 20-24 year olds earning a C or better, and 75% of individuals over 25 earning a C or better. Further examination of why younger students were less successful in ENC0017 is currently being examined.

The development of the new co-requisite ENC0017 model is designed to provide a more contextualized delivery that supports success in ENC1101. As this delivery model is significantly different from the current model, an examination of how the course impacts student success based upon group membership is planned for the upcoming year.

Addressing the Equity Gap

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.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

☒ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Students may meet placement requirements as established 6A-10.0315 Common Placement Testing and Instruction with existing PERT, SAT, ACT or ACCUPLACER scores.
Communications	☒ Summer 2020 ☒ Fall 2020	PSAT Score	An ERW score ≥ 430 on the PSAT/NMSQT

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Florida Standards Assessment Score	2019 English Language Arts Reading Level ≥ 4
Communications	☒ Summer 2020 ☒ Fall 2020	GED® score	GED Reasoning Through Language Arts score of 165 or higher on the GED 2014
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	'B' or better grade in the following High School courses: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	'B' or better grade in the following High School courses: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Students may meet placement requirements as established 6A-10.0315 Common Placement Testing and Instruction with existing PERT, SAT, ACT or ACCUPLACER scores.
Computation	☒ Summer 2020 ☒ Fall 2020	PSAT score	An ERW score ≥ 430 on the PSAT/NMSQT
Computation	☒ Summer 2020 ☒ Fall 2020	Florida Standards Assessment score	A Math score ≥ 480 on the PSAT/NMSQT
Computation	☒ Summer 2020 ☒ Fall 2020	End-of-Course Exam score	2019 Mathematics FSA or EOC Level ≥ 4.
Computation	☒ Summer 2020 ☒ Fall 2020	GED® score	GED Mathematical Reasoning score of 145 or higher on the GED 2014
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not	B' or better grade in the following High School courses: Algebra I, Algebra 1 Honors, Algebra 2,

Subject	Applicable Terms	Alternative Method	Minimum Standard
		accelerated (regular or honors)	Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	B' or better grade in the following High School courses: Algebra I, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
High School Transcripts were used to determine appropriate passing of corresponding communication and computation courses or we used the GED scores, ACT, SAT or PERT, if available. High school transcripts were also used for homeschool graduates.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
To ensure fairness, standards were the same across the board, regardless of student status.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
There was no established process for appealing alternative methods placement nor did we receive any complaints from students regarding their placement. Students were actually relieved additional testing was not required and were comfortable with their placements.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
IRSC established specific guidelines and created a matrix that reflected the alternative placement methods and what course(s) the student was qualified to enroll in. This matrix was shared with all advising staff and all high school counselors since DE was included in the matrix.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Information was relayed to the student by their assigned advisor or their high school counselors and the matrix for placement was posted on our website.

11. Please indicate any costs to students.
There was no cost incurred by the student.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	Computation
☒ 1-25%	☒ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Using alternative placement methods was a bit more time consuming due to having to access the transcripts via imaging, and then read and interpret a variety of different transcripts depending upon they were received (i.e. via FASTER, private, or other). Also, GED scores or high school grades could have been much older (non-SB1720 exempt for example), and the methods provided might not have been a true indicator of the students' current skillset. To address these challenges, we spent more time with the students to understand their comfort level with the recommended placement and provide them with a clear understanding of what to expect in their class.

14. What were the greatest benefits from implementing alternative methods?
Students are generally averse to taking any additional tests, so the use of alternative methods for placement was very well received. Students did not incur any costs for this placement when compared to having to test (reduction in potential equity gaps). The methods incorporated were something that all students could provide, if not already on file. The alternative methods provided a more equitable opportunity for ALL students to participate at the college level such as those who are test averse, as well as new Dual Enrolled students, who may not have attempted Dual Enrollment if they had to test.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☒ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☒ Very likely
☐ Not sure/don't know

17. Additional comments
IRSC would like to explore the potential of permanent adoption of alternative methods to determine placement. We are currently monitoring data to ensure similar (or better) outcomes.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Lake-Sumter State College
Contact Name: Thom Kieft
Title: AVP, General Studies
Email Address: KieftT@lssc.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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, Learning Centers, and Math Emporiums.

Admissions Counseling

(1) All students entering college or career credit programs receive admissions counseling during their new student orientation or when they meet individually with their academic advisor, 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.1007.271 are 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. 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. LSSC utilizes advising rostering to foster relationships between students and their advisor. .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. For students who have experience a GPA below 2.0, a new Standards of Academic Progress Procedure (PRO 4-06) was implemented that includes a required academic success workshop called Success Planning In Reaching Excellence (ASPIRE).

COVID response:. All Advising-related services transitioned fully online so that students remained supported and connected utilizing Zoom (online), Email and Canvas messaging, and Jabber (phone). All live-group advising orientation sessions and ASPIRE workshops also moved to online utilizing Zoom.

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. . During the 2019-2020 academic year, the College added four specific progress surveys to help our Athletics Department to monitor and track student athlete academic performance to ensure they remain in good academic standing and eligible for their respective sport. .The benefits of utilizing Starfish as our Early Alert Tool includes the ability to integrate technologies at the College to mine student performance data and activate intrusive advising and intervention strategies, help the College detect at-risk students in real-time and activate an immediate communication response, intentionally engage faculty to provide ongoing student performance and engagement feedback, and foster a coordinated outreach between faculty, advisors and other service areas at the College. .During the 2019-2020 academic year, a Flag or Kudo influenced 5,892 unique students. .The average number of flags per student was 4.14 and the average number of kudos given per student was 4.6. The total numbers of concern flags raised were 11,848, the total number of kudos given was 23,572.

COVID response: .We currently utilize Starfish as the means by which students can remotely make an appointment with academic advisor or ask for their assistance. This platform also allows advisors to document notes on each student interaction to promote better service and more effective ongoing support. This functionality was extremely important during the spring term when the College went 100% virtual due to COVID-19.

Learning Centers (includes tutoring services)

LSSC has Learning Center services available 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. In partnership with the libraries, additional services are offered online for supporting online learning, including video tutorials, guides and learning modules. The presence of the Human Anatomy and Physiology models at the Learning Centers allow students a hands-on approach to their learning. A Lending Library allows students to borrow textbooks and calculators for the current semester to assist them with their assignments. The Learning Centers also provide virtual tutoring to students who cannot come to campus. .This service has been expanded to accommodate a greater volume of students in the online Learning Environment due to the COVID-19 pandemic, with individual in-person tutoring by appointment. Virtual study halls for group study have also been implemented to facilitate student learning.

Math Emporiums

The Math Emporium staff continue to support the developmental math courses delivered in a modular approach. In fall 2019 we delivered all sections on campus and required students to spend most of their class time and some additional time each week in the Math Emporium where they could get on-demand assistance from a math tutor and their instructor.

Due to restrictions with the recent outbreak of COVID-19, the Math Emporiums moved online mid-spring 2020. Using technologies such as Zoom, Microsoft Teams, and virtual whiteboards, the Math Emporium staff provided students with math support in a virtual setting. The math emporium also began embedding Math Support Specialists into the meeting of our online classes to help students with the adjustment to the new learning environment and to provide support for the instructors. From discussions with the instructors from summer, there seems to be more check-ins done with students because of the format change. Since meetings are on Zoom, there has been more of a conscious effort to check in with students and speak to each one of them in a more formal format using break out rooms in Zoom.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Math

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 were 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.

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. This current pedagogical approach success rates (71.4%) was 2 percentage points higher than the state average (69.4%) and 4.6% lower when compared to the previous year (76.0%).

In the modularized strategy (MAT 0018 and MAT 0028), 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. It appears these revisions may have possibly accounted for the 4.5% increase in success rate (56.0%) compared to the previous year's institutional results of 51.5%. LSSC did lag behind the state average by 6.7 percentage points, but that was down from the 7.1% deficit last year. Therefore, math faculty efforts to determine additional strategies to improve student success rates in the developmental courses seemed to have had an effect.

Content Alignment:
Content in LSSC's developmental courses (MAT 0018, MAT 0028, MAT 0027) 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 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.

Reading and Writing

Delivery Strategy:
Lake-Sumter State College uses the modular strategy with the blended Reading and Writing curriculum in ENC 0017 (Developmental Reading and Writing 1) and ENC 0027 (Developmental Reading and Writing II).

Pedagogical Revision:
LSSC revised our modular approach by including hybrid classes, initiating traditional online classes, and developing compressed approaches. Fully online options were developed for deployment in 2018. The number of classes offered in the online modality was increased spring 2020 due to COVID-19 in the form of Real-Time Online classes. The continued use of the adaptive online software, InQuizitive by Norton, as well as the online Langan textbooks allowed for a smooth transition, which is reflected in the high success rates of our students (85.5%) in the 2019-2020 academic year. Future goals include revising Real-Time Online options and creating a library guide or textbook to replace the current text.

Content Alignment:
LSSC's Developmental Reading and Writing classes allow students to build competency in targeted areas based on individual diagnostics through InQuizitive and feedback from instructors. Students move seamlessly through ENC 0017

into ENC 0027 using the same materials and the same platforms, including computer labs. The Emporium model allows students to work at their own pace while engaging with the instructor as needed. The blending of Reading and Writing allows students to work on these skills in tandem and showcases the links between them; the aligned content that builds from identifying structural errors to creating researched and documented academic prose allows students to achieve academic competence as well as a professional tone in writing. The swift move to Real-Time Online (virtualized Online) classes in spring 2020 allowed students to have real-time contact with instructors while retaining the self-paced aspects of the class. This new modality works well with Developmental Reading and Writing and could create new avenues to compress ENC 0017 and ENC 0027 into fewer weeks.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Math

Race:

The number of Black and Hispanic students combined enrolled in developmental math courses was less than White students (174 vs. 215). Last year, success rates for White (56.7%) and Black (34.9%) LSSC students was less than the state average (63.9% and 53.5%). Hispanic students performed nearly as well as the state average (63.1 vs. 64.3%). Within LSSC students, the difference in success rates between races indicated White students achieved success rates nearly 22 percentage points (21.8) higher than Black students. Hispanic student success rates (63.1%) were highest, ending up 6.3% higher than White students (56.7%). A higher proportion of those in the "Grade Other" category were Black students (3.2%) compared to other races (White: 2.8%; Hispanic: 0.0%). These values were all less than the state averages.

Withdrawal rates were highest for Black students (11.1%) and were similar to the state's (11.6%), followed by White students (7.9%), less than the state average of 10.1%. Hispanic (3.6%) students withdrew at rates approximately a third of the state average (9.5%). For Black students, the 11.1% withdrawal rate represented a nearly doubling compared to last year (6.4%). The withdrawal rate among White students (7.9%) changed insignificantly from last year (8.2%), while that for Hispanic students (7.1%) dropped by about half (3.6%).

Gender:

In developmental math there were over twice as many females enrolled than males (294 vs. 143, respectively). Female success rates (60.5%) exceeded that of males (49.7%) points. Success rates for both genders was less the state averages (females: 63.2%; males: 58.0%). The withdrawal rate for females dropped from last year (8.3%) to 7.5% remaining higher than the males whose withdrawal rates mirrored last year's (5.6%). The LSSC female withdrawal rate was lower than the state average by over 2 percentage points (2.2) while the male withdrawal rate of 5.6% was nearly half of that seen statewide (11.1%). This continues to support the assentation that LSSC students persist in the courses at higher rates than the state averages, especially among males.

Age:

Success rates in all age groups improved or remained similar to last year. Students in the non-traditional age group (25 years or more) succeeded at rates comparable to last year (58.5 vs. 58.0, respectively). Success rates rose for the 20 to 24-year-old group from 55.5% last year to 58.5%. Finally, the 19 or less year-old student success rates (52.6%) improved from last year (45.6%). The gap in success rates seen last year between students greater than age 25 and those less than 19 years old diminished from 12.4% to 5.9%. The reason for this distinct gap could be that younger students are generally 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 corequisite model, that may address this issue and serve to aid in diminishing that gap. Success rates were all less than the state averages from 1.3% among 20 to 24-year-olds to 7.7% within students 19 years old or less. Withdrawal rates among all LSSC age groups were less than the state averages by approximately 3 to 4 percentage points.

Current or planned strategies designed to increase student success for one or more underrepresented group(s)
The currently employed plan continues to focus on improving the success rate of Black students enrolled in developmental math courses. This is warranted as their student success rate was nearly 22 percentage points lower than that of White students.
To assist with success rates of this subpopulation, LSSC will:

- introduce class time with module handouts to guide students in completing the more challenging portions of the modules of MAT 0028.
- consider providing individualized calendars, feedback, and success plans to assist in course planning for those underrepresented students who fall behind.
- increase the emphasis to instructors regarding weekly check-ins with students in this group.
- in conjunction with LSSC data analysts, an examination of factors potentially affecting success rates for this underrepresented group will be conducted. Conclusions drawn will be used to re-design delivery or curriculum, if the data support.
-

Through these, we endeavor to increase the overall success rate in developmental math among Black students and narrow the disparity gap.

Reading and Writing
Race:
The total number of students reported in this category was 119: 55 white, 37 Hispanic, and 27 Black students.
There is a large gap between black and white student success rates with black students succeeding at a 96.3% and whites at 78.2% which is an 18.1-point gap. Black and Hispanic students have a smaller gap at 9.8 points with Hispanic success rates at 86.5%. These results are higher than the state average for developmental writing courses at 71.7% success for Whites, 73.5% for Hispanic, and 65.4% for Black students. This indicates that LSSC's modular, self-paced, flipped, emporium-model is thorough-going in supporting our Hispanic and Black population of students.

Gender:
The total number of students enrolled in the combined course was 138: 87 females and 51 males. Females succeeded at a rate 5 percentage points higher than males (87.4% to 82.4% respectively). These success rates are higher than the state averages of 72.7% for females and 66.3% for males in developmental writing courses. This illustrates the benefits of a self-paced, instructor-supported class for all students, in particular Black males. The withdrawal rate for females was double the rate for males.

Age:
Our largest age cohort is 25+ at 53 students. Younger students in the 19 and younger category accounts for 45 students and the final 40 are in the traditionally aged group of 20-24. The largest gap in success rates is between 19 and younger at 91.1% and 20-24-year old at 82.5%. 25 and older students are only 0.5% higher at an 83% success rate. The reason for this gap may be related to the amount of time older students have been out of school compared to students who may still be in high school classes. It should be noted that these success rates are far above the state averages in writing at 71.9% for 19 and under, 65.8% for 20-24, and 71.7% for 25 and older.

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

The data shows that increasing support for Black and Hispanic students has been successful at 86.5% for Hispanics and 96.3% for Blacks. White males are lagging behind with a success rate of 78.2%. In order to increase success for this group specifically, we will employ several strategies. We will increase the level of intrusive intervention by which instructors engage students individually; we will include a feedback response assignment that has students track feedback as well as how they will respond to the feedback, and we will increase the number of reading selections that might appeal to this demographic. These three interventions should increase interest, engage students in the learning process, and allow for faster response to student issues.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).
☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment	Score Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: **MIAMI DADE COLLEGE**
Contact Name: **LENORE RODICIO, PH.D.**
Title: **EXECUTIVE VICE PRESIDENT AND PROVOST**
Email Address: lrodicio@mdc.edu

Executive Summary

Enrollment in Miami Dade College development education courses in Math, Reading and Writing decreased from 7185 total students in 2018-2019 to 5725 total enrolled students in 2019-2020. This drop of 1460 total students enrolled in all areas over the last year was distributed as follows:

- Enrollment in Math developmental education courses decreased by 666 students or 15.3%;
- Enrollment in Reading developmental education courses decreased by 270 students or 32.8%; and
- Enrollment in Writing developmental education courses decreased by 524 students or 26.2%.

When F.S. 1008.30 (4a) was implemented in 2013, stating 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] enrollment in developmental education courses began to steadily decline. Conversely, enrollment into gateway courses in both English and Math increased. Beginning in 2013, course redesign, supplemental instruction, tutoring, and other interventions were intentionally introduced to address pass rate concerns, and many of those structures remain in place today as a part of Miami Dade College's comprehensive package aimed at improved student success, retention, and course and degree completion.

An example of improvement is found within the success of students completing MGF1106, Math for Liberal Arts. Almost half of MDC students enroll in programs that do not require algebra proficiency, and will therefore take MGF1106 to meet their math requirement. In the 2017-2018 academic year, the pass rate for MGF1106 was 69.4%; in the 2018-2019 academic year the pass rate rose to 71.3% and in the fall 2019 term, the pass rate for students enrolled in MGF1106 had risen to 72.3%. This slow but steady rate of improvement is attributed to many efforts at Miami Dade College including training advisors to guide students to the most appropriate courses for their program of study, providing faculty with opportunities to develop innovative and effective curriculum, and building the wrap-around support structures that students need to succeed in their studies.

[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

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Miami Dade College's vision "to be the recognized leader in student learning, achievement and success" and mission to change "lives through accessible, high-quality teaching and learning experiences"[2] undergird the efforts designed to support students within developmental education and all course and program offerings. MDC's shared vision and mission is discussed frequently with all stakeholders through regular college communications, data reports, and numerous meetings held both in person and online.

As Miami Dade College's student demographics include many students that are underprepared, speak English as a second language, and work while attending college, MDC remains firmly invested in practical applications leading to student success. The college's five-year Quality Enhancement Plan, "Do the Write Thing" focused upon developing the communication skills students need to succeed in the workplace, thereby embedding writing across the curriculum and beyond an entry-level or gateway English course.[3] While this QEP officially concluded at the end of the 2019-2020 Academic Year, MDC has institutionalized the work, ensuring communication remains a continued learning outcome priority for all students to attain.[4]

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 and that tutoring is a key component to a student's success.

Through personalized advisement, early alerts and interventions, full and part-time faculty connections, librarian access and tutoring, all MDC students are kept regularly informed of additional academic resources made available or recommended, such as academic support labs, diagnostic testing, financial support services, new digital resources and mental health services, all meant to help support them in attaining the credentials they desire.

During the Spring semester's transition to remote learning, all supports were centralized thorough a remote learning website, accessible via a multitude of platforms.[5] Librarians and Tutors remained available to students and additional resources were offered to help students with the digital environment and the remote learning modality.[6]

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

a. Math:

[2] Source: https://www.mdc.edu/about/
[3] Source: https://www.mdc.edu/qep/
[4] Source: https://www.mdc.edu/learningoutcomes/
[5] Source: https://www.mdc.edu/remote-learning-students/
[6] Source: https://www.mdc.edu/remote-learning-students/tools-and-resources/

1. Delivery Strategy

During the 2019-2020 academic year, Miami Dade College continued a high rate of success with both co-requisite and compressed developmental math courses. Students enrolled in the co-requisite developmental math courses completed at a passing rate of 83.6% (18.5 points higher than the system-level of 65.1% of students obtaining a grade C or above), an improvement of 4.7 point over the 2018-2019 academic year, and the compressed course at 73% (13.5 points higher than the 59.9% of students obtaining a grade of C or above at the system-level), an improvement of 2.7 points over the 2018-2019 academic year.

2. Pedagogical Revision

Miami Dade College revised all developmental math education courses in the years following the passing of Senate Bill 1720. The MAT0029 developmental math course was revised and paired with a college level math course, MGF1106, taken in the same semester, and is recommended to students who do not require algebra for their pathway. The redesign includes active classroom learning, embedded learning assistants, and early intervention strategies. A team of faculty developed common assignments, assessments and the intervention strategies. Existing lab tutors were re-allocated, obviating the need to hire additional staff. This co-requisite strategy has led to higher success rates.

3. Content Alignment

The co-requisite modality and 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 MGF1107 or STA2023, depending on their program and interests.

b. Reading

1. Delivery Strategy

Developmental reading has the lowest enrollment numbers across the three developmental education subject areas. During the 2019-2020 academic year, 554 students were enrolled in developmental reading, compared to 824 enrolled in 2018-2019. 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 and are four credits each, which includes a one-hour lab component supervised by Lab instructors within Academic Support Centers. During the 2019-2020 academic year, 67% (73 students) successfully completed the compressed courses with a grade of C or better, an improvement of 2.1 points over the 2018-2019 academic year.

3. Content Alignment

The content in these courses prepares students for success in the comprehension strategies of reading material in ENC1101.

c. Writing

1. Delivery Strategy

During the 2019-2020 academic year, Miami Dade College continued a high rate of success with both co-requisite and compressed developmental writing courses. Students enrolled in developmental writing courses completed the co-requisite course at a passing rate of 76.7%, 2.4 points higher than the system-level rate of 74.3% of students achieving a Grade C or above, and the compressed course at 75%, 4.7 points higher than the system-level rate of 70.3 % of students achieving a Grade C or above.

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. Most campuses offer a paired delivery of ENC0027/ ENC1101, each taken as an 8-week/8-week combination, enabling students to complete the developmental education course and then move directly into the first required general core course in college-level writing, ENC1101.

3. Content Alignment

The ENC0027/ENC1101 combination are courses generally taught by the same instructor. This gives consistency with instruction and helps align the instructional delivery of the developmental course with the gateway course.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Miami Dade College students out-perform their system-level peers in both math and writing, and males outperform their peers in reading. The 2019-2020 data shows that in math, 70.4% of MDC female students received a passing grade of C or better, compared to the 63.2% system-wide female grade of C or above reported. For male students in math, MDC had 64.7% students receive a passing grade of C or better, compared to 58% of males receiving a passing grade of C or better reported system-wide. In writing, 77% of MDC female students received a passing grade of C or better, compared to the system-level average of 72.7% and 72.6% of MDC males received a passing grade of C or better, versus 66.3% system-wide. In reading, 64.5% of MDC male students received a passing grade of C or better, compared to 63.4% reported system-wide. The MDC female pass rate of 68.9% receiving a grade of C or better is 2 points lower than the system-level pass rate of 70.9%, however, the total number of female students enrolled in reading at MDC was only 312 students, 215 of whom received the passing grade, 38 withdrew, 56 received a grade of other and 3 were reported as unsuccessful.

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 all areas except reading for age 19 or less. In math, 66.3% of 19 or less (vs. 60.4% system-wide); 66.5% ages 20-24 (vs. 59.8% system-wide); and 71.2% of students 25 or above (vs. 63.1% system-wide) received a passing grade of C or better. In writing, 75.8% of 19 or less (vs. 71.9% system-wide); 71.3% ages 20-24 (vs. 65.8% system-wide); and 78.1% of students 25 or above (vs. 71.3% system-wide) received a passing grade of C or better. In reading, 64.4% of MDC aged 20-24 received a passing grade of C or better (vs. 64.3% system-wide) and 73.2% students 25 or above (vs. 70.4% system-wide.)

Miami Dade College Hispanic and Black students out-perform their system-level peers in both math and writing, and Black students outperform their peers in reading.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

☒ No, my college allowed the use of alternative methods for placement.

If your college selected “yes,” for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.
https://www.mdc.edu/main/testing/criteria/alternative-placement-criteria-non-exempt.aspx

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	6A-10.0315 criteria used
Communications	☒ Summer 2020 ☒ Fall 2020	PSAT Score	An ERW score ≥ 430 on the PSAT/NMSQT
Communications	☒ Summer 2020 ☒ Fall 2020	Florida Standards Assessment Score	2019 Secondary English Language Arts Reading FSA Level ≥ 4
Communications	☒ Summer 2020 ☒ Fall 2020	GED® score	A Reading through Language Arts score of 165 – 200 on the GED (in English)
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Not Used
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	'B' or better grade in the following High School courses: English 4, English 4 Honors
Communications	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	'B' or better grade in any English courses offered through the AP, IB, or Cambridge/AICE programs.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Not Used
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Not Used
Communications	☒ Summer 2020 ☒ Fall 2020	Other method (Please specify): Meets reading and writing exemption using EAP courses	'C' or better grade in the following (EAP 1620 or EAP 1686) or (EAP1683 and EAP1689) AND (EAP1640 and EAP1660) or EAP1685 or (EAP1683 and EAP1689)
Computation	☒ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	6A-10.0315 criteria used
Computation	☒ Summer 2020 ☒ Fall 2020	PSAT score	A Math score ≥ 480 on the PSAT/NMSQT
Computation	☒ Summer 2020 ☒ Fall 2020	Florida Standards Assessment score	2019 Secondary Mathematics FSA Level ≥ 4

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☒ Summer 2020 ☒ Fall 2020	End-of-Course Exam score	2019 Secondary Mathematics EOC Level ≥ 4
Computation	☒ Summer 2020 ☒ Fall 2020	GED® score	A Math score of ≥ 145 on the GED
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Not Used
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	'B' or better grade in Algebra 1, Algebra 1 honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus
Computation	☒ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	'B' or better grade in any Mathematics course offered through the AP, IB, or Cambridge/AICE programs
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Not Used
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Not Used
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): n/a	Not Used

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
High school transcripts and test score verifications are used. Supporting documentation are posted in the student's note section in EAB Navigate or stored directly in the students' official MDConnect student record for archiving purposes.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Representation from academic and student support services area were included in the development and implementation of the procedures for alternate placement criteria. This included deans, chairpersons, and directors that are responsible for the ACCESS Department (students with disabilities) and who take English for Academic Purposes courses.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Students may appeal their placement through the appropriate Developmental Education and/or Mathematics Chairperson. This is the same procedure that students use for appealing any placement decision.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Advisors were provided training on the alternate methods of placement via several webinars and refresher trainings by their management teams. Additionally, a quick reference guide on how to document alternate methods was provided. Finally, an Alternative Placement Criteria webpage was developed and posted that includes a table of the alternate methods and resources for advisement support.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
First time in college students at MDC are required to attend orientation and meet with an advisor for first semester registration guidance and academic planning. Students were informed at orientation and during their individual academic planning sessions of alternate options for placement. In addition, students requesting a placement test through the Testing and Assessment Department's Remote Testing Request Form are notified of the alternative placement criteria opportunity and must acknowledge that they reviewed the alternative methods table prior to proceeding with the completion of their request.

11. Please indicate any costs to students.
None

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☒ 1-25%	☒ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Ensuring consistency college-wide across was the greatest challenge. The College's institutional test administrator (ITA) with the support of the lead testing and assessment director presented the new alternative placement criteria option to many college-wide academic and student services groups during the first two weeks after implementation. In addition, the campus testing and assessment directors presented as well to campus-based groups. The collective efforts made it a smooth implementation.

14. What were the greatest benefits from implementing alternative methods?
The greatest benefits were the options made available to students for placement in college-level English and math courses. At the same time, these options will provide us with data to measure the viability of continuing the use of alternate methods.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☒ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☒ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

MDC is participating in the ad-hoc data collection for the alternative methods used during COVID. The data will inform MDC practices moving forward.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	North Florida College
Contact Name:	Jennifer Page
Title:	Dean of Academic Affairs/CAO
Email Address:	pagej@nfc.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

North Florida College makes every effort 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 corequisite 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.

Due to COVID-19, spring support services moved to a virtual format. F2F seminars and coaching sessions moved to virtual classroom sessions with professional tutors and learning specialists. Support service data indicate that students continued to take advantage of the resources in place, even though virtual; however, some students were at a disadvantage due to limited access to technology and internet.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Math: AY 2019-2020 at NFC saw a shift in math developmental education enrollment. Previous years indicted that the majority of students who either elect or are required to enroll in a developmental math course chose the compressed option (MAT 0022). However, a shift of enrollment to the modularized option (MAT 0056) was quite significant in the 2019-2020 academic year. The modularized course has gained popularity for its structure allowing students to work on specific areas of weakness at a pace that works best for the individual student. Student success data indicate an 80.4% success rate for students in this course. The completely online course is designed so that students complete a diagnostic to identify skills needed to be successful in Intermediate Algebra (MAT 1033). This student-centered computer-based interactive instructional model includes NFC faculty facilitation and support. COVID-19 did not appear to have an impact on this course; this is likely due to the fact that the course was already being offered in the online modality.

Writing: A reporting error has been identified in the data spreadsheet for NFC's developmental writing option. The spreadsheet lists the writing option as modularized; however, the course is compressed (ENC 0027). 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. In 2018-19, students and faculty reported that the competency-based online curriculum was not user-friendly and caused more frustration than necessary, and the student success data indicated a low success rate; therefore, faculty revised the course using Open Educational Resources with implementation in 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. AY 2019-2020 success data indicate a slight increase in success rates, but not significant. Only one semester in the new curriculum format was taught, as the spring schedule (2020) did not produce a section offering of ENC 0027.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

NFC continues to focus on the subpopulation related to students by age, specifically ages 24 and below. A focus on students ages 24 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 is 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 continue to drive decisions related to curriculum development, academic support, and professional development across campus.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

X No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐Summer 2020 ☐Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐Summer 2020 X Fall 2020	PSAT Score	430 Read/Write
Communications	☐Summer 2020 ☐Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	Work history	Click or tap here to enter text.
Communications	☐Summer 2020 ☐Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐Summer 2020 X Fall 2020	Other method (Please specify): NFC Homegrown	70%

Computation	☐Summer 2020 ☐Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐Summer 2020 X Fall 2020	PSAT score	480 Math
Computation	☐Summer 2020 ☐Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment).	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	Work History	Click or tap here to enter text.
Computation	☐Summer 2020 ☐Fall 2020	Military training, course or experience	Click or tap here to enter text.
Computation	☐Summer 2020 X Fall 2020	Other method (Please specify): NFC homegrown	70%.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

Acceptable documentation for demonstrating readiness for college-level work includes scores on ACT, SAT, ACCUPLACER, and PERT placement tests that are no more than two years old. The acceptable alternative assessment was an exam developed by NFC faculty. Documentation of placement testing is captured through high school transcripts, college transcripts, and test score reports. Students may also take placement testing at the college. The test scores are recorded into the SIS (Banner) by admissions specialists and testing specialists. Transfer students also have their college transcripts evaluated by admissions specialists and the registrar to determine whether they have earned prior college credits that demonstrate readiness for college-level work. For students who meet criteria for placement test exemption based on Section 1008.30, the admissions specialists review the high school transcript or military orders and record the approval for the test exemption in the SIS.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

Students with disabilities, who require accommodations for testing, submitted required documentation of the disability to NFC's Disability Resource Center. Once documentation is received, accommodations are provided.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Process not established.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Not applicable.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Students are informed about placement testing options in the Admissions Office, Advising Office, Dual Enrollment Office, NFC Catalog and/or through their high school guidance counselor.

11. Please indicate any costs to students.

Students were charged $10 per testing session for the NFC Alternative Assessment. The testing fee for PERT is $10 per testing session for students who are enrolled or plan to enroll at NFC and $35 for all other purposes.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods? Not sure/don't know Not sure/don't know

Communication	Computation
X 1-25%	X-25%
□26-50%	□26-50%
□51-75%	□51-75%
□76-100%	□76-100%
□Not sure/don't know	□Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

Trying to have a consistent process for both developmental education and dual enrollment eligibility using alternative methods meant including the six school districts we serve in the discussion. Finding mutual agreement between school districts as well as with NFC faculty who were invested in the process was challenging.

14. What were the greatest benefits from implementing alternative methods?

N/A

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

- ☐ Very unlikely
- ☐ Unlikely
- ☐ Likely
- ☐ Very likely
- X Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

- ☐ Very unlikely
- ☐ Unlikely
- ☐ Likely
- ☐ Very likely
- X Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name: Northwest Florida State College
Contact Name: Dr. Deidre Price
Title: Interim Vice President of Academic Affairs
Email Address: priced@nwfsc.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Northwest Florida State College (NWFSC) adheres to requirements set forth in Florida Statute, Section 1007.263. Florida Statute, Section 1007.263 states, "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." NWFSC has adopted Board of Trustees Policy TL 12.00 which notifies students 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." NWFSC Catalog details Developmental Education support for students as well. NWFSC provides resources to improve communication and computation skills within, but not limited to, advising, individual and group tutoring, and other student academic support services. The College's Student Success Navigation team promotes individualized advising that facilitates understanding of the meaning and purpose of placement scores, sequencing of courses, and how to advance through appropriate English and/or mathematics pathways. NWFSC also has numerous student opportunities to enhance communication and computation-skills through the Learning Resource Center and for military and military dependent students additionally through the Veteran Success Center. Such opportunities include access to computers, in-person and online 45-minutes individual tutoring sessions, group sessions focused on composition and mathematics, and walk-in or online continuous access to learning resource staff for additional support. Math Lab is a part of the College's Learning Commons and provides students with additional on-demand tutoring to support student success. COVID-19 drove an expansion of online academic support offerings, ensuring NWFSC students had continuous access to all learning resources, especially those targeting communication and computation skills. For example, both individual and group tutoring sessions shifted online with Zoom meetings scheduled and executed remotely. NWFSC's information Technology Department worked with students to loan laptops and webcams to those who needed these resources. These services started with the

closure of the College in mid-March 2020 through mid-August 2020 with a limited reopening of campuses to students. Modified services continue mid-August forward, blending in-person and online student needs.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Northwest Florida State College provides developmental mathematics instruction through compressed and modularized delivery methods as prescribed by Florida Statutes, Section 1008.01. In mathematics, 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 2019 and Spring 2020 served 344 total students. Of the 344 total students that attempted the compressed developmental math courses, there were 232 students that received a C or better resulting an overall 67% 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 familiar content and spend time in areas needing enhancement at an individualized pace. MAT0157 courses for Fall 2019 and Spring 2020 served 64 students. Of the 64 students that attempted the modularized developmental math courses, there were 47 students that received a C or better resulting in an 73% success rate. Highly motivated MAT0157 students who complete all of the modules prior to the end of the semester were provided with college level mathematics content as well. This practice provided 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 the score placed them directly into College Algebra (MAC1105). Success rate data suggested students enrolled in MAT0157 were more successful than students enrolled in the compressed MAT0028 (success rate of 65%). Student feedback suggested their ability to complete the homework in class with immediate assistance from the instructor helped their success. Faculty teaching MAT0157 also shared the benefit for these students to gain opportunity applying learned skills in math through the self-paced process compared to other courses with heavier emphasis on lecture. In reading and writing, students have the opportunity to complete developmental reading and writing instruction through compressed and modularized delivery methods. 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 2019 and Spring 2020 served 170 students. Of the 170 students that attempted the compressed developmental reading and writing courses, there were 120 students that received a C or better resulting in a 70% success rate. NWFSC previously utilized modularized, work at your own pace content (i.e. the “flipped classroom”) for most coursework. Yet, per faculty and student feedback, NWFSC will integrate flexible, lecture-based style to compliment at your own pace approach in these courses. Faculty teaching ENC0017 and ENC0027 will focus on consistent, strategically developed modularized content to complement the shift to the flexible, lecture-based teaching and learning style. During the Spring 2020 term, all developmental education courses shifted to an online delivery format due to precautionary measures taken by Northwest Florida State College in response to COVID-19. Both faculty and students adjusted to complete the term (mid-March through early May 2020) via the online environment. There were some challenges to overcome, such as keeping the interactive components of class

(e.g., completion of math problems or sentence structure). Faculty went above and beyond by creatively exploring different ways to ensure this needed component of developmental education courses continued to support student learning. Student success rates were lower this academic year (2019-2020) compared to last (2018-2019) for all developmental education courses. Differences in success rates between academic years varied with 1% difference in MAT0018/MAT0028, 7% in MAT0157, and 9% in ENC0017/ENC0027). This abrupt change to an online learning modality likely contributed to the lower success rates reported for academic year 2019-2020.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

MAT0018 female students achieved a 75% success rate and males achieved a 72% success rate. Asian students achieved a 100% success rate followed by Hispanic students (88%), White students (76%), Black or African American students (69%), those reporting two or more races/ethnicities and unreported students (66%), and Native Hawaiian or other Pacific Islander (0%). Success rates by reported student age category are: 20 to 24 (79%), 25 and above (78%), and 19 and below (58%).MAT0028 female students achieved a 68% success rate, males achieved a 58% success rate, and unreported category achieved 67% success rate. Asian students achieved a 75% success rate followed by Hispanic students (68%), White students (67%), unreported students (60%), Black or African American students (54%), and those reporting two or more races/ethnicities (50%). There were no students reported as Native Hawaiian or other Pacific Islander. Success rates by reported student age category are: 25 and above (68%), 20 to 24 (61%), and 19 and below (60%).MAT0157 unreported gender category achieved a 100% success rate, female students achieved a 79% success rate, and males achieved a 60% success rate. Asian and unreported students achieved a 100% success rate followed by Hispanic students (90%), Black or African American students (71%), White students (70%), and those reporting two or more races/ethnicities (50%). There were no students reported as Native Hawaiian or other Pacific Islander. Success rates by reported student age category are: 20 to 24 (81%), 25 and above (74%), and 19 and below (62%).ENC0017 unreported gender category achieved a 100% success rate, female students achieved a 65% success rate, and males achieved a 56% success rate. Native Hawaiian or other Pacific Islander achieved a 100% success rate followed by Asian students (86%), Hispanic students (71%), White students (60%), Black or African American students (50%), and those reporting two or more races/ethnicities (50%). Success rates by reported student age category are: 25 and above (63%), 20 to 24 (61%), and 19 and below (61%).ENC0027 female students achieved an 80% success rate, unreported category achieved 75% success rate, and males achieved a 61% success rate. Asian students achieved a 90% success rate followed by Hispanic and unreported students (80%), those reporting two or more races/ethnicities (78%), White students (75%), Black or African American students (58%), and Native Hawaiian or other Pacific Islander (0%). Success rates by reported student age category are: 25 and above (78%), 20 to 24 (75%), and 19 and below (69%). These data suggest consistently among all developmental education courses at Northwest Florida State College female students have higher success compared to males, Asian and Hispanic races/ethnicities have higher success rates compared to other race/ethnicity categories, and the 25 and above and 20 to 24 age categories have higher success rates compared to the 19 and below category. Understanding demographics of higher success guides administration and faculty to collaboratively reevaluate and focus strategic efforts in specific categories to promote enhanced success for these students in the coming academic year.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

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Contact Name:	Jennifer Johnson
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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 third year of ATD participation. Considerations for initiatives targeting developmental education were included as part of the assessment and planning period.

The College used the results of data collected through the ICAT to formulate its tactics for ATD 2020 with a focus on these four main focal points:

- Leadership and Vision: Organize leadership to enable the achievement of Panther Strong 2023, Achieving the Dream and retention and equity goals of the College.
- Professional Development: Continued growth of Center for Teaching and Learning Excellence faculty development program.
- Data and Technology: Creation of strategic scorecards and dashboards with aggregated and disaggregated data; data literacy initiatives
- Equity: Creation of Cross-Cultural Equity Institute; Director is in place and work is beginning through collaboration with Strategy Teams.

During the 2019-2020 academic year, Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of college courses and support services from face-to-face to a remote instruction modality, using completely virtual support services. The transition was a major strategic shift in effort and resources causing delays with certain ATD initiatives being targeted during this academic year.

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.

During the 2019-2020 academic year, Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of college courses and support services from face-to-face to a remote instruction modality, using completely virtual support services. After careful consideration, the Summer Immersion Programs were suspended for the 2019-2020 summer term as there was not adequate time to plan and implement the necessary resources and services for students to receive the full benefit of the program.

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.

During the 2019-2020 academic year, Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of college courses and support services from face-to-face to a remote instruction modality, using completely virtual support services. After careful consideration, the implementation of Workday Student was postponed until the 2020-2021 academic year to allow time for faculty, staff, and students to focus on the logistics and transition to remote learning.

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 collegewide 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: One of the key strategies the College has embraced to support the success of developmental education students is the integration of the principles of the guided pathways movement into its curriculum and delivery of services. Encouraging students to identify key areas of strengths, interests, and career goals as early in their educational career as possible provides students with a clear, coherent path to accomplish their goals. This is especially important for any student who is likely to encounter barriers to their success, such as students who begin in developmental education classes. A clear educational goal, a curriculum map showing the path to achieve that goal, and an assigned academic advisor to guide the way provides these students with the support they need to remain on their educational path and complete their intended credential in a timely fashion.

1. Case Management Advising by Pathway – – Palm Beach State College reorganized its Academic Advising cluster by assigning advisors to pathways and assigning students to advisors based on the student's pathway. This allows advisors to develop expertise within their assigned pathway and increase their effectiveness in assisting students within their caseload. This effort began with the FTIC student cohort and has since expanded to all active, credential-seeking students. Advisors maintain regular contact with students within their caseload and encourage them to set up appointments 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 College also purchased Career Coach which provides students with a simple, or more extensive, examination of what career they are best suited for. A link to Career Coach is displayed prominently on the College website and students are encouraged to utilize it as early as when they submit their application for admission.
2. Academic Advisor Professional Development – To further the skill level of the academic advisors and ensure that they are prepared to meet the needs of the population they serve; ongoing training is required. Examples of professional development initiatives include training in appreciative advising, cultural competency, diversity, and the effective management of caseloads. For all students, case management advising is designed to provide timely, holistic support tailored to meet the needs of the individual student. Students who exhibit risk factors, such as withdrawals or low GPAs, receive more intensive, intrusive advising to ensure that they stay on path.

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.

During the 2019-2020 academic year, the Student Learning Centers at Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of support services offered through the SLCs. College courses and support services that were being offered face-to-face were quickly transitioned into a remote instruction modality using virtual support resources. Students can continue to make scheduled appointments for tutors as previously scheduled using Zoom with the addition of "Zoom Room" appointments developed for students that need quick math assistance. Students can sign into "Zoom Rooms" and receive immediate assistance in 15-30 minutes increments, as needed. In addition, previous lab components for grammar, reading, writing, and English for Academic Purposes were revised and are now being reinforced and offered remotely. Students that do not receive a C or above on designated course assignments are required to get tutoring services through the SLC's.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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	67.4%	11%
Reading	Modularized	80%	12.5%
Writing	Modularized	67.7%	6.7%

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 with embedded tutors, 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.

   Modularized courses at Palm Beach State College are offered in a variety of modalities (in-person and hybrid) and semester terms to include 8-week, 12-week, and the traditional 15-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.

   During the 2019-2020 academic year, math developmental education at Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed. College courses and support services that were being offered face-to-face were quickly transitioned into a remote instruction modality. Faculty began offering online office hours to students using Zoom as well as worked quickly to create online instructional videos covering lessons for MAT0022 and MAT0056 posted on YouTube and Kaltura. These videos were developed for students to view prior to remote course instruction and as remedial videos for students to be able to review concepts.

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 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 platforms 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 80% of students completing the classes with a grade of C or higher. In addition, modularized courses continue to be the primary delivery method for reading due to the low numbers of enrollment collegewide. 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.

   During the 2019-2020 academic year, reading developmental education at Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of support services offered to students. College courses and support services that were being offered face-to-face were quickly transitioned into a remote instruction modality. Faculty began offering virtual office hours to students using Zoom and encouraged students to sign in to Schoology.com for additional practice and remedial support.

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 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** – ENC0052 Modularized course delivery was the strategy that was most successful. Of the 402 students enrolled in modularized courses, 67.7% completed the course with a C or higher with a 6.7% 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.

   During the 2019-2020 academic year, writing developmental education at Palm Beach State College had to quickly respond to the impact of the COVID-19 pandemic and closures that quickly followed by revising the delivery of support services offered to students. College courses and support services that were being offered face-to-face were quickly transitioned into a remote instruction modality. Faculty began offering online office hours to students using Zoom as well as for ENC0017 began using McMillion's Achieve so students could reinforce their writing skills using quizzes and exercises. This resource was implemented for students to practice prior to remote course instruction and as remedial practice.

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 time-consuming and purposeful.

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 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.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

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. As a result of participating in the longitudinal study with the SEC Mentoring Program, Palm Beach State College continued working with external stakeholders 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 AMP 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.

Click or tap here to enter text.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

✓ Yes, my college used common placement tests only (did not use alternative methods).

No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
✓ Very unlikely
✓ Unlikely
✓ Likely
✓ Very likely
✓ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

- ✓ Very unlikely
- ✓ Unlikely
- ✓ Likely
- ✓ Very likely
- ✓ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Pasco-Hernando State College
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Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Summary of Developmental Education at Pasco-Hernando State College

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 2019-2020 were MAT 0028, MAT 0055, MAT 0056, 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. The modularized format is the primary one used for developmental Reading and Writing, while in developmental Math both modularized and compressed options are available.

For the 2019 – 2020 academic year we were pleased to see increased success rates for students in the developmental Math modularized option (38% vs. 34.3% in 2018 – 2019). In addition, we added a new compressed option for Math which had a success rate of 44.1%. We will continue to monitor success rates in this modality. A decline in success rates for modularized reading (60.6% vs. 71.1% in 2018 - 2019) and writing (66.9% vs. 74.6% in 2018 - 2019) was noted. Our plan to address these declining success rates are outlined in later sections of this document.

The College has also identified targeted interventions to support students in developmental Math, specifically those in the age groups of 19 or less and 20 - 24. Strategies to increase the success rates of developmental reading students in the 20 – 24 age range are also being considered. These targeted interventions are discussed in section III - Developmental Education Student Success Data by Subpopulations.

Developmental Education Student Supports

The College's Academic Success Centers (ASCs) provide 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.

In addition, due to the impact of COVID-19, the ASCs implemented remote tutoring services for PHSC students. ASC staff have continued outreach and engagement initiatives through remote platforms to maintain connections with students and faculty. During this transition, the ASCs have been able to expand services to include additional evening and weekend availability of tutoring.

Services have been implemented via the following 3 online formats:

1. **Appointment-based Tutoring** – Students can use a single site link to make appointments with tutors for one-hour sessions to receive assistance in their courses Monday through Saturday.
2. **Drop-In Tutoring** – Tutors are available by Zoom on a drop-in basis, Monday through Saturday. Students simply click the link during the tutor's allotted time to join a live session with no appointment necessary.
3. **Online Academic Writing Lab**– Students can submit their academic papers for review to improve their writing skills. They can also receive guidance and assistance with APA and MLA citations.

All current students have also been added to the Academic Success Center's Canvas Course. In this course, students can access the tutoring schedules with active links to the Zoom sessions and the scheduling system to make appointments for tutoring. Students also have access to written resources and videos addressing topics such as study skills, test-taking strategies, managing test anxiety, time management techniques, growth mindset and overcoming fear, online learning strategies, and much more.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Delivery Strategy: Modularized

MAT0028 Introductory Algebra is a new 4 credit hour course implemented in the fall term of the 2019-2020 academic year. It is the second of a two-part developmental math course sequence. It is a modularized full semester course. MAT0028 targets students' specific skill gaps by utilizing adaptive software. All students take an assessment on the first day of class that will determine their personalized assignments to gain mastery of topics necessary for them to be successful in either of the gateway mathematics courses (MAT1033 or MAT1100). Since the implementation of this new modularized course, success rates have increased by 3.7% (34.3% to 38%) since the 2018-2019 academic year.

Pedagogy

Students work one-on-one as well as in groups during scheduled class meetings at the instructor's discretion. Instructors facilitate the class sessions and give assistance to individual students or to the groups as needed. Instructors may review topics in class that students are struggling with give further guidance. Other course strategies that have aided in the success of students include the following:

- Universal learning design to accommodate various learning styles and ADA compliance.
- Video lectures include step-by-step directions with companion workbook and promote independent learning outside of the scheduled class sessions.
- Adaptive homework assignments constructed by artificial intelligence, allows for the personalization of homework assignments so that students can focus on topics they need to be successful.
- Periodic quizzes assess what the student has learned and identifies topics that students may have forgotten so that students can practice them again to reinforce mastery of topics.

Content Alignment

The topics taught in MAT0028 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 to be successful in PHSC's gateway mathematics courses.

Delivery Strategy: Compressed

There are two new developmental mathematics courses offered in the compressed format that were implemented in the 2019-2020 academic year.

The first is MAT0056 Foundations of Mathematics. It is a 2-credit hour course that is the first of a two-part developmental math course sequence. It is a compressed course that runs for 8 weeks. MAT0056 utilizes adaptive software to identify students' specific skill gaps. All students take an assessment on the first day of class that determines their personalized assignments to gain mastery of topics necessary for them to be successful in the following course: MAT0028 Introductory Algebra. Students are required to work on their personalized assignments for a mandated number of hours each week and are encouraged to complete a certain number of topics each week.

The second compressed course is MAT0055 Accelerate in Mathematics. It is a 1 credit hour course that offers accelerated progression to the either MAT1033 Intermediate Algebra or MAT1100 Pathways to Mathematical Literacy. 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 or MAT1100. MAT0055 utilizes adaptive software to identify students' specific skill gaps. All students take an assessment on the first day of class that determines their personalized assignments to gain mastery of topics necessary for them to be successful in either of the gateway mathematics courses (MAT1033 or MAT1100). Students are required to work on their personalized assignments for a mandated number of hours each week and are encouraged to complete a certain number of topics each week. The success rate of these new compressed developmental mathematics courses was 44.1% in the 2019-2020 academic year.

Pedagogy

For MAT0056 Foundations of Mathematics and MAT0055 Accelerate in Mathematics, the pedagogy is the same. Students work one-on-one as well as in groups during scheduled class meetings at the instructor's discretion. Instructors facilitate the class sessions and give assistance to individual students or to the groups as needed. Instructors may review topics in class that students are struggling with give further guidance. Other course strategies that have contributed to the success of students include the following:

- Universal learning design to accommodate various learning styles and ADA compliance.
- Supplemental video lectures include step-by-step directions with companion workbook and promote independent learning outside of the scheduled class sessions.
- Adaptive homework assignments constructed by artificial intelligence, allows for the personalization of homework assignments so that students can focus on topics they need to be successful.
- Periodic quizzes assess what the student has learned and identifies topics that students may have forgotten so that students can practice them again to reinforce mastery of topics.

Content Alignment

For MAT0056 Foundations of Mathematics, the topics taught are pre-requisite skills that are aligned to objectives in the next mathematics course: MAT0028 Introductory Algebra. Students build their foundation in math by working on the topics they need to be successful in the next math course in the developmental math sequence. For MAT0055 *Accelerate in Mathematics*, the topics taught 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 to be successful in PHSC's gateway mathematics courses.

Delivery Strategy Reading

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 because of reading difficulties) is rather like circular reasoning. Reading has a new online textbook; this textbook includes updated passages and has proven to be a superior text. The text is also more student and faculty friendly. While the data is under review, anecdotal evidence suggests positive developments.

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.

Delivery Strategy Writing

ENC 0021 is a modularized writing course designed to teach students the rigors of college level writing 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 scaffold approach using Pearson's My Writing Lab and Canvas based 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. The course uses the MyWriting Lab Software in place of a traditional textbook. Students have been supportive of this change and expressed that this approach is positive.

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 can write a coherent college essay.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age, and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionallyimpacted.

Developmental Mathematics Identified Subpopulation

For the 2018-2019 academic year, Pasco-Hernando State College identified two subpopulations that had the lowest success rates of all students in developmental mathematics: 1) Developmental mathematics students in the age group 19 or less (31.1%), and 2) Developmental mathematics students in the age group 20-24 (30.7%). 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. In response, PHSC's mathematics department developed and implemented new developmental mathematics options during the 2019-2020 academic year for students to allow them to be successful in their next math course. These options include a new developmental mathematics course sequence (MAT0056 Foundations of Mathematics and MAT0028 Introductory Algebra), a math boot camp (MAT0055 *Accelerate in Mathematics*) and a massive open online course (MOOC).

For the 2019-2020 academic year, the success rates of both subpopulations increased. Developmental mathematics students in the age group 19 or less increased by 7.5% (31.1% to 38.6%), and developmental mathematics students in the age group 20-24 increased by 10.6% (30.7% to 41.3%). PHSC's mathematics department plans on continuing to monitor the progress and success rates of these developmental mathematics courses as well as the gateway courses.

Developmental Education Reading/Writing Identified Subpopulation

Faculty are considering ways to increase the success rate of the 20-24 age range, which maintains the lowest rate in developmental reading. Thus far, the plan is to redevelop the master courses for reading and writing and assign a Subject Matter Expert. Although these courses are under the oversight of the Communications Department Chair, a designated Subject Matter Expert, who will work with the faculty more intensively, may impact increased student success rates. Currently, these courses do not have a designated faculty sponsor.

Developmental Education Reading/Writing Plan to Increase Student Success

In looking at the Developmental Education 2019 -2020 Data, the figures are as follows: PHSC Unsuccessful Rates in Developmental Reading were 18.8 % versus the state system average of 9%. In Developmental Writing, our Unsuccessful Rates was 16.4% versus the state's average of 15 %. Of course, these numbers are challenging to compare as PHSC developmental the compressed reading and writing courses do not always run due to very low enrollment. Faculty noted that this is a problem. While the College runs some of these sections as directed study, depending on faculty availability and willingness to teach in this modality, extra effort will be placed on making certain that the low enrollment compressed modality sections continue to run. This will support better data collection and assessment and provide student opportunity.

In fall 2020, the communication department convened an ad hoc developmental education committee. This committee is charged with examining and proposing strategies for improving developmental reading and writing student success. Developmental Writing and Reading will be redeveloped with a faculty member as a Subject Matter Expert. These courses have not been updated yet as part of the Division's course update process. With a specific faculty member overseeing the course modification, we hope to adjust assignments and approaches for increased student contact and support.

Thus far, one example of this improved approach is the addition of individual conferences with students and faculty in developmental education courses. The courses require the creation of portfolios of work. But the courses have been adjusted to ensure that instead of portfolio checks, there will be period portfolio conferences where faculty will meet with students to discuss portfolios and progress.

Additional Ad Hoc Committee Recommendations for success are as follows:

- Making Compressed classes hybrid
- Decrease number of Essays and scaffold assignments more
- Committee will consider exploring a *MyWriting* Lab alternative (if any exist)

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students. Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☐ 1-25%	☐ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods? Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Pensacola State College
Contact Name:	Erin Spicer
Title:	Vice President, Academic and Student Affairs
Email Address:	espicer@pensacolastate.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 the compressed delivery strategy. Student success in the compressed strategy increased in reading, writing, and mathematics in the 2019-2020 academic year. In the compressed strategy in mathematics, student success increased from 58.9% in 2018-2019 to 63.1% in 2019-2020. In the compressed strategy in reading, student success increased from 72.5% in 2018-2019 to 79.3% in 2019-2020. In the compressed strategy in writing, student success increased from 66.7% in 2018-2019 to 86.7% in 2019-2020. Pensacola State College was above the Florida College system average in the compressed strategy for reading, writing, and 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. Due to the COVID-19 pandemic, all students who were not exempt from common placement testing were advised of the alternative methods and minimum standards needed to take college level courses without placement testing.

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; pre-registration; 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. Virtual tutoring services provided an excellent resource to students during remote instruction due to COVID-19. Students can access virtual tutoring services from any computer with an internet connection. Tutors work from any of our on campus academic support labs as well as from home or any other location they choose. The virtual tutoring program has led to process improvement and has addressed challenges at the institution. Through virtual tutoring, students have access to individualized tutoring services from the comfort of their home or mobile device. Virtual tutoring services include late- night tutoring availability which has been very popular with students. 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

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

a. Math

1. Delivery Strategy

Pensacola State College delivers developmental education mathematics courses utilizing two delivery strategies: compressed and modularized. During the 2019-2020 academic year, students were more successful in sections taught using the compressed strategy. Of the 520 students enrolled in developmental education math sections delivered via the compressed strategy, 63.1% were successful. Of the 770 students enrolled in developmental education math sections delivered via the modularized strategy, 57.1% were successful.

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.

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.

The sudden move to remote instruction in March due to COVID-19 presented new challenges for modularized instruction. In addition to the difficulties many students experienced accessing both computers and reliable internet connections, remote teaching and learning made the individualized instruction approach more challenging. Although instructors learned to set up virtual breakout rooms via Zoom to provide individualized instruction in the modular approach, one-on-one engagement with students decreased. Fewer interactions with each student combined with various technological problems may explain why the compressed strategy showed higher success than the modularized strategy.

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 2019-2020 academic year relies on the compressed strategy. 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. In the modularized strategy, students receive computerized instruction in a self-paced, mastery-based environment. The modularized strategy was most affected by the move to remote instruction as a result of COVID-19.

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 2019-2020 academic year, students were more successful in sections taught using the compressed strategy. Of the 29 students enrolled in developmental education reading sections delivered via the compressed strategy, 79.3% were successful. Of the 356 students enrolled in developmental education reading sections delivered via the modularized strategy, 49.7% were successful. Students enrolled in developmental education reading 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 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.

The sudden move to remote instruction in March due to COVID-19 presented new challenges for modularized instruction. In addition to the difficulties many students experienced accessing both computers and reliable internet connections, remote teaching and learning made the individualized instruction approach more challenging. Although instructors learned to set up virtual breakout rooms via Zoom to provide individualized instruction in the modular approach, one-on-one engagement with students decreased. Fewer interactions with each student combined with various technological problems may explain why the compressed strategy showed higher success than the modularized strategy.

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 less successful pedagogical strategy relies on computerized instruction in a self-paced, mastery-based environment; this pedagogy is associated with the modularized strategy. The more 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. The modularized strategy was most affected by the move to remote instruction as a result of COVID-19.

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 2019-2020 academic year, students were more successful in sections taught using the compressed strategy. Of the 30 students enrolled in developmental education writing sections delivered via the compressed strategy, 86.7% were successful. Of the 379 students enrolled in developmental education writing sections delivered via the modularized strategy, 54.1% 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.

The sudden move to remote instruction in March due to COVID-19 presented new challenges for modularized instruction. In addition to the difficulties many students experienced accessing both computers and reliable internet connections, remote teaching and learning made the individualized instruction approach more challenging. Although instructors learned to set up virtual breakout rooms via Zoom to provide individualized instruction in the modular approach, one-on-one engagement with students decreased. Fewer interactions with each student combined with various technological problems may explain why the compressed strategy showed higher success than the modularized strategy.

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. The modularized strategy was most affected by the move to remote instruction as a result of COVID-19.

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.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionallyimpacted.

Using the Ed Stats Tool, the College explored student success data by subpopulations (race, age, and gender). During the 2019-2020 academic year, data indicate that students aged 20-24 were less successful in developmental education mathematics, reading, and writing courses as compared to other student age groups. To increase student success in this subpopulation, the College will concentrate on enhancing the environment that supports student learning. In particular, the College will increase capacity for students to access tutoring opportunities by a variety of methods, including the Math and Writing Labs, in-person tutors, and virtual tutors. The College will also increase capacity for students to receive intentional advising, addressing academic and other issues which may be barriers to success. In addition, the College will continue to use the Instructor Early Alert System. Finally, the College will review the current student behaviors which initiate alerts as well as the corresponding interventions to ensure that students aged 19 or younger are adequately served and are successful.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

   ☐ Yes, my college used common placement tests only (did not use alternative methods).

   ☒ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	**English Placement** SAT: 25 ACT: 17 ACCUPLACER: 83 PERT: 103
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	NA
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	NA
Communications	☐ Summer 2020 ☒ Fall 2020	GED® score	145 and above
Communications	☐ Summer 2020 ☒ Fall 2020	Grade point average	3.0 unweighted high school GPA and higher

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	B and higher
Communications	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	B and higher
Communications	☐ Summer 2020 ☒ Fall 2020	Work history	Demonstrated experience with written communications
Communications	☐ Summer 2020 ☒ Fall 2020	Military training, courses or experience	Demonstrated training or coursework requiring written communications
Communications	☐ Summer 2020 ☒ Fall 2020	Other method (Please specify):	Various combinations of test scores, high school and college transcripts and records, GED scores, resumés with detailed work histories, military records
Computation	☐ Summer 2020 ☒ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Placement into MAC1105 and STA2023 SAT: 27.5 ACT: 21 ACCUPLACER: 83 PERT: 123
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	NA

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	NA
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	NA
Computation	☐ Summer 2020 ☒ Fall 2020	GED® score	145 and above
Computation	☐ Summer 2020 ☒ Fall 2020	Grade point average	3.0 unweighted high school GPA
Computation	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	B and higher
Computation	☐ Summer 2020 ☒ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	B and higher
Computation	☐ Summer 2020 ☒ Fall 2020	Work history	Demonstrated experience with written communications
Computation	☐ Summer 2020 ☒ Fall 2020	Military training, courses or experience	Demonstrated training or coursework requiring written communications
Computation	☐ Summer 2020 ☒ Fall 2020	Other method (Please specify):	Test scores, SAT, ACT, ACCUPLACER, PERT; high school transcripts

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured andmaintained.

The following forms of documentation were used to demonstrate readiness for college-level coursework: test scores, including SAT, ACT, ACCUPLACER, and PERT; transfer credits; high school transcripts and records; GED scores; prior learning experiences; military records, and other documented achievements. All acceptable documentation is recorded in the College's Student Record System and stored in Synergy, the College's document tracking system.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

All non-exempt students were provided information about the emergency order suspending placement testing and were encouraged to meet with an advisor to discuss all options. Students with disabilities were referred to the Student Resource Center for ADA Services for advising as appropriate.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Any student wishing to appeal a decision regarding alternative methods for placement was referred to the Dean, Student Services, for review. Students were informed of this appeal process.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Advisors and coordinators were provided written Guidance for Alternative Course Placement for Non-Exempt students, and additional information was provided at district-wide counselors meetings where questions were answered. Training was also provided related to the tracking of the alternative methods by student and advisor, and documentation was noted on the student record.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Students were informed of their options via advising sessions, email correspondence, and information on the College website.

11. Please indicate any costs to students.

Students incurred no costs for using alternative methods.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were places using alternative methods?

Communication	Computation
☐ 1-25%	☐ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☒ 76-100%	☒ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

The greatest challenge was ensuring that all students eligible to use alternative placement methods fully understood their options, especially during the time when most students were receiving virtual advising. Advisors carefully communicated with students to inform them of the emergency order and assisted students with identifying the appropriate alternative method.

14. What were the greatest benefits from implementing alternative methods?

The greatest benefit of implementing alternative methods for non-exempt students has been allowing students, many of whom experience test anxiety, the opportunity to enroll in and successfully complete college courses.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☒ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☒ Not sure/don't know

17. Additional comments

After final grades for the fall 2020 term have been entered, Pensacola State College will review the success and retention of all nonexempt students who were placed using alternative methods. These results will help the College determine steps moving forward, to include whether additional student support services would be beneficial.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	POLK STATE COLLEGE		
Contact Name:	Dr. Angela Garcia Falconetti	or	Dr. Lee Thomas
Title:	President		Vice President of Academic Affairs
Email Address:	agarciafalconetti@polk.edu		lthomas@polk.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 2019-2020 Academic Year, Polk State served 1,645 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 completed 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 2019, 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. In response to the Covid-19 epidemic, the college moved all summer, fall and most of spring developmental education coursework to an online format. To support our students in the online environment, Polk State expanded online tutoring services and provided faculty with additional training to support their online teaching. Beginning Spring 2021, the college plans to slowly transition back to a normal operation by offering some onsite/hybrid developmental education class options as well as onsite tutoring options. Given the challenge of placement testing during Covid-19, Polk State College deployed the use of Honorlock to allow developmental education and other placement testing online. No additional data is available to relay the impact of Covid-19 on student success in developmental education courses currently.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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 English 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 prepare students for successful enrollment in first-year college courses. 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 and 16-week formats for students who prefer more time to master content. Students enrolled in these courses have shown a 64.2% pass rate. Using professor-developed, free open educational resources (OER) or traditional textbooks, students in ENC 0017 and ENC 0027 are engaged in integrated learning experiences focused on applicable, real-world situations. Writing instruction focuses on using sources provided in class and other current event reading assignments. Writing and grammar skills are interconnected to units of study. Non-exempt students needing support in college-level reading and writing may enroll in a one-credit, co-requisite course: ENC 0055L – The English Studio. Institutional data reflects that students who successfully complete ENC 0027 or ENC 0055L later complete ENC 1101 – College Composition I at a rate of 63%. Students enrolled in ENC 0055L as a co-requisite to ENC 1101 – College Composition I complete departmental diagnostic grammar and writing tests 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. Additional support is offered both online and face-to-face in a variety of formats. The Writing Studio is a unique support service offered by English faculty who volunteer to provide additional instruction. The Writing Studio provides a self-plagiarism and grammar check, review modules for vital writing skills, and a focus on grammar and basic writing instruction for developmental education students or students who have enrolled directly into English Composition 1. In response to COVID-19, The Writing Studio converted to fully online instructor-led sessions. The Writing Studio also provides support for students across disciplines and for English-language learners. The World Connect Center provides extra support, including mentoring and one-on-one tutoring with instructors, for English-language learners. The Polk State College Libraries and Teaching, Learning, and Computing Centers (TLCC) and its Writing Center provide a wide variety of services to support the academic needs of developmental education students as well as students who opt-out of developmental education courses. Free tutoring is provided year-round by both peer and professional tutors. MATH: 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 T). Students begin in MAT 0057-1, progress to MAT 0057-2, and complete the series with MAT 0057-T. 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 2019-2020 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 56.9% as of the end of Spring Term 2020, with 77 additional students continuing MAT 0057-1, -2, or -T 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 53.6%. At this time, no data is available related to Covid-19 and its impact on developmental education student success.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Polk State College Student Success by Race/Ethnicity, Age and Gender: Polk State College served 1,645 students through Developmental Education, credit-based, EPI, and PSAV courses during the 2019-2020 Academic Year. The College's diversity is reflected in the demographics of its student body, with White students accounting for 47.8%, Hispanic students 26.6%, and Black students 17.1% 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 26.6% in the 2019-2020 Academic Year. When comparing the demographics of the student body to those who enroll in Developmental Education, Black students are disproportionately represented. During the 2019-2020 Academic Year, Black students accounted for 25.5% of Developmental Mathematics students, and 34.9% of Developmental Reading and Writing students. During Academic Year 2019-2020, Polk State's student population had an average age of 24.7, with 42% under 20, 27% age 20 to 24, and 31% age 25 or above. Students age 25 or above are markedly more represented in Developmental Education Mathematics, at 54.8% 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 2019-2020, 63.7% of students were female and 35.3% 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 69.3% female and 30% 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. 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. At this time, no data is available related to Covid-19 and its impact on developmental education student success.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
N/A

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
N/A

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
N/A

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
N/A

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
N/A

11. Please indicate any costs to students.
N/A

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
N/A

14. What were the greatest benefits from implementing alternative methods?
N/A

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	SF College
Contact Name:	Stefanie Waschull
Title:	Associate Vice President for Academic Affairs
Email Address:	Stefanie.waschull@sfcollege.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

All students who do not achieve college-level placements in math, reading, and writing are strongly encouraged to meet with an academic advisor prior to enrolling in courses. Additionally, for students who are not otherwise exempt from testing under section 1008.30, meeting with an academic advisor is mandatory. During their initial advisement meeting, students are informed of the various course options and support resources which are available to assist them with developing their communication and/or computation skills. Discussions about math further incorporate information related to math requirements for various degree paths so that students enroll in the math courses that are 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 specifies their placement as well as the various courses they can take to satisfy their developmental education 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). The College has also implemented a math sequencing policy which requires all Associate in Arts degree seeking students who are either registering for or have already earned 12 or more credits to also register for a math course each term until they have met their general education math requirements. This policy was implemented to help students complete their math requirements in a timely fashion.

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). Additionally, a compressed reading/ writing combo course (ENC0027) was also recently made available and is structured to help develop students' communication skills in order to simultaneously satisfy both their developmental reading and writing requirements. Because this course provides both a cost and time savings for students, it was heavily promoted to eligible students both prior to and during advisement sessions. Lastly, for students who need more basic skills development, the College also offers an Adult Education Program which provides instruction in reading, language, and math.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Santa Fe College uses compressed modalities for general education courses. Research has shown that students do better in shorter academic terms and this has been demonstrated for our reading and writing courses where SF college students significantly exceed the state average (reading: 66.9% system-wide vs. 74.6% SF, writing: 70.3% system-wide vs 76% SF). However, our developmental math students continue to struggle (59.9% system-wide vs 50.3% SF).The College is currently piloting a new compressed reading and writing course, ENC0027. Students who successfully complete this course will receive credit for both reading and writing II and be ready to enter ENC1101. During spring term all classes shifted to a virtual format. For college prep math, this had no impact on overall success (53.86%, spring 2019 vs 53.20% spring 2020). For college prep English, performance was somewhat lower in spring 2020 (71.5%) vs spring 2019 (75.9).

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Disaggregating our data by race, we see that there are some equity gaps in student performance (%C or higher). In math, Blacks students do not perform as well as white or Hispanic students (53.6% (W), 56.6% (H) 40.3% (B)). In reading there is a similar pattern although the gap is not as large (77.0% (W), 76.0% (H) 71.1% (B)). Writing is the only area where we do not see racial inequalities, (76.4% W), 80.7% (H), 76.5% (B)). In this case, there is no difference between black and white students and Hispanic students actually out-perform other ethnic groups.

Because we saw the same pattern in our 2019 dev ed results, the college tested the use of ALEKS (an adaptive digital tool) with a group of students in our summer CAPP college preparatory program for recent local high school graduates who are primarily Black. Students used ALEKS in the math component of their curriculum. While the number of students in the program is low, ALEKS led to some promising outcomes. All students were exempt from placement testing due to recent graduation although some elected to take the PERT; furthermore, some students who tested followed the suggested results of the PERT, other did not. Despite the variability in student behavior, after using ALEKS over the summer, 58% of students entered MAT1033 compared with 43% the summer before. Furthermore, it appears that students who used ALEKS over the summer did better in their fall term math course.

Placement path and registration	2018 (GPA for Ss in category)	2019
Those with no PERT but took MAT1033	2	1.5
Those who tested into 1033 on the PERT and took 1033	2.5	2
Those who tested into MAT0018 and took 0018	1	2.2
Those who tested into MAT0018 and took 1033	1.5	2
Those who tested into MAT022 and took MAT0022	1.2	2.8

Those who tested into MGF1100 and took MGF1100	3	1.5
Those who tested into MAT0028 and took MAT0028	1.6	2.9
Those who tested into MAT0028 and took MAT1033	1.5	1.7
Those who had SAT, ACT, took CLM, placed into 1033, took 1033	2.3	2.4
Those who had SAT, ACT, took CLM, placed into 1105, took 1105	2.5	3.5
Those who had SAT, ACT but did not take the CLM, took 1033	1	3.5

Based on these results, which showed general improvements in several categories, we repeated the pilot project summer of 2020. But subsequent performance the fall 2020 semester is undetermined because the term is ongoing. We have also begun using ALEKS for placement test retakes so that students can practice and receive remediation prior to the retest.

For gender, there are also some performance gaps between for male and female students. In math men slightly out-perform women but the difference is minimal (49.6% F, 50.7% M). For reading and writing females outperform men (respectively, 76.6% (F), 71.3% (M); 77.4% (F), 74.3% (M)).

For age, older students generally outperform younger students. For math, 48.5% (19 and under), 51.5% (20-24), 52.8% (25 and over). In reading success rates are, 74.7% (19 and under), 68.0% (20-24), 83.8% (25 and older). In writing the pattern is slightly different, the middle age group of students are the most successful, 75.8% (19 and under), 82.2% (20-24), 72.2% (25 and over).

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected “yes,” for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Seminole State College of Florida
Contact Name:	Dr. Mark W. Morgan
Title:	Associate Vice President, Institutional Effectiveness
Email Address:	morganm@seminolestate.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

Overall, Seminole State was pleased with student completions and progressions from the sixth 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 = 74.3% vs. statewide average = 61.4%; Reading: Seminole State = 87.1% vs. statewide average = 68.1%; Writing: Seminole State = 75.8% vs. statewide average = 70.2%). 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. Seminole State did not see any immediate or obvious impacts to Developmental Education enrollments, courses, or success rates in Spring 2020 due to COVID 19.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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 86% of all Dev Ed math

enrollments. Modular math is a more successful strategy, with a success rate of 76%, versus a success rate of 66% for compression math at Seminole State. Additionally, success rates for modular math exceeded statewide averages (76% vs. 63%) and success rates for compression math exceeded statewide averages (66% vs. 60%). Reading strategies appeared successful, with course completion rates with the Modularized REA 0019 at 87%, 17% higher than statewide averages. Strategies are successful in maintaining high success rates (77%) in the Modular Writing course, ENC 0022, with 97% of Dev Ed Writing enrollments. Success rates in Modular Writing exceeded statewide averages by 8.4% (76.5% vs. 68.1%). However, concerns were noted in the Compression Writing course with only a 55% success rate (vs. a statewide success rate of 70%), though only 11 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. Seminole State did not see any immediate or obvious impacts to Developmental Education enrollments, courses, or success rates in Spring 2020 due to COVID 19.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

Detailed analyses in 2019/20 of Seminole State's results by strategy, race, gender, and age indicated the following subpopulations experiencing the greatest difficulty with Developmental Ed options: 1) Black students in Math (Success Rates of 69.9% vs. Overall Success Rates of 74.3%); 2) Male students in Writing (Success Rates of 70.4% vs. Overall Success Rates of 75.8%); and 3) Students 20-24 years old in Writing (67.1% vs. Overall Success Rates of 75.8%). 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 75.7% in 2019/20. African American students in Modularized Math courses achieved gains in success rates from 64.9% to 69.9%, significantly greater than the statewide average of 53.5% for African American Males in 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 76% 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%, with another increase in 2019/20 to 70.4% vs. a statewide average of 66.3%. 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. The gap is course completion rates in Writing for students 20-24 years old (67.1%) vs. a college-wide average of 75.8% is believed to be a statistical anomaly from the relatively small number of students in this age group enrolled in Writing, only 49 students. The college's average for this group is above the statewide average of 65.8% for this group, but the college will continue to monitor results to see if concerns persist. Seminole State did not see any immediate or obvious impacts to Developmental Education enrollments, courses, or success rates in Spring 2020 due to COVID 19.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Not applicable
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Not applicable

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Not applicable.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Not applicable
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Not applicable

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Not applicable

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Not applicable

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Not applicable

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Not applicable

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Not applicable

11. Please indicate any costs to students.
Not applicable
12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Not applicable

14. What were the greatest benefits from implementing alternative methods?
Not applicable

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments
Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	South Florida State College
Contact Name:	Dr. Sid Valentine
Title:	Vice President of Academic Affairs and Student Services
Email Address:	valentsi@southflorida.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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; however, the College is using the Zoom interactive platform to engage students remotely during the current COVID-19 pandemic.

It should be noted that most students who provide feedback indicate that they prefer communicating via Zoom in lieu of face-to-face. During the advising session advisors/counselors 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. Currently, as shown below in section five, due to COVID-19 the College has developed alternate placement methods for the fall 2020 term.

The college is using the Beacon early alert advising platform which was implemented last 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 2024). 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; the College's DBOT receive an annual update during the planning meeting. During the current academic year, the college was accepted to participate in the Florida Pathways Institute (FPI), which will assist in developing a pathway model for each available degree option.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, co-requisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

a. Math

1. Delivery Strategy

SFSC principally uses a compression strategy for its development education courses. The overall success rate (grade C and above) for 2019-2020 was 79.5%, which was approximately 12 percentage points higher than the previous year (67.6%) and 20 percentage points higher than the system-wide average (59.9%). South Florida State College has implemented various strategies that continue to have an impact on student success.

2. Pedagogical Revision

SFSC is in its fourth 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 continues to offer an annual two-week summer math camp to prepare high school for college level coursework. Due to COVID-19 STEM camp was canceled for 2020. Although, this effort has been extremely successful and further growth is anticipated.

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 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 (2019), 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 87.1%, per internal data sources which is approximately seven percentage points higher than the National Community College Benchmark Project (NCCBP).

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 86.1%, which is 20 percentage points higher than the system-wide average (66.9%). 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 compression strategy for its development education courses. The overall success rate (grade C and above) was 60%, 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 (2019), 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 has substantially increased from 75.0% to 100%.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionallyimpacted.

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 a comparatively lower pass rate (MATH: white: 80.0%, Hispanic: 72.0%, Black: 85.7%, READING: white: 90.0%, Hispanic: 71.4%, Black: (Black student pass rate data for reading was masked due to a low count); for writing (WRITING: white: 72.7%, Hispanic: 63.6%, Black: 36.4%.) the Black student population was selected for review due to a comparatively low pass rate.

Both system provided data, and internally generated reports, support the college's effort to encourage more Hispanic and Black 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.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).
[X] No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 [X] Fall 2020	PSAT Score	PSAT NMSQT Reading sub score
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 [X] Fall 2020	Grade point average	Minimum 3.0 GPA on High School
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 [X] Fall 2020	Other method (Please specify): Recommendation from High School Guidance	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 [X] Fall 2020	PSAT score	PSAT NMSQT Math Math sub score 24.5
Computation	☐ Summer 2020	Florida Standards Assessment score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
	☐ Fall 2020		
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 [X] Fall 2020	Grade point average	Minimum 3.0 GPA on High School
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 [X] Fall 2020	Other method (Please specify):Recommendation from High School Guidance	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

Student are required to bring their PSAT NNMST scores to the institution as well as their high school transcript showing a minimum of 3.0 GPA and a letter or recommendation from the high school guidance counselor. The documentation is scanned and uploaded into the college's ERP system.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

The College's disabilities coordinator provides assistance to all students who self-declare a learning or physical disability. The College has staff who will assist students whose first language is not English with any language barrier issues.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

The College Registrar, in collaboration with the Dean, Student Services handles appeal of alternative placement methods on a case-by-case basis. The final decision is approved by the Vice President of Academic Affairs and Student Services.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Advisors and assessment coordinators participate in professional development opportunities that are regularly provided by assessment developers.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Students are informed by their high school counselors, college advisors and direct communication was provided to all high school's in the college's service area.

11. Please indicate any costs to students. N/A

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
[X] 1-25%	[X] 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

Given that there was such a small number of students who sought alternative methods, the college did not experience any notable challenges.

14. What were the greatest benefits from implementing alternative methods? Based on information received from counselors at all high schools within the College's service district, alternative methods opened the door for more students to have the opportunity to participate in dual enrollment. The PERT requirement appears to have been a barrier for some.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
[X] Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
[X] Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	St. Johns River State College
Contact Name:	Edward Jordan, Ph.D.
Title:	Associate Vice President for Academic Affairs
Email Address:	EdwardJordan@sjrstate.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

St. Johns River State College has established College policies and procedures to inform students about opportunities to improve their communication and/or computation skills. The College's Admissions and Academic Advising Departments work to support students understand their choices and make informed decisions about developmental education and appropriate pathways.

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 Postsecondary 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 Admissions 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 Admissions Procedures 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 has been some time since they have taken a math course. This questionnaire is in the student's file when they come to their initial advising appointment, 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

The College's Academic Advising Department has placed a greater emphasis on academic goals and career pathways when working with students. As a result of this focus, discussions about the most appropriate math course for a given transfer major has influenced enrollments in college level math courses outside of the College Algebra track. In addition to working with students to find the most "major" appropriate math course, our Advising offices are also aiming to assist students with developing more strategic and beneficial course loads and combinations of courses. The Advising offices have found that for older students and for students pursuing STEM related majors, these strategies have underscored the importance of having proficiency in certain math areas, thus influencing a smaller, but steady pipeline of students registering for developmental education courses.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Click or tap here to enter text.

SJR State Developmental Education Student Enrollment and Success Overview

- *The number of student enrollments in developmental education courses at St. Johns River State College decreased 14% (569 to 487) from the 2018-2019 academic year to the 2019-2020 academic year. This 2019-2020 figure also represents a 38% decrease from 2017-2018 enrollments (790).*
- *Mathematics accounted for 63% of all developmental education course enrollments at SJR State in 2019-2020.*
- *Of the developmental education subjects and delivery strategies offered at SJR State during the 2019-2020 school year, the College had its largest enrollments in:*
  - *Math/Compression (208) – down 18% from 2018-2019*
  - *Writing/Compression (116) – down 7% from 2018-2019*

- *Math/Modularized (61) – down 24% from 2018-2019*

- *Student success rates (percent of students earning a grade of "C" and above) in developmental courses at SJR State in 2019-20 ranged from 62% to 78% by subject area, with students performing highest in reading and lowest in mathematics:*
  - *Developmental Reading Student Success: 78% - up 15 % from 2018-2019*
  - *Developmental Writing Student Success: 64% - up 3% from 2018-2019*
  - *Developmental Mathematics Student Success: 62% - up 5% from 2018-2019*
- *The College witnessed its greatest successes (% w/ a C or better) in the Math/Co-Requisite (76%), the Writing/Compression (68%) and the Reading/Co-Requisite (78%) 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 2019-2020 over its 2018-2019 data related to student success rates (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 1% to 14%:

- *Math/Co-Requisite: up 11%*
- *Math/Compression: up 1%*
- *Math/Modularized: up 14%*

2019-2020 Mathematics Faculty Observations, Strategies, & Initiatives

- *One strategy that SJR State implemented in 2018-2019, and that we have been monitoring closely in 2019-2020, has continued to result in 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. Since the Fall 2018 term, with SJR State no longer having a developmental course prerequisite for Math for Liberal Arts courses, more non-STEM pathway students have enrolled in those courses. Since making this developmental change, our enrollment in MGF1106 and MGF1107 increased significantly (up 36% since 2017-2018), with a quality success rate remaining steady (±71.5%) from the prior year and the number of sections increasing by 42%.*
- *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 have continued to improve our EdReady pilot utilizing the materials through our four-credit compressed developmental mathematics course, MAT0022. We are still in the early phases of this pilot and ran just one section each term during 2018-2019, increasing to a total of 4 sections over three terms for the 2019-2020 school year. With more and more students each year qualifying as "College Ready Exempt," this continues to be 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. A major improvement to this course was incorporating the Lockdown Browser with webcam quizzing system, beginning Spring 2020. This proctored exam setting was set at 65% of the grade for the course, with the remaining 35% coming from the EdReady supplemental. This improvement significantly increased the rigor of the course.

- *All instructors who teach MAT 0055 and MAT 0056 also teach college level mathematics courses so they know the mathematics skills that are needed to be successful in MAT 1033 and subsequent 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.*
- *One math instructor utilized the strategy of "test corrections". When a test is graded, the instructor gives no partial credit for incorrect answers. It is either right or wrong. Once a student has completed a test, the instructor grades*

it immediately and gives students the option to correct it and earn back up to two points for each incorrect answer. This not just redo and resubmit as many times as possible, but students work for the two points. The student has to rework the problem, showing all of the steps, write a sentence or two explaining what they did wrong, and then write another sentence or two explain how to do the problem correctly. Once they have done this for all of the incorrect answers they then sit down with the instructor and go over it. The instructor communicates with them independently and truly assesses where they are having difficulties and helps them move in the right direction to be successful.

*-**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 2019-2020 over its 2018-2019 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 14% and 4% respectively:

- *Reading/Co-Requisite: up 14%*
- *Writing/Compression: up 4%*

The College experienced its most notable success rate decline in the course/strategy combination Writing/Modularized (down 3%).

2018-2019 Communications Faculty Observations, Strategies, & Initiatives

- *One 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. In addition, students are referred to the Distance Learning Department for "navigation" purposes, and if they call that department, most are successful.*
- *The instructor also noted that, generally, the older students are more conscientious than the younger students, and the older students generally email more often and need more coaching than the younger students.*
- *ESL students are advised to supplement their studies with websites such as chompchomp grammar bytes and noredink.com.*
- *Another instructor added Respondus practice tests from a previous course (ENC 0019) to help the students practice for the final exam in ENC 0017-C. The instructor also makes sure that when drafts are submitted that they are graded within two days because students get discouraged without immediate feedback.*
- *Instructors repeated their comments 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 lauded 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.*

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

In reviewing Developmental Education success data for specific demographic groups, in spite of localized improvements made between 2018-2019 and 2019-2020, the College notes that there is still much to be accomplished in respect to the 2019-2020 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 2018-2019 college data:

- White, Hispanic, and Two or More Race students all experienced improved success rates in Math (up 5%, 17%, and 22%, respectively). Black students' success rates decreased 9%.
- White students improved 6% in Reading.
- White and Hispanic students improved in Writing (up 13% & 6%); however, Black students regressed 8.6% in writing.
- There were improved withdrawal rates for all students in Math except Blacks (19% increase), and that group was also the only group to experience poorer withdrawal rates in Writing (6% 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 & age 25 or above) – exceeded state success rates at 62.7% & 65.5 (state – 59.8% & 63.1%)
- Reading (age 19 or less & age 25 or above) – exceeded state success rates at 78.6% & 75% (state - 68.5% & 70.4%)

Nevertheless, in 2019-2020, the College did see a number of age groups outperform their 2018-2019 success data. With respect to the success measure (% w/ a C or better), three groups experienced significant success rate gains from 18/19 to 19/20:

- Math (19 or less – up 9%; 20-24 – up 5.3%; & 25 or above – up 12%)
- Reading (19 or less – up 6%)
- Writing (19 or less – up 6% *& 25 or above – up 11.7%)*

Withdrawal rates decreased for all age course combination areas except Math (25 & above) and Writing (25 & above) which saw 2.9% & 3.6% increases respectively. The College had its best withdrawal rate reflected in the Writing (19 or less) group, with only 5.9% of students withdrawing.

SJR State experienced its best overall success performances with the following age groups:

- *Math: 25 or above – 65.5%*
- *Reading: 19 or less – 78.6%*
- *Writing: 19 or less – 66.7%*
-

Subpopulation: Gender

For both gender groups reported, across all Developmental Education subjects, SJR State was outperformed by the state average except for Writing – Female (72.7% to 71.3%). However, the College did see internal evidence of gender-related success (% w/ a C or better) in 2019-2020 compared to its 2018-2019 data in the following areas:

- *female math success rates up 8%*
- *male math success rates up 6.8%*
- *female reading success rates up 32%*
- *female writing success rates up 7.4%*
- *male writing success rates down 6%*
- *improved withdrawal rates for both females and males across all courses except math (female withdrawal rate improved while male writing withdrawal rates increased 5.5%)*

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 2019-2020 success compared to the 2018-2019 data shows only a slight overall increase in improved success rates (up 1%). Broken down by underrepresented groups within the selected target age group, Black student enrollment in math developmental education classes increased by 170%, while success rates decreased by 16% (55% to 39%). Hispanic student success rates increased 29% from 2018-2019 to 2019-2020 (58% to 87%), while enrollment remained relatively flat (2% increase). White success rates increased from 52% to 67%.

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 2019 the success rates were 81% for 75 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 75 online and 169 face-to-face developmental students' enrollment in math classes in future terms. The data was 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. For the 2019-2020 school year, success rates in the online developmental course slipped a bit to a 74% success rate (76 students). However, that success rate again outperformed the face-to-face success rate which was 48%. Enrollment for the online course also increased as a percentage of the MAT 0022 total enrollment from 2018-19 to 2019-20 (30% to 37%).

With these continued encouraging results, in 2020-2021, the pilot will continue with an eye towards expansion to additional sections and use of the resources in the other developmental mathematics courses.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).

☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☒ Very likely
☐ Not sure/don't know

17. Additional comments

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	St. Petersburg College
Contact Name:	Theresa Dimmer
Title:	Institutional Research and Reporting Coordinator
Email Address:	Dimmer.Theresa@spcollege.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

The international crisis of the COVID-19 outbreak and subsequent mitigation efforts of social distancing has created some unique challenges. St. Petersburg College (SPC) was extremely responsive and moved all face-to-face classes, college-related campus services, and events online beginning March 18, 2020. In addition, it shifted most employees to work remotely before it was mandated by the state. A new one-stop COVID-19 website (SPC Updates) was created for important updates and resources to help students and staff.

An increase in Zoom licenses (from 150 to 1,000) and the implementation of online proctored testing (HonorLock) for course assessments and placement testing supported the transition to the online environment. Staff training and support resources were developed for an expedited implementation (HonorLock – 131; Zoom – 533). Additional resources were added to the learning management system (MyCourses). MyCourses Support & Student Services Hub had a 2.9% increase in page views compared to the previous year. A few new items include the Academic Continuity Resources Student Toolkit and assistance for non-academic help under Titans CARE. In-person classes were transitioned in record time even though some of the courses were not originally developed to be taught online. Additional Faculty resources were added to the MyResources page, which experienced an increase of 38.9% in usage over the previous year. The Center of Excellence for Teaching and Learning (CETL) partnered with Online Learning and Services to conduct a timely series of webinars for academics called Learn Forward and Keep Teaching, as well as coordinating sessions on other relevant topics like diversity and mental wellness. Additional sections of required training for online faculty were added and available spots in each doubled or tripled.(Teaching an Online Course – 187) while a new on-demand offering was released starting summer term to assist those teaching in a new modality of Live Online (Teaching Live Online – 55)..

SPC Academic Advisors continue playing a critical role in student success by 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 of college readiness status (predictive model) and all options. Historically, advising services were offered through appointments, email, phone, and walk-in (student preferred). During the Spring and Summer, on-campus advisement was transitioned to an appointment-only model giving students the choice to schedule a virtual

appointment, call, or email their advisor for assistance. This model was effective but would quickly exceed demand during fall peak registration. The Virtual Advising center was developed to mimic walk-in advising. College-wide resources were combined (64 Advisors across 8 campuses) into two teams (north and south county campuses). The system uses a greeter in the "lobby" and moves students into breakout rooms with advisors. This has been a successful approach serving 6,792 students to date.

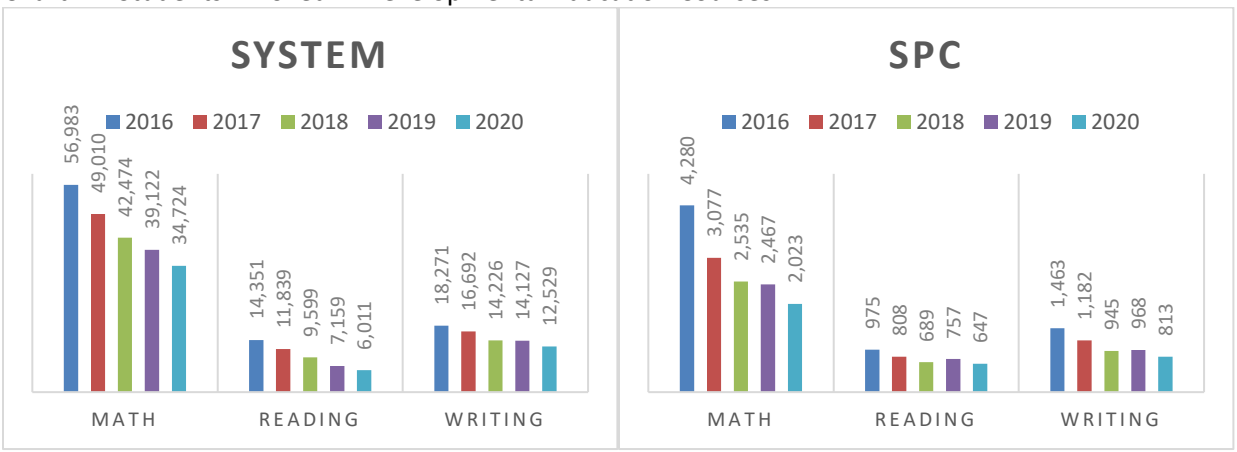
SPC Learning Resources (LR) includes on-campus and online library and tutoring services and resources with many available 24/7. In August 2019, the online tutoring platform transitioned to Tutor.com which offered a co-staffing model with SPC's Instructional Support Teams available at appointed times and teams from Tutor.com managing the rest. Tutoring is available in all courses and the platform provides audio, voice, whiteboard technology. From mid-March through the end of the spring term, SPC Instructional Support team members (120) delivered 3,000 student sessions with more than 1,400 hours and 2,500 student sessions with 1,170 hours in the Summer. Tutors also reached out to faculty; were embedded in courses; and created and updated resource guides, instructional materials, and videos for students. Moreover, the tutoring staff were available through a robust appointment system that runs parallel to Tutor.com enabling them to offer more than 1,200 appointments and 1,700 hours of support. This system allows students to contact tutors directly and meet with them through Zoom or another comparable platform. Similarly, Librarians provided robust coverage of Ask A Librarian (AAL), with a 700.0% increase in student sessions compared to the same timeframe from the previous year. Additionally, staff developed online library orientations, online workshops, and provided live and recorded question-and-answer sessions through Zoom, created online student events and programs, and built a new classification system for information guides.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

The chart below shows the number of students enrolled in developmental education courses by subject area for the entire Florida College System and SPC. Year-over-year enrollment has been declining for all subject areas with the exception of reading between 2018 and 2019 for SPC. Table 1 also indicates a smaller decline in the percent of total developmental education courses offered in 2019-20 (6.3%) compared to the 7.2% reported the past two years.

Chart 1 – Students Enrolled in Developmental Education Courses.



Source: Developmental Education – https://edstats.fldoe.org

Table 1 – St. Petersburg College Development Education Students Percent of Total 2019-20

Course Type	Enrollment Counts		Student Semester Hours / Credit Hour Equivalents		Headcount*	
	Number	Percent of Total	Number	Percent of Total	Unduplicated Headcount	Percent of Total
Developmental	3,925	2.0%	17,588	3.1%	2,717	6.3%
Non-Developmental	195,185	98.03%	552,188	96.9%	42,672	
College-wide Total	**199,110**	**100.0%**	**569,776**	**100.0%**	**42,903**	

Source: Student Database Submission Files (2019-20)
*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%.

In this unprecedented time, SPC leadership realized that a transition from campus to an online format in the middle of a session could impede student success. To increase flexibility and support for both students and faculty, emails were sent to all students on March 30th encouraging students to work with their instructors for continued success in their course, provided a link to SPC Updates, and extended the last day to drop a class with a grade of "W" to May 7th. SPC provided additional support (letters sent early August) for students who received poor grades (D, F, Withdraw, Withdraw with F) by inviting them to take part in the "COVID-19" related appeals process. The SPC Institutional portion of the Federal CARES ACT grant provided SPC additional money for refunds to assist students negatively impacted by COVID-19 during the Spring term 2020. SPC received approximately 1,700 requests for grade forgiveness and refunds specific to COVID related issues. Approximately 1,400 appeals have been processed for a total close to $1 million. Sixty-nine students were approved for developmental education courses (ENC0025 -8, MAT0022 – 41, MAT0028 – 18, REA0017 – 6) which will have a favorable impact on overall success rates.

Table 2 (below) shows a comparison of rates (success, withdrawal, failure) for three consecutive spring terms. The withdrawal rates for student self-selected (via the set extended deadline) and faculty generated (none awarded after March 7th) were different in Spring 2020, as they were heavily focused on the student choice to withdraw. However, current year combined total withdrawal rates are in line with prior years or in some cases better (ENC0025, ENC0027, MAT0056, REA0017). ENC0055 provides personalized support for students with low PERT scores based on student needs. These are low enrolled courses, and withdraws occur due to non-attendance. Despite the expectation of higher withdrawal rates, students did not withdraw from developmental courses at a higher rate this past Spring, which suggests the dedication of the faculty and extension of withdrawal deadline mitigated the effects of the shutdown.

Table 2 – St. Petersburg College Development Education Three Year Comparison of Spring Rates

Spring	Success			Withdrawal: Combined			Withdrawal: Student Self-Selected			Withdrawal: Faculty Generated			F Rate		
	2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
ENC0025	61.3%	62.9%	64.2%	18.9%	20.96%	22.12%	18.4%	7.0%	7.1%	0.5%	14.0%	15.0%	15.7%	15.4%	11.5%
ENC0027	66.7%	63.6%	71.2%	9.5%	11.36%	19.70%	9.5%	2.3%	4.5%	0.0%	9.1%	15.2%	23.8%	25.0%	6.1%
ENC0055	83.3%	50.0%	69.2%	16.7%	16.67%	11.54%	0.0%	0.0%	0.0%	16.7%	16.7%	11.5%	0.0%	0.0%	11.5%
MAT0022	50.4%	53.8%	52.9%	21.3%	21.48%	24.95%	21.3%	9.7%	8.9%	0.0%	11.8%	16.0%	18.1%	16.2%	18.2%
MAT0028	67.3%	63.4%	58.9%	17.6%	14.32%	19.95%	17.6%	7.7%	10.0%	0.0%	6.6%	10.0%	12.7%	21.2%	16.3%
MAT0056	71.4%	47.1%	75.0%	28.6%	35.29%	12.50%	28.6%	35.3%	12.5%	0.0%	0.0%	0.0%	0.0%	11.8%	12.5%
REA0017	70.5%	70.0%	74.5%	14.1%	17.28%	16.46%	14.1%	4.1%	4.9%	0.0%	13.2%	11.5%	9.3%	10.3%	7.0%

Source: Developmental Education – Success Rates by Campus - Course Groups Developmental

The tables below show developmental education performance for the System and SPC for the current year (Table 3) and prior years (Table 4, Table 5). Only delivery strategies offered at SPC are shown below. For the current year, there were increases in success rates for writing (Compression) and reading (Modularized) compared to last year.

Current Year Data

Table 3 – Florida College System 2019-20 Developmental Education Data - Strategies

Subject	Strategy	System		SPC	
		Cohort	Success	Cohort	Success
Math	**All**	**34,724**	**60.7%**	**2,023**	**57.0%**
	Compression	24,767	59.9%	1,401	54.7%
	Modularized	9,957	62.7%	622	62.4%
Reading	**All**	**6,011**	**67.9%**	**647**	**72.5%**
	Compression	4,279	66.9%	307	69.7%
	Modularized	1,732	70.3%	340	75.0%
Writing	**All**	**12,529**	**69.8%**	**813**	**66.2%**
	Compression	9,690	70.3%	418	71.1%
	Modularized	2,839	68.1%	395	61.0%

Source: Developmental Education – https://edstats.fldoe.org

Historical Trend Data

Table 4 – Florida College System Developmental Education Performance Trends (2016-17 to 2018-19)

System-Wide														
Success Rates	Compression						Co-requisite		Modularized					
	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 5 – St. Petersburg College Developmental Education Performance Trends (2016-17 to 2018-19)

College-Wide														
Success Rates	Compression						Co-requisite		Modularized					
	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

Math

Delivery Strategy: The SPC success rates for the modularized approach saw a very slight decrease of 0.4 percent from the previous year in comparison to a 3.9% increase system-wide. However, the college success rate of 62.4% only has a 0.3% gap in comparison to the system-wide success rate 62.7% for this approach.

For the compressed approach, the SPC success rates declined 1.9% from the previous year, slightly increasing the gap with the system success rate from the previous year to 5.2%. After discussions, it was determined that the key significant factor was the Spring 2020 success rate of MAT 0022 (Developmental Mathematics), a rigorous 5-credit course. The required rigor and support needed for successful completion of this course was disrupted by circumstances surrounding COVID-19 and the move from on-campus to online negatively impacted the students, resulting in a decline in the success rate of 15.9% for that semester.

Reviewing the data from all semesters, we continue to feel that both approaches offer students the appropriate options to fit their learning. 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. Online classes are modularized, except MAT 0022, which is considered both compressed and modularized in this modality.

Pedagogical Revision: As with 2018-19, the 2019-20 academic year continued the streamlined approach in developmental mathematics offerings, allowing students to progress to gateway math courses sooner. Students, who enroll in these courses, take only one semester of developmental mathematics courses. The revision of SPC's mathematics pathways allows students an opportunity, depending on their degree path, to take college-level math courses the following semester. In addition, faculty utilize the same course materials across all sections to ensure equity, affordability and consistency.

As with 2018-19, in 2019-20 more students in math choose to enroll in the compressed strategy. While overall enrollment in developmental mathematics continues to decline, online enrollment in developmental mathematics courses in 2019-20 was comparable to the online enrollment in 2018-19.

Due to the above success rate discussion, the math department is actively discussing improvements for MAT 0022 to increase the success rate. Though there were some extenuating circumstances in Spring 2020 which significantly affected the success rate of the course, faculty discussions have begun to ensure students continue to have the appropriate resources and support to succeed and to progress in the mathematics sequence.

Content Alignment: There were no significant revisions for 2019-20. However, faculty have been collaborating with each other every semester to determine whether any adjustments are appropriate, as part of the process of ongoing continuous improvement.

Reading

Delivery Strategy: SPC success rates for the modularized approach saw a very slight increase of 0.1% from the previous year, whereas the system success rate decreased by 4.6%. The college success rate of 75.0% has a 4.7% gap with the system-wide success rate of 70.3% for this approach.

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SPC success rates for the compressed approach declined 7.6% from the previous year; however, these rates continue to exceed the system success rate by 2.8%. A significant factor of the decline was due to the Spring 2020 success rate in REA 0017, a course often taken by students who are enrolled in ENC 1101, our Gateway composition course. The fall success rates for this class was 76.7% but spring success was only 72.1%. Unfortunately, the issues related to COVID-19 negatively impacted the students as noted by the 7.7% increase in withdrawal rates.

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Reviewing the data from 2017-2020, we continue to feel that both approaches offer students the appropriate options to fit their learning needs. We continue to experiment with compressed approaches on campus, online, and with the advent of COVID-19, Live Online, a modality that requires students to log onto Zoom meetings weekly while also completing course assignments online. Modularized classes are treated similarly.

Pedagogical Revision: Since 2016, students have taken only one semester of a developmental reading course instead of the prior requirement of two courses. This year faculty chose to adopt the same or similar course materials across all sections and campuses to ensure equity, affordability and consistency. We believe this is a primary factor in the increase of our success rates in the modularized approach for this past year. Our compressed approach experienced the greatest decline, likely due to the disruption to shorter session types with more concentrated course content being negatively impacted by COVID-19.

Content Alignment: There were no significant revisions for 2019-20. However, faculty have been collaborating with each other every semester to determine whether any adjustments are appropriate, as part of the process of ongoing continuous improvement..

Writing

Delivery Strategy: SPC success rates for the modularized approach decreased 1.2% (with just 395 enrollments, 40.0% less than 2016-17) from the previous year. The success rate of 61.0% lags behind the system-wide success rate by 7.1% for this approach.

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SPC success rates for the compressed approach increased 3.4% from the previous year, and it now exceeds the system success rates by 0.8% for this approach. This marked the first time in five years that SPC's compressed ENC 0025 success rate was higher than the systems. A significant factor was due to offering compressed classes in express session types (for fall and spring) and in 8 WK session types (during summer). Issues related to COVID-19 did not negatively impact the students taking the compression approach to developmental writing.

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Reviewing the data from 2017-2020, we continue to feel that both approaches offer students the appropriate options to fit their learning needs. We continue to experiment with compressed approaches on campus, online, and with the advent of COVID-19, Live Online, a modality that requires students to log onto Zoom meetings weekly while also completing course assignments online. Modularized classes are treated similarly.

Pedagogical Revision: Since 2016, students have taken only one semester of a developmental writing course instead of the prior requirement of two courses. This year faculty voluntarily adopted similar course materials across all sections and campuses to ensure equity, affordability and consistency. We believe this is a primary factor in the increase of our success rates in the compressed approach for this past year, though it did not seem to impact the modularized courses. Our modularized courses will be reviewed for content and best teaching practices so as to improve the student learning experience.

Content Alignment: There were no significant revisions for 2019-20. However, faculty have been collaborating with each other every semester to determine whether any adjustments are appropriate, as part of the process of ongoing continuous improvement. They are specifically focused on improving the success rates for the modularized courses.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

County Demographic & Business Summary produced by Pinellas County Economic Development includes key information about SPC's service area (Pinellas County) such as population, households, and families. Table 6 and 7 show a comparison of race/ethnicity and gender of Pinellas County college age population compared to the 2018-19 SPC Enrollment used for the Equity Report earlier this year. SPC's enrollment either meets or surpasses county underrepresented population percentages of eligible students, except in the "other" category. Sector specific data (Public 2 or 4 year institutions that offer Baccalaureate degrees or less) generated through IPEDS Trend Generator, shows that males represent 43.8% on the national level and 41.0% in Florida, and 49.3% locally, which is slightly higher than SPC's overall enrollment (38.5%).

Table 6 – Comparison of SPC Enrollment and Service Area (Pinellas County) – Race

Race / Ethnicity	2018-19 SPC Overall Enrollment		2019[1] Pinellas County Age (15-64) Forecast	
	N	%	N	%
White	18,705	61.1%	467,468	70.5%
Black	4,655	15.2%	70,320	10.6%
Hispanic	4,898	16.0%	66,504	10.0%
Other	2,362	7.7%	59,006	8.9%
Total Minorities	11,915	38.9%	195,830	29.5%

Source: College Annual Equity Update 2019-2020, U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2019
[1]Hispanic is counted along with Race so percentage will not add up to 100%. For example, someone is white Hispanic, black Hispanic, etc.

Table 7 – Comparison of SPC Enrollment and Service Area (Pinellas County) – Gender

Gender	2018-19 SPC Overall Enrollment		2019[1] Pinellas County Age (15-64) Forecast	
	N	%	N	%
Female	18,838	61.5%	336,188	50.7%
Male	11,782	38.5%	327,110	49.3%

Source: College Annual Equity Update 2019-2020, U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2019

Tables 8 (success by race/ethnicity) and 9 (success by gender) below show SPC's percent of subpopulation representation and corresponding success rates for 2019-20. Enrollment for all subject areas show an increase in minority and female students when compared to overall enrollment in all course categories. These results are consistent with System patterns. The highest success rates were reported for Asians (Math 83.3%, Reading 78.6%) and Hispanics (Writing 72.2%) and female students in all subject areas. The largest success gaps exist for our Black students in Math (16.3%), though they surpass the college average in Reading by 1.5%.

Table 8 – St. Petersburg College 2019-20 Developmental Education Data – Race/Ethnicity

Race/Ethnicity	Math		Reading		Writing	
	% of Total	Success	% of Total	Success	% of Total	Success
1-White	54.5%	61.2%	46.2%	72.9%	39.5%	67.3%
2-Hispanic	14.5%	61.3%	14.1%	73.9%	15.6%	72.2%
3-Black	22.4%	40.8%	31.8%	74.4%	36.2%	64.4%
4-Two or More Races	4.8%	58.8%	4.4%	70.0%	3.6%	55.2%
5-Asian	1.8%	83.3%	3.4%	78.6%	3.8%	58.1%
6-American Indian	n/a	**.*	n/a	72.7%	n/a	**.*
7-Pacific Islander	n/a	**.*	n/a	**.*	n/a	**.*
Not Reported	2.1%	69.0%	n/a	**.*	1.2%	70.0%
Total	**2,016**	**57.1%**	**638**	**72.9%**	**806**	**66.3%**

Source: 2019-20 Dev Ed Accountability Report Data

Table 9 – St. Petersburg College 2019-20 Developmental Education Data – Gender

Gender	Math		Reading		Writing	
	% of Total	Success	% of Total	Success	% of Total	Success
Female	62.1%	59.4%	61.2%	75.8%	58.8%	68.2%
Male	35.3%	53.1%	36.3%	67.7%	38.6%	62.7%
Not Reported	2.6%	53.8%	2.5%	62.5%	2.6%	71.4%
Total	**2,023**	**57.0%**	**647**	**72.5%**	**813**	**66.2%**

Source: 2019-20 Dev Ed Accountability Report Data

The tables below show comparisons of three consecutive years for each subject for the percent of total distribution by age categories (Table 10) and success rates (Table 11). For Math, more than half of the students are 25 or above. Although there appears to be year-over-year fluctuation for Reading and Writing, more students are consistently younger than 25. For benchmarking purposes, Fall 2019 shows that the majority of SPC students (54.8%) are younger than 25 years old. This aligns with prior year Fall information. The highest success rates were reported for students who were 19 or less (Math 61.2%) and 25 or Above (Reading 75.7%, Writing 67.4%).

Table 10 – St. Petersburg College Developmental Education Age Category Distribution Trends

Age	Math			Reading			Writing		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
19 or Less	22.3%	24.4%	26.5%	23.9%	25.5%	27.8%	32.8%	26.2%	32.6%
20-24	23.0%	23.1%	22.4%	26.4%	21.0%	23.8%	27.1%	24.1%	23.6%
25 or Above	54.6%	52.5%	51.1%	49.6%	53.5%	48.4%	40.1%	49.7%	43.8%
Total	**2,535**	**2,467**	**2,023**	**689**	**757**	**647**	**970**	**968**	**813**

Source: 2019-20 Dev Ed Accountability Report Data

Table 11 – St. Petersburg College Developmental Education Age Category Success Rate Trends

Age	Math			Reading			Writing		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
19 or Less	55.5%	63.4%	61.2%	76.4%	71.5%	73.3%	70.4%	73.6%	66.8%
20-24	54.8%	57.3%	55.3%	66.5%	73.6%	64.9%	64.3%	59.7%	63.0%
25 or Above	58.0%	56.8%	55.7%	68.7%	73.8%	75.7%	68.4%	63.0%	67.4%
Total	**56.7%**	**58.5%**	**57.0%**	**70.0%**	**73.2%**	**72.5%**	**67.9%**	**65.0%**	**66.2%**

Source: 2019-20 Dev Ed Accountability Report Data

The tables 12 and 13 below show developmental education performance for the System and SPC by delivery strategy for our Black students. For the current year, SPC outperformed the System in Reading (Compression and Modularized) and Writing (Compression). Comparing SPC trends, Black students continue to struggle with Math in both approaches but have made gains in Reading and Writing compared to previous years (Table 13). Modularized Writing still underperforms system averages.

Table 12 – Florida College System Developmental Education Performance Trends – Black

Black Students												
Success Rates	Compression						Modularized					
	2018		2019		2020		2018		2019		2020	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	7,708	52.7%	7,766	52.3%	6,633	51.7%	2,908	49.3%	2,273	52.4%	2,015	54.3%
Reading	2,559	69.4%	1,914	66.3%	1,575	60.9%	590	73.9%	548	70.6%	489	66.7%
Writing	4,123	68.7%	4,130	67.9%	3,497	65.6%	785	67.8%	883	65.1%	859	63.7%

Table 13 – St. Petersburg College Developmental Education Performance Trends – Black

Black Students												
Success Rates	Compression						Modularized					
	2018		2019		2020		2018		2019		2020	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	429	43.4%	402	46.0%	370	41.1%	155	44.5%	123	40.7%	81	39.5%
Reading	104	61.5%	114	64.9%	116	66.7%	122	67.2%	128	60.2%	87	74.7%
Writing	173	62.4%	178	56.7%	165	66.7%	29	62.5%	164	54.3%	127	61.4%

Source: Developmental Education – https://edstats.fldoe.org

Tables 14 and 15 below show developmental education performance for the System and SPC by delivery strategy for the Black Male students. For the current year, SPC outperformed the System in Reading and Writing (both approaches), but lag behind system averages in Math (both approaches). SPC trends show that the success rates follow the same patterns as all Black students stated above.

Table 14 – Florida College System Developmental Education Performance Trends – Black Males

Black Male Students												
Success Rates	Compression						Modularized					
	2018		2019		2020		2018		2019		2020	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	2,651	50.4%	2,515	49.7%	2,156	46.3%	992	45.7%	744	50.4%	687	50.7%
Reading	913	65.1%	641	64.7%	560	59.1%	204	69.6%	172	66.9%	160	58.8%
Writing	1,491	63.8%	1,452	65.5%	1,217	64.0%	304	61.2%	330	64.5%	307	55.0%

Source: Developmental Education – https://edstats.fldoe.org

Table 15 – St. Petersburg College Developmental Education Performance Trends – Black Males

Black Male Students												
Success Rates	Compression						Modularized					
	2018		2019		2020		2018		2019		2020	
	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success	Cohort	Success
Math	166	37.3%	140	43.6%	126	34.1%	48	45.8%	41	36.6%	29	27.6%
Reading	43	53.5%	40	52.5%	34	67.6%	48	58.3%	43	53.5%	31	61.3%
Writing	62	58.1%	67	50.7%	66	65.6%	64	53.1%	57	47.4%	39	56.4%

Source: Developmental Education – https://edstats.fldoe.org

Although the current year brought on increased national attention on racial inequality and social injustice, SPC has been continuously working on solutions to address some of these disparities. A long term review of course success rates showed that African American male students were consistently below all other racial and ethnic groups. With equity as a high priority, President Tonjua Williams appointed an African American Male Student Success Task Force (AAMTF) to empower African American Male students to overcome barriers to academic success and achieve parity in course success, retention, and graduation rates. AAMTF (faculty, students, staff, administrators) reviewed past and current initiatives, identified challenges at SPC for this group of students, and developed recommendations, principles, strategies, programs (short and long term), and a system of accountability for their success.

A formal report was issued on January 8, 2020. Below is a brief summary of research based recommendations and the progress on the implementation. The AAMTF will remain active - monitoring student performance goals (academic, persistence/retention, completions), overseeing current recommendations, and developing new recommendations as needed.

1) Resurrect and implement a Brother-to-Brother type of program. A committee that consisted of AAMTF members interviewed several candidates for the position of Coordinator of the Brother to Brother Program. In the coming weeks, the candidate that was selected will begin at SPC.

2) AAMTF Mentors (25) were assigned to students in Summer 2019 and this intervention is proving to be an effective strategy by providing guidance where needed and helping to remove any barriers that may impede their success. Progress is being made in student success rates and retention.

3) An Executive Director of Equity, Diversity, and Inclusion was hired in July of this year. This position will ensure the institutional change necessary to reinforce the culture of academic success and retention for all students, and for African American male students in particular. Moreover, this position will promote, encourage, train, and distill these values amongst our faculty, staff, administration, and students.

4) Provide mandated professional development that leads to the creation of an inclusive and equitable campus climate inside and out of the classroom environment, with a special focus on working with African American males.
5) Develop a comprehensive Learning Resources Outreach Initiative. In fall 2019, more than 600 students were identified in the cohort with a cumulative GPA at or below 2.49. Learning Resources collaborated with Online Learning & Services and Student Affairs staff about a more unified messaging and identification system. As a result, faculty are able to identify students in this cohort through the MyCourses Faculty Tools widget. Cohort members have an Outreach Initiatives Student icon next to their name on the course Persona page. In addition, Student Affairs and Learning Resources crafted a faculty help guide, linked to the icon, which aims to align the many available services with the multitude of needs this cohort may experience.

New icon for Outreach Initiatives Students now found in the Student Persona tab in Faculty Tools

Overall, the development of this outreach initiative represents a strong correlation with 58% of African-American males receiving services from Learning Resources, in Academic Year 2018-19, including more than 14,000 visits to libraries and learning centers.
6) Form a working group to develop and implement strategies for improving success rates in Gateway courses.
7) Expand Targeted Recruitment of Minority Faculty and Staff at SPC.
8) Develop a Summer Bridge and First Time In College Program to assist with the recruitment and onboarding of African American Males through intentional interactions, all African American males at SPC, will be invited to academic workshops, and social mixers with faculty, staff, and their peers to promote campus inclusiveness and create a sense of belonging.

Click or tap here to enter text.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☒ Yes, my college used common placement tests only (did not use alternative methods).
☐ No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.
Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.
Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.
Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.
Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.
Click or tap here to enter text.

11. Please indicate any costs to students.
Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

Computation
☐ 1-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%
☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?
Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods?
Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.
☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	State College of Florida, Manatee-Sarasota
Contact Name:	Dr. Ryan C. Hale
Title:	Dean for Institutional Effectiveness and Research.
Email Address:	haler@scf.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

The State College of Florida, Manatee Sarasota, embraces our mission: State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity. In specific, SCF embraces the opportunity to provide an accessible education to all students including those who require additional support to build the skills which are foundational to college success.

SCF Provides a number of specific supports to assist these students:

- Orientation—SB 1720 non-exempt students are required to test to determine the correct level of entry into college courses. SB 1720 exempt students are also informed of the opportunity to test, and have their academic level evaluated.
- SCF uses early alerts, leveling tests in courses, and progress monitoring to determine if students require additional support.
- The Academic Resource Center (ARC) also provides students with the opportunity to participate in workshops and bootcamps to receive additional academic support and evaluation.
- Pretesting occurs in entry level math and English courses in order to identify early students who might benefit from additional preparation, and to inform them of the options they have in that regard.
- SCF has redesigned our early alert system to operate from Banner, as a replacement for Starfish. A much greater number of students are currently being identified through this process for additional assistance.

- In the Spring of 2020 the ARC was able to quickly expand virtual tutoring supports to meet the needs of all learners including developmental students while working remotely to ensure student and staff safety.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

Mathematics—SCF offers two delivery methods for math Compression and Modularized:

1. Compression: SCF is very near the state average using this method. With .6% more of SCF's students earning a passing grade than the state average. These courses are specifically aligned to the entrance into the algebra pathway which begins with MAT 1033. The direct alignment of these courses contributes greatly to the future success of students.
2. Modularized: SCF is near the state average here as well. 58.9 % received a passing grade as compared to only 31.7% last year. Adjustments made to the sequence of courses and the resulting course adjustments have had a large impact over the last year. This is primarily a result of the nonalgebra pathway implementation, which takes advantage of STA 1001, to allow students to proceed to MGF 1106, MGF 1007, or STA 2023.

Reading—SCF has performs very well in each of the delivery methods for reading scoring 15% higher than the state average in compression and 17% higher than the state average in modularized reading efforts. This is consistent with historical performance.

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. SCF offers 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 deficits for each student. Courses are student-centered, adhering to widely accepted, research-based best practices.

SCF also offers 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.

Writing—SCF performed slightly below (8%) the average for compressed writing and well above (17%) the state average for modularized writing course pass rates.

SCF offers ENC0022 in a compressed/accelerated, modularized strategy. In addition, SCF has the options of a blended format or traditional face-to-face 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.

SCF also offers 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.

Students in the compressed format for writing did not perform as well as they had in previous years, this may have been a result of the challenges that exist for providing feedback in the distance learning context. Outside of this observation, SCF students did not seem to struggle, in the distance environment brought about by COVID-19, with math, or reading in developmental courses.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

AGE—SCF did not display appreciable variances across age levels with the exception of reading and writing among students 20-24. These students performed better than other ages in reading by 6% over 19 or less, and 10% for 25 and over. In addition, in writing this group performed 10% lower than those under 19 and 8 % lower than those over 25. Although this may have been a result of COVID-19, it is difficult to determine exactly what may have precipitated this effect. SCF will continue to monitor this trend and investigate further should it continue. This could also be the variance associate with small sample sizes as there are few students who require this type of developmental education.

Gender—Very little variance was observed. Male students performed slightly lower (6%) than their female counterparts in mathematics. SCF will monitor this result going forward, as this has not been a historical trend.

Race/Ethnicity—The variances for Race/Ethnicity were mostly minor with the exception of Black students in writing and math. The variance observed in writing was similar to that observed at the system level, but the variance in math was greater, with 20% difference between white and black students.

SCF has recently named a director of diversity and inclusion to help to address issues such as this. In addition, SCF continues the efforts of the Bridges to Baccalaureate program which supports underrepresented minority students pursuing STEM degrees, and the Expanding our Boundaries taskforce which continues to make efforts to remove barriers to success for underrepresented minority students. SCF has recently secured a TRiO grant which may provide additional assistance to students with both academic and financial challenges. This may also have some impact if some of the participants are students from African American backgrounds.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).

X No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply. **N/A SCF did not use alternate methods of placement.**

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	PSAT Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment Score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	PSAT score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Florida Standards Assessment score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	End-of-Course Exam score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	GED® score	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	Click or tap here to enter text.
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	Click or tap here to enter text.

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained. Click or tap here to enter text.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

Click or tap here to enter text.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Click or tap here to enter text.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

Click or tap here to enter text.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Click or tap here to enter text.

11. Please indicate any costs to students. Click or tap here to enter text.

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication	**Computation**
☐ 1-25%	☐ 1-25%
☐ 26-50%	☐ 26-50%
☐ 51-75%	☐ 51-75%
☐ 76-100%	☐ 76-100%
☐ Not sure/don't know	☐ Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

Click or tap here to enter text.

14. What were the greatest benefits from implementing alternative methods? Click or tap here to enter text.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement. ☐ Very unlikely

☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. Additional comments

Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Tallahassee Community College
Contact Name:	Calandra Stringer
Title:	Associate Vice President for Academic Affairs
Email Address:	stringec@tcc.fl.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 above the system level except in the compressed writing courses as shown in Table 1.

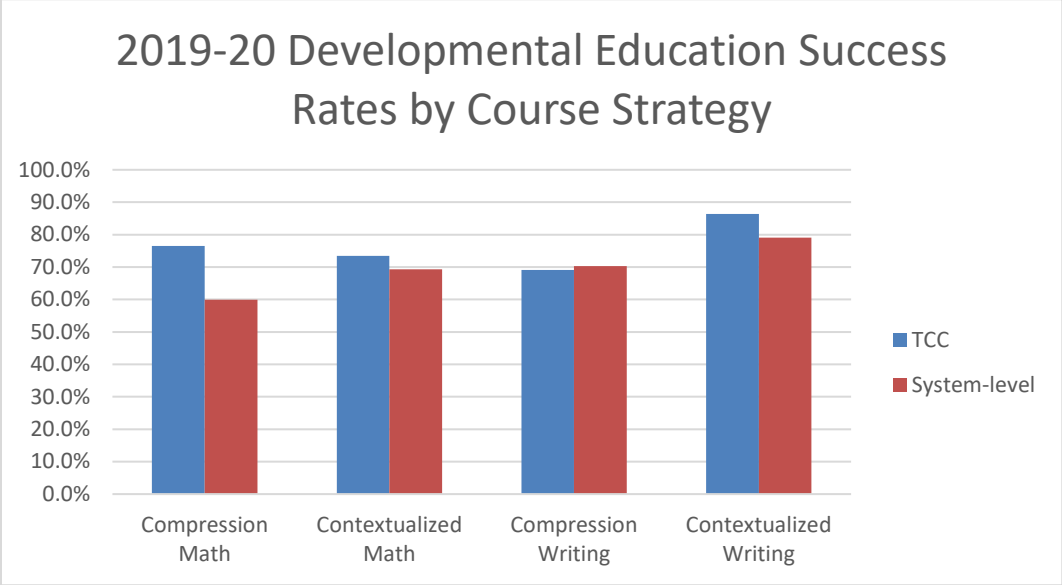


Table 1: Data provided by Division of Florida Colleges, Students with Grade C and Above

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 2017		Fall 2018		Fall 2019		Fall 2020*	
	N	%	N	%	N	%	N	%
Enrolled in Developmental Education Courses	932	7.50%	661	5.40%	615	5.07%	205	1.79%
Total Credit Enrollment	12,400		12,174		12,134		11,449	

Table 2: Data provided by TCC's Division of Institutional Research, Unduplicated Headcount
**Fall 2020 total as of 10/29/2020*

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.

COVID-19 has had an impact on developmental education. The number of students placing into developmental education decreased due to the Emergency Order lifting the placement testing requirement. Table 2 shows a significant decrease in the number of students enrolling developmental education courses. In using the multiple measures to place students into classes, several were placed into ENC 1101C and MAC 1105C which is the class that contains a co-requisite to assist students with just-in-time learning.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

a. Math

Students with Grade C and Above			
Subject	**Strategy**	**TCC**	**System-level**
Math	Compression	77%	60%
Math	Contextualized	73%	69%

Table 3: Data provided by Division of Florida Colleges, 2019-20 Developmental Education by Strategy

Based on the data in Table 3, TCC students perform 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 have continued to revise pedagogy to increase student engagement. They implemented WebAssign which is a math platform sponsored by Cengage which allows the faculty to use custom math problems. The math problems allow for more contextualization as well as real world application. Faculty also continue to participate in the Math Champions peer mentoring program. Embedding the peer mentors in developmental math classes has helped to increase student engagement, success and retention. .

To align content, faculty continue to collaborate with gateway math faculty to align curriculum, for the goal is to prepare students for successful entry into college-level math courses. Developmental education faculty are also teaching Intermediate Algebra which provided an opportunity to experience what students need for a smoother transition. It has also provided an opportunity to identify gaps in the developmental education mathematics content. Given the state and national conversation regarding math pathways, the faculty continue to review and revise curriculum. For Fall 2020, the gateway math faculty implemented the math corequisite model by launching a new course MAC 1105C. The development of the new course led to a curriculum revision of developmental math course.

b. Writing

Students with Grade C and Above			
Subject	**Strategy**	**TCC**	**System-level**
Writing	Compression	69%	70%
Writing	Contextualized	86%	79%

Table 4: Data provided by Division of Florida Colleges, 2019-20 Developmental Education by Strategy

Based on the data in Table 4, TCC's most successful delivery method in developmental writing is contextualization. This is a dramatic increase from the previous year's success rate of 53.8%. Students enrolled in TCC's integrated reading and writing courses performed above the state average in the contextualized modality. TCC's compressed courses are slightly lower than the system-level. Integrating the reading and writing curriculum has streamlined course offerings has eliminated gaps in progression for students.

The developmental communications faculty have implemented a hybrid delivery, a combination of face-to-face instruction and online responsibilities. This has allowed students to experience pedagogy in two formats. Faculty also implemented the use of open educational resources (OER's). The entire program is now completely textbook-free, with all materials and resources available to students on the first day of classes in Canvas. Moving to OER has given the program consistency as all faculty, part-time and full-time, have access to the same materials.

To align content, the developmental communications faculty continue to collaborate 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. For Fall 2020, the gateway

communications faculty implemented the corequisite model by launching a new course ENC 1101C. The development of the new course led to a curriculum revision of developmental communication course.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

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 and Hispanic counterparts according to Table 5.

Students with Grade C and Above			
Subject	**Race**	**TCC**	**System-level**
Math	White	77%	64%
Math	Black	71%	54%
Math	Hispanic	70%	64%
Writing	White	69%	72%
Writing	Black	67%	65%
Writing	Hispanic	75%	74%

Table 5: Data provided by Division of Florida Colleges, 2019-20 Developmental Education by Race

Additionally, female students outperform males in writing, but the males are outperforming the females in math according to Table 6.

Students with Grade C and Above			
Subject	**Gender**	**TCC**	**System-level**
Math	Female	72%	63%
Math	Male	75%	58%
Writing	Female	72%	73%
Writing	Male	66%	66%

Table 6: Data provided by Division of Florida Colleges, 2019-20 Developmental Education by Gender

The 20-24 age group continues to underperform in both in all disciplines in TCC's developmental education program according to Table 7. All age groups at TCC are out performing the system-level except the 19 or less in Writing.

Students with Grade C and Above			
Subject	**Age**	**TCC**	**System-level**
Math	19 or less	73%	60%
Math	20 -24	71%	60%
Math	25 or above	72%	63%
Writing	19 or less	66%	72%
Writing	20 -24	72%	66%
Writing	25 or above	75%	72%

Table 7: Data provided by Division of Florida Colleges, 2019-20 Developmental Education by Age

To address some of the non-cognitive issues faced by each subpopulation, the faculty who teach developmental education have taken part in campus-wide cultural diversity and inclusion workshops. Additionally, the faculty are intentional in their selection of course material in order to reflect the diversity represented in the student population. The Math Champions program is a resource that has made an impact on the success of students in developmental math, with black students benefitting greatly when they are in classes that have assigned Math Champions. Furthermore, the developmental writing program works closely with the reading and writing specialists in the Learning Commons to identify supplemental materials to assist with coursework. There are also 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. TCC also has opened Talon's Market which provides food and hygiene products for students facing food insecurities.

TCC also continues a campus-wide focus on closing equity gaps. TCC's President has launched a Commission on Race and Equity which is designed to address closing equity gaps as well as provide a space to safely discuss the current climate on race. Faculty are also continuing to engage in teaching and learning workshops by earning micro-credentials offered through ACUE, the Associate of College and University Educators. ACUE provides faculty with research and strategies that improve student achievement and close equity gaps.

Developmental Education Placement Method

4. Pursuant to Emergency Order DOE Order No. 2020-EO-02, each FCS institution had discretion in selecting the method(s) required for students to demonstrate readiness for college-level work for summer and fall 2020. Please indicate if your college only used common placement testing to place students.

☐ Yes, my college used common placement tests only (did not use alternative methods).
X No, my college allowed the use of alternative methods for placement.

If your college selected "yes," for summer and fall 2020, no further action is required. The following section is only applicable for colleges using alternative methods.

Developmental Education Alternative Methods

5. For colleges using alternative methods for placement, please complete the following information. Select all that apply.

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	X Summer 2020 X Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	FLDOE approved minimum
Communications	X Summer 2020 X Fall 2020	PSAT Score	430 or higher - ENC 1101C
Communications	X Summer 2020 X Fall 2020	Florida Standards Assessment Score	4 or higher – ENC 1101C
Communications	X Summer 2020 X Fall 2020	GED® score	165-174 – ENC 1101C; 164 or lower ENC 0027
Communications	☐ Summer 2020 ☐ Fall 2020	Grade point average	

Subject	Applicable Terms	Alternative Method	Minimum Standard
Communications	X Summer 2020 X Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	English 4 or English 4 Honors with grade of C – ENC 1101C; English 4 or English 4 Honors with grade of B – ENC 1101
Communications	X Summer 2020 X Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Any English course for AP, IB, or Cambridge/AICE programs with grade of C – ENC 1101
Communications	☐ Summer 2020 ☐ Fall 2020	Work history	
Communications	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Communications	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	
Computation	X Summer 2020 X Fall 2020	Approved common placement test (SAT, ACT, ACCUPLACER, PERT)	FLDOE approved minimum
Computation	X Summer 2020 X Fall 2020	PSAT score	480 to 529 – MAT 1033 or MGF 1106 or MGF 1107; 530 or higher – MAC 1105C
Computation	X Summer 2020 X Fall 2020	Florida Standards Assessment score	4 - MAT 1033 or MGF 1106 or MGF 1107; 5- MAC 1105C
Computation	X Summer 2020 X Fall 2020	End-of-Course Exam score	Algebra I score of 4 - MAT 1033 or MGF 1106 or MGF 1107; Algebra I score of 5 – MAC 1105C
Computation	X Summer 2020 X Fall 2020	GED® score	145-164 - MAT 1033 or MGF 1106 or MGF 1107; 145 or lower MAT 0028
Computation	☐ Summer 2020 ☐ Fall 2020	Grade point average	

Subject	Applicable Terms	Alternative Method	Minimum Standard
Computation	X Summer 2020 X Fall 2020	Grades in high school courses that are not accelerated (regular or honors)	Algebra I Honors or Algebra I or Algebra 2 or Algebra 2 honors with grade of C – MAT 1033 or MGF 1106 or MGF 1107; Liberal Arts Math 1 or Liberal Arts Math 2 with grade of C – MGF 1106 or MGF 1107; Algebra 1 Honors or Algebra 1 or Algebra 2 with grade of B – MAC 1105C; Algebra 2 Honors or Precalculus or higher with grade of B – MAC 1105
Computation	X Summer 2020 X Fall 2020	Grades in high school courses that are accelerated (AICE, IB, AP, Dual Enrollment)	Any math course for AP, IB, or Cambridge/AICE programs with grade of C – MAC 1105
Computation	☐ Summer 2020 ☐ Fall 2020	Work history	
Computation	☐ Summer 2020 ☐ Fall 2020	Military training, courses or experience	
Computation	☐ Summer 2020 ☐ Fall 2020	Other method (Please specify): Click or tap here to enter text.	

6. Please indicate acceptable documentation for demonstrating readiness for college-level work and the method by which the documentation was captured and maintained.

Students were allowed to provide a copy of high school transcript or copy of test scores.

7. Please indicate how fairness was ensured for all students, including those with disabilities or who are learning English.

If there were students who did not fall within in the ranges provided on the alternative placement chart or if advisors were unable to determine the placement, the math advisory faculty ad-hoc committee would review the information and made a decision after speaking with the student.

8. Please indicate if you established a process by which students could appeal alternative method placement determinations.

Students were allowed to appeal to the Office of Academic Affairs. In the case of an appeal, the Office of Academic Affairs would consult with the math advisory faculty ad-hoc committee as well as speak with the student and make a final decision.

9. Please indicate how advisors/assessment coordinators were trained to evaluate and make placement determinations.

The Office of Academic Affairs provided a training to advisors on best practices for using the placement chart. Several sample cases were presented in which advisors had to demonstrate their ability to adequately place the student.

10. Please indicate how students were informed of their options for demonstrating readiness for college-level work.

Students were informed of their options during orientation sessions.

11. Please indicate any costs to students.

None

12. Of the students who were required to demonstrate readiness for college-level work, approximately what percent were placed using alternative methods?

Communication		**Computation**	
☐	1-25%	☐	1-25%
☐	26-50%	☐	26-50%
☐	51-75%	☐	51-75%
☐	76-100%	☐	76-100%
☐	Not sure/don't know	☐	Not sure/don't know

13. What were the greatest challenges in implementing alternative methods? How did you work through those challenges?

The greatest challenges were related to students who had various levels of scores depending on the alternative placement. For example, students would have C grades on the high school courses and high test scores. There were also cases where students scored low on FSA or ECO but had A grades in honors Algebra courses. To work through the challenges, we placed students in the co-requisite courses that provided the additional support to students.

14. What were the greatest benefits from implementing alternative methods?

The greatest benefit is seeing students successfully matriculate through the courses without the use of placement tests.

15. Indicate the likelihood that your college will incorporate multiple measures into placement decisions as a result of using alternative methods for placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

16. Indicate the likelihood that your college would support a statewide policy that allows the use of alternative methods in lieu of common placement tests for developmental education placement.

☐ Very unlikely
☐ Unlikely
☐ Likely
☐ Very likely
☐ Not sure/don't know

17. **Additional comments** Click or tap here to enter text.

2019-20 Developmental Education Accountability Report

Instructions

Per section 1008.30(5)(b), Florida Statutes (F.S.), each Florida College System institution (FCS) shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. Please complete the developmental education accountability report template by responding to the following sections. By October 31, 2020, please upload the report at https://www.research.net/2020_FCSDevEd_Report. Please contact Mike.Sfiropoulos@fldoe.org with questions.

Contact Information

Institution Name:	Valencia College
Contact Name:	Isis Artze-Vega
Title:	VP of Academic Affairs Co-Chair, Learning Council
Email Address:	iartzevega@valenciacollege.edu

Developmental Education Student Supports

1. 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 this section, you may wish to address the impact COVID-19 had on developmental education student supports for the spring 2020 term.

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 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 completion. New Student Experience faculty are formally trained in advising and serve as students' faculty advisor during the term they are enrolled in SLS 1122. All students are required to complete SLS 1122 or equivalent during their first two terms at Valencia. Faculty contact their advisor mentor whenever questions come up about developmental education to ensure students are continuing to 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.

Non-exempt students are able to take advantage of the math pathways for students into a Statistics 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 our gateway Statistics or Liberal Math Pathway course, MGF 1106 without having to take the MAT 0028C course. After completing MGF 1106, students can move into either STA 2023 to complete the Statistics Pathway or MGF 1107 to complete the Liberal Arts Pathway.

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 one 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 has specialized tutoring for all disciplines and course levels, both in our tutoring centers and through an online tutoring platform. We also require 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. We expanded our access to online tutoring and have also piloted embedding lab assistants into courses.
Early Alert Systems - In the Fall 2019 term there were 94 early alert developmental math students flagged and 22 for developmental reading/writing. 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 if they did not have an assigned advisor. Only students in the full term compressed classes were included as the shortened timeline of the H1/H2 classes does not allow for students to be included in the outreach, which occurs during the 7th week of the full term. From prior data, it was observed that students with a D at week 6 had approximately a 50% chance of successfully completing the course. An addition to the outreach included text messages to all students earning a D, encouraging them to meet with their advisors, and a partnership with learning support to offer workshops specifically for these students. Below is a breakdown of the final grades for students who were earning a D at midterm. Due to the pandemic, Fall to Spring retention data was not captured because students were given the option to discontinue their courses with no penalty. Additionally, the Osceola early alert project has been temporarily postponed until the majority of courses resume on campus.
Students with a D at midterm (all students developmental and college level courses)

- D midterm totals=1006
- A final= 37 (3%)
- B final= 169 (14%)
- C final= 328 (34%)
- D final= 179 (20%)
- F final= 178 (17%)
- W final= 115 (13%)

Percentages
71% of students with a D midterm maintained or improved their final grades.
51% of students with a D midterm improved their final grade to a C, B, or A.

e. Additionally, in 2018 Valencia's East Campus began using the early alert software (EAB).
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. In the 2019-20 year, five student leaders served as CARE Success Coaches for developmental education courses. During the same year, thirteen faculty members teaching developmental education sections implemented CARE plans in one of the three terms. 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 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. You can learn more about CARE at https://valenciacollege.edu/faculty/care/index.php.

Developmental Education Student Success Data

2. For each subject (mathematics, reading and writing), review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable, and explain how delivery strategy, pedagogy and content alignment contribute to student success. In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term.

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. reflects a more accurate accounting of modality of our developmental education courses and student success therein.

In the 2019-2020 academic year, there were 226 fewer students taking developmental math and 594 fewer taking developmental English courses than in the 2018-2019 academic year. We believe the primary causes for the lower enrollment in developmental education (both Mathematics and Reading & Writing) are that more students are coming to Valencia with recent Florida high school degrees which gives them the opportunity to opt out of developmental education courses as a result of SB 1720. Additionally, more non-STEM students are being advised to begin with MGF 1106, bypassing the need for some developmental math courses. Further, in addition to the curriculum alignment work with UCF, the Osceola region campuses (Osceola, Lake Nona, Poinciana) are engaged with the School District of Osceola County on curriculum alignment efforts. We hope that this results in more students who are ineligible for the SB 1720 exemption to test into college-level course work.

With respect to student success in developmental math courses, we note that 59% of students were successful in mathematics (system average 59.9%). In developmental Reading & English (combined courses), 78% of students were successful (71% system average when Reading and English compressed course success rates are combined). These figures are consistent with the 2018-19 data, provided in Figure 2 below. Slight changes include 3 percentage point increase in math and a 2-percentage point decrease in Reading & English. We are withholding any deep analysis of the progress made in developmental education courses for the spring 2020 term at this time. The changes in delivery methods drastically affect our data, given that we are generally not using proctored testing.

Fig. 1. 2019-20 Valencia College Developmental Education Enrollment

	Strategy	Success Rate	ABC	D	W	F	Other	Number of Records
Mathematics	Compression	59%	2805	342	653	868	112	4,780
Reading & Writing	Compression	78%	1539	67	193	157	20	1,976
								Total: 6,756

Fig. 2. 2018-19 Valencia College Developmental Education Enrollment

	Strategy	Success Rate	ABC	D	W	F	Other	Number of Records
Mathematics	Compression	56%	2800	480	704	1013	9	5,006
Reading & Writing	Compression	80%	1802	67	232	148	1	2,250
								Total: 7,256

Math

1. Delivery strategy – Valencia only uses the compressed delivery format. We tried co-requisite and modularized formats, but students did not register for the courses. Students seem to prefer shorter terms in progressing through 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. The 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:

a. 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.

b. Working Theory 2: *If you build it…:* Active learning that emphasizes knowledge construction leads to student success.

c. 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.

Writing

1. Delivery Strategy-The College uses both a compressed and hyper-compressed modality for students. The developmental English courses include a combined reading component and is done in a compressed time frame. This hyper-compressed strategy allows students to understand the interconnection of reading and writing while allowing them to complete a course in a shortened time frame.

2. Content alignment - The College continues to work with UCF to review course learning outcomes in ENC 1101 so that we can then better align our developmental courses to ensure greater student success.

Developmental Education Student Success Data by Subpopulations

3. For each subpopulation (race, ethnicity, age and gender), review student success data and identify any current or planned strategies designed to increase student success for one or more underrepresented group(s). In this section, you may wish to address the impact COVID-19 had on developmental education course success for the spring 2020 term, with consideration given to reviewing course records to determine if any subpopulation was disproportionally impacted.

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.

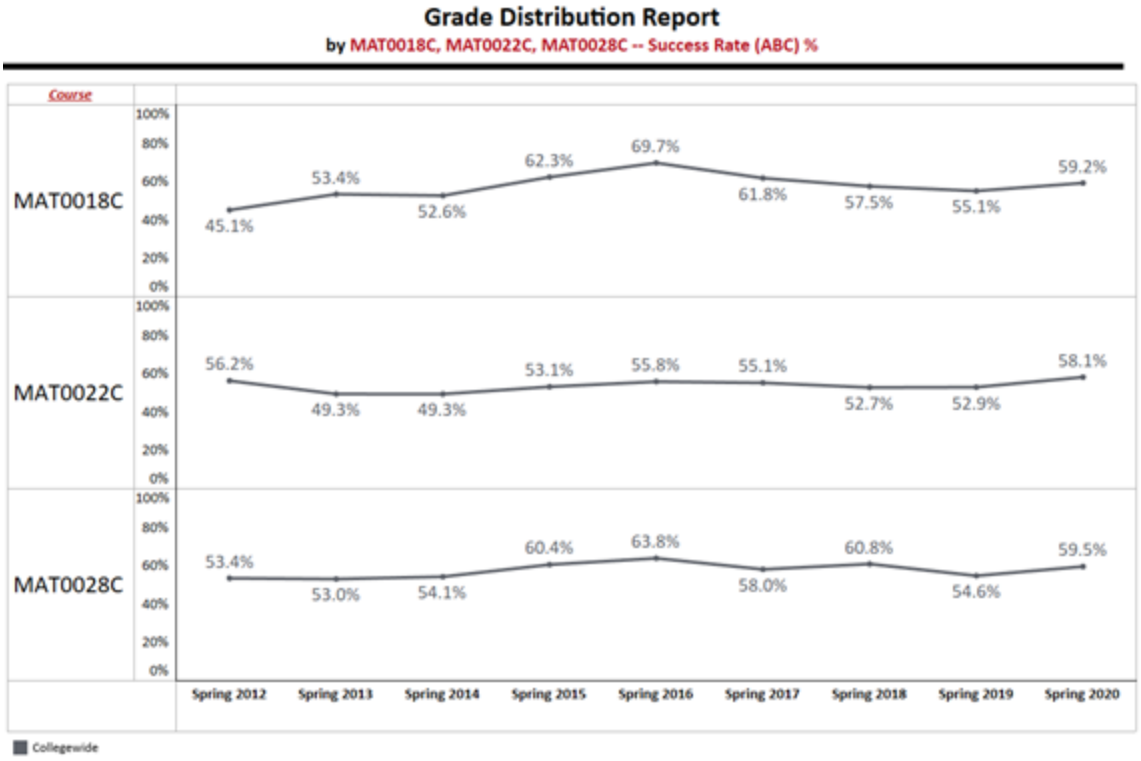
Academic Momentum: As a leading indicator of Valencia's graduation rate, more than 75 percent of all FTIC, degree-seeking students who first enroll at Valencia in fall 2021 will earn at least 15 college-level credit hours by summer 2023.

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.

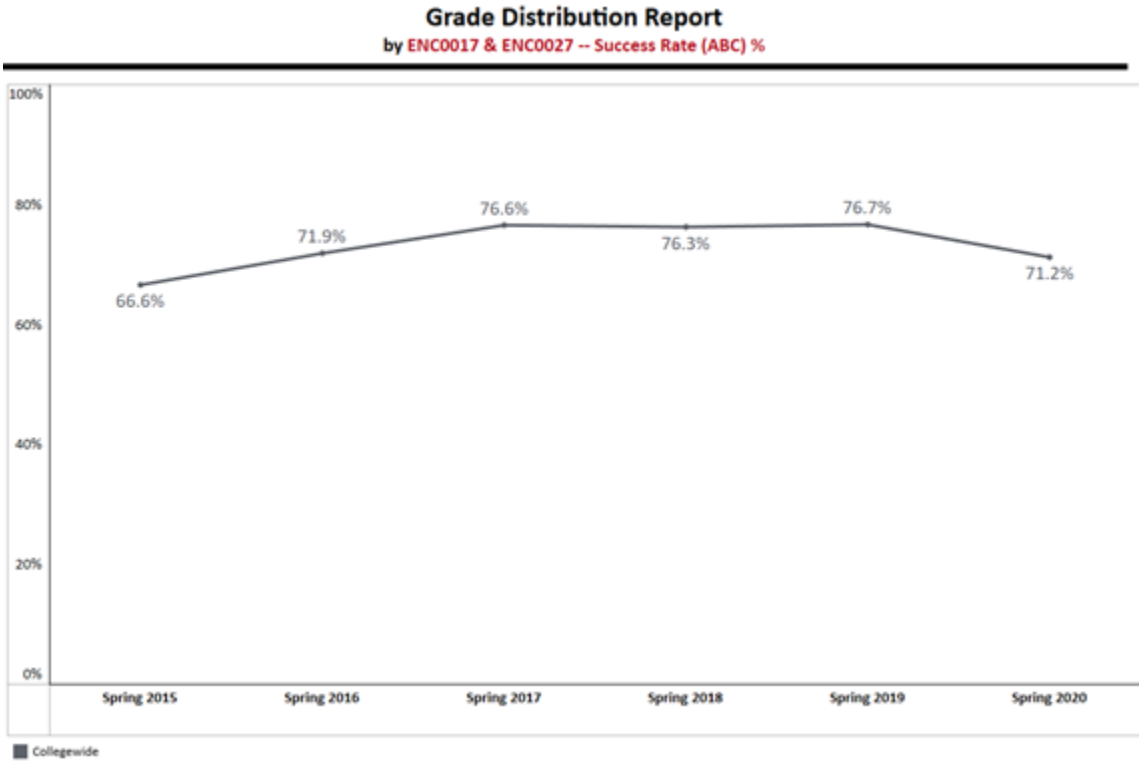
To advance the work toward these outcomes, Valencia's Learning Council facilitated the development of six hypotheses related to the conditions that affect student learning and outcomes at Valencia. Based on the hypothesis that students may benefit from intentional equity-minded practices, Learning Council recently charged a Focused Inquiry Team of faculty and staff to lay the groundwork for the College's Equity Plan and Learning Plan by identifying evidence-based equity-minded practices in both pedagogy and curriculum as well as key, measurable indicators of equitable student outcomes and experiences.

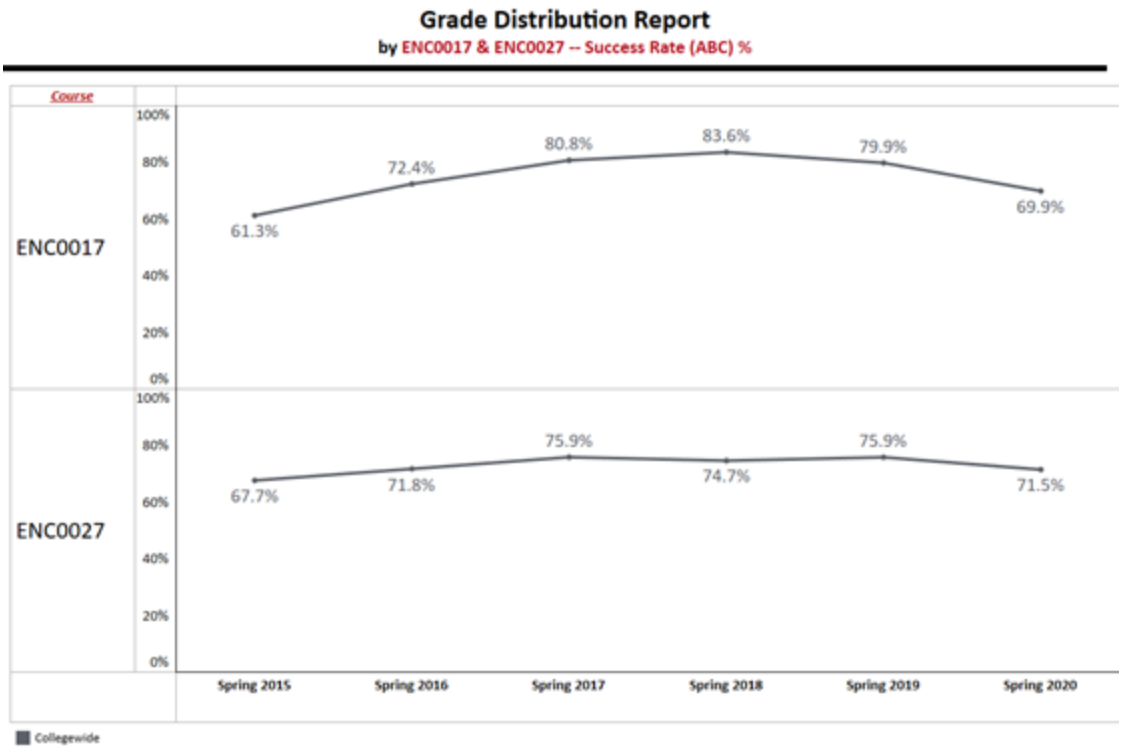
In addition, the Math Pathways Assessment Steering Committee has examined disaggregated student performance data, including that in developmental education courses. Specifically, they reviewed success data of FTIC students who started in developmental math and succeeded through completion of both Gordon 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 & Wlodkowski, 2009).

The following charts show comparisons of spring term success rates for Mathematics and Reading & Writing (we only offer combined courses). We can see success rates in math rise from spring 2019 to spring 2020 overall and at the course level.



Moving to Reading & Writing, we see lower success rates from spring 2019 to spring 2020 overall and in each course, with a greater outcome gap in the first level of developmental education. This may be attributed to the shift to an online modality half-way through the term. Although tutoring and learning support services were offered in a virtual manner, students may not have maintained momentum toward course outcomes.





In order to minimize negative impacts of COVID-19 in the spring 2020 term, we introduced a new grade option. The R20 grade allows the student to withdraw from the course with no impact on GPA or completion ration and retake the same course in a future term at no additional tuition cost. Students would choose this option if they believe they would be unsuccessful in the course for any reason with primary thinking around a change to the online modality. In math, 160/1684 students (9.5%) chose the R20 option. In Reading & Writing, 41/629 students (6.5%) chose the R20 option. While the R20 grade does not signify successful completion, it does signify an intent to repeat the course in a subsequent term which is a positive indicator of intended persistence as opposed to a traditional withdrawal.

In the spring 2020, we recognized the need to provide broad and deep faculty support and professional learning for faculty teaching in the online environment, and embarked on a bold step to support faculty earning our internal Digital Professor Certification. Part-time faculty who earned the certification received a $500 stipend. Almost 700 faculty completed the certification this summer, with more going through the series this fall.

References

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.