

Reforming Developmental Education

Soaring Through the Open Door:
Launch Pads to Success

TCC Board of Trustees Workshop
January 21, 2014

Legislative Changes

- Meta-Majors for all students
- Exemptions for certain students
- Curriculum reform
- Advising requirements
- Annual reporting

TCC First Time In College

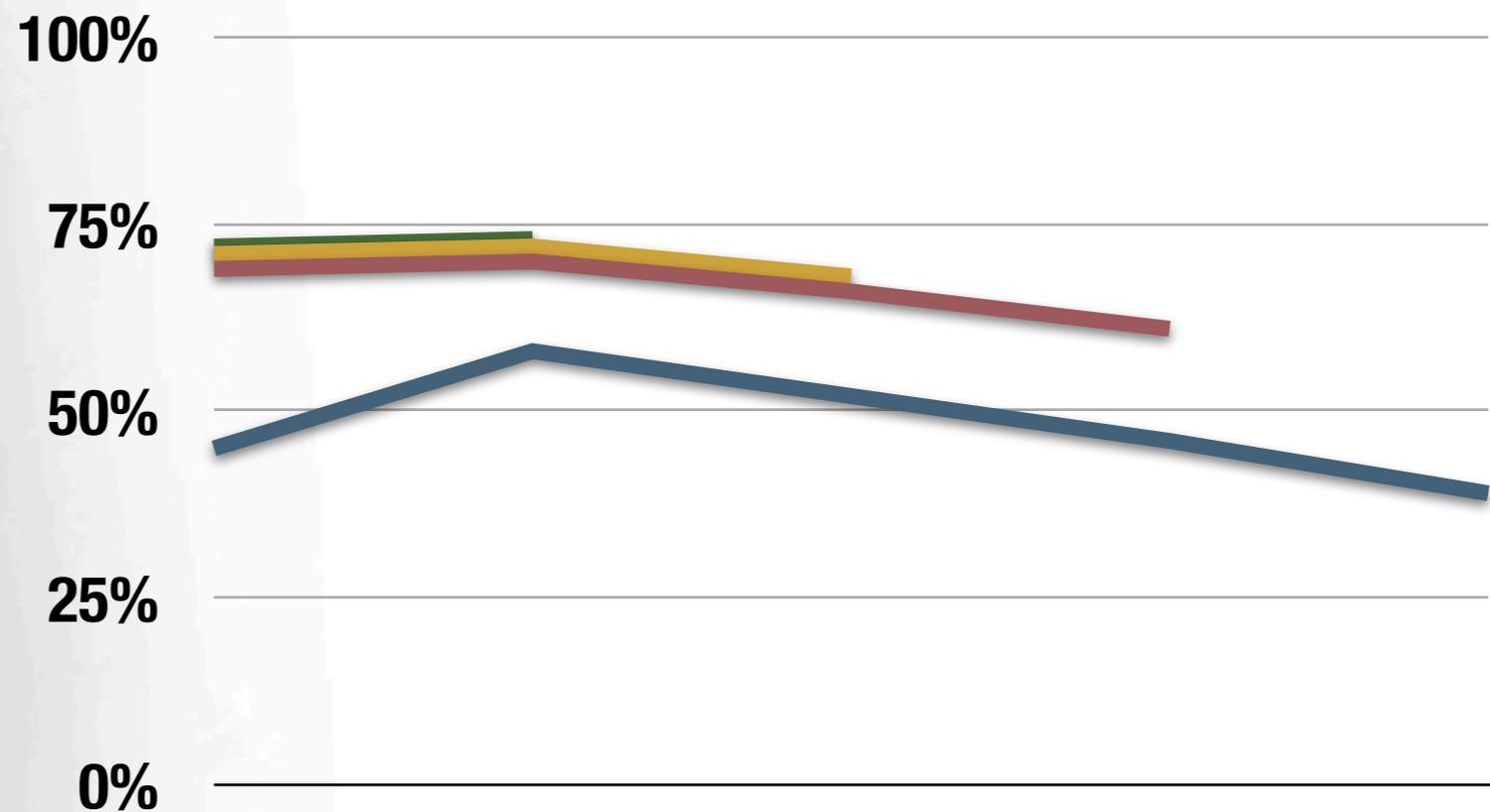
Placement

FTIC*	Fall 2011	%	Fall 2012	%
College Ready	1,243	37.0%	1,187	42.5%
Needs 1-2 Courses	1,018	30.3%	842	30.2%
Needs 3-4 Courses	579	17.2%	448	16.0%
Needs 5-6 Courses	518	15.4%	315	11.3%
Total	3,358	100%	2,792	100%

*FTIC—students with no prior postsecondary experience attending any institution for the first time at the undergraduate level

FTIC Cohorts

Percentage of Developmental Students Who Completed Developmental Courses and Enrolled in Credit-Bearing Classes

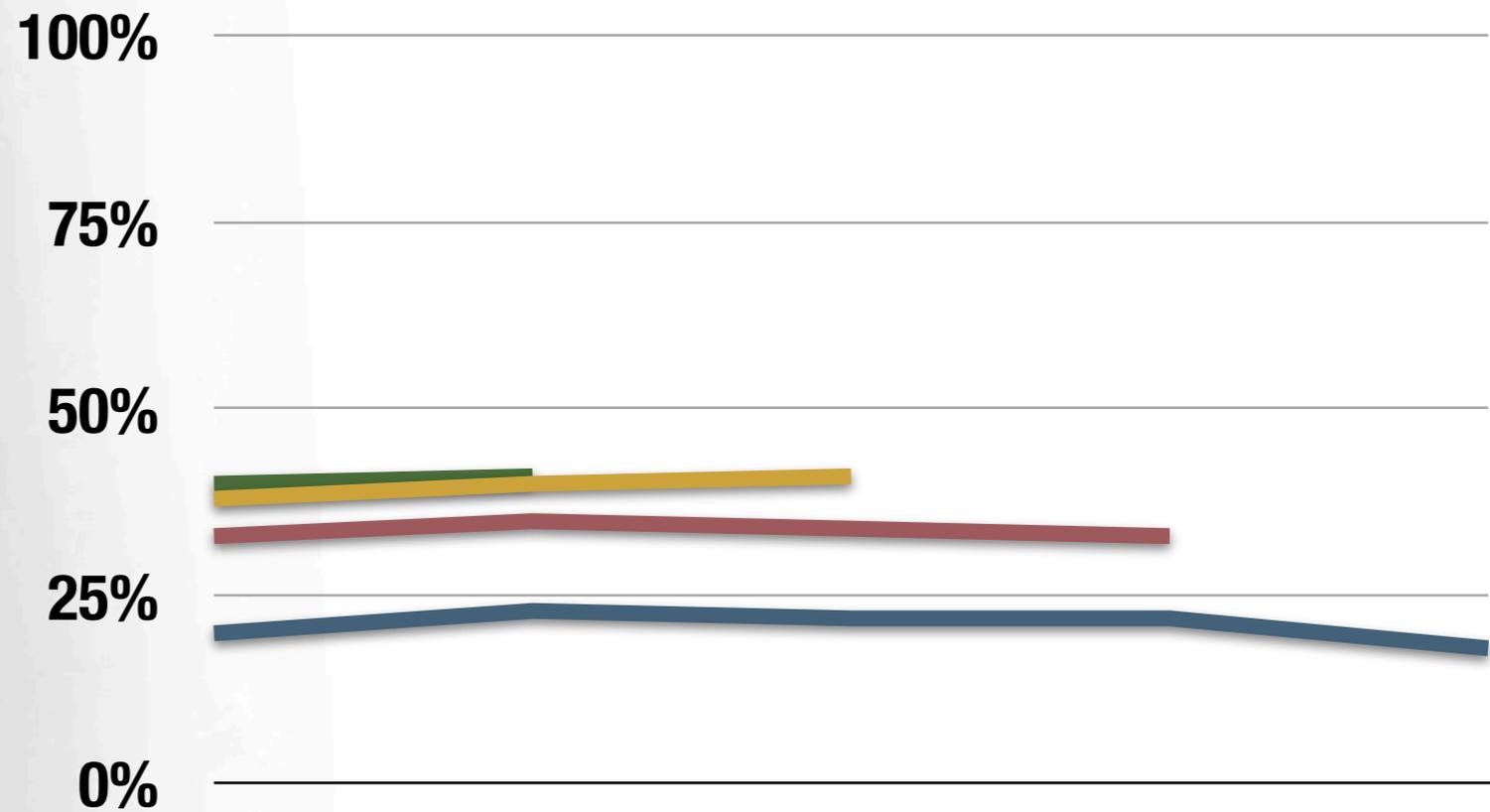


	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Within 1st Academic Year	45%	58%	52%	46%	39%
Within 2nd Academic Year	69%	70%	66%	61%	
Within 3rd Academic Year	71%	72%	68%		
Within 4th Academic Year	72%	73%			
Within 5th Academic Year	72%				

- Within 1st Academic Year
- Within 2nd Academic Year
- Within 3rd Academic Year
- Within 4th Academic Year
- Within 5th Academic Year

FTIC Cohorts

Percentage of Developmental Students Successfully Completing Initial College-Level "Gateway" Math and English



- **Within 1st Academic Year**
- **Within 2nd Academic Year**
- **Within 3rd Academic Year**
- **Within 4th Academic Year**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Within 1st Academic Year	20%	23%	22%	22%	18%
Within 2nd Academic Year	33%	35%	34%	33%	
Within 3rd Academic Year	38%	40%	41%		
Within 4th Academic Year	40%	41%			

Meta-Majors for All Students

- Use for course selection and degree planning
- Required advising for meta-majors
 - ▶ Arts, humanities, communication and design
 - ▶ Business
 - ▶ Education
 - ▶ Health Sciences
 - ▶ Industry/manufacturing and construction
 - ▶ Public Safety
 - ▶ Science, technology, engineering, and mathematics
 - ▶ Social and behavioral sciences and human services

Exemptions for Certain Students

- Certain students are defined as college ready in the new law (no test scores required):
 - ▶ Students who entered the 9th grade in a public Florida high school or public charter school in 2003-2004 or later AND graduated from a public Florida high school or public charter school with a standard high school diploma
 - ▶ Active military
- These students can “opt-in” to placement testing and developmental education but cannot be required to test or take developmental courses

Curriculum Reform

- Modularized instruction
- Compressed course structures
- Contextualized developmental instruction
- Co-requisite developmental instruction

Goals: Curriculum

- Decrease time spent in developmental education (credit hours and semesters to complete developmental education)
- Increase students completing developmental education (percent and number completing entire sequence)
- Revise gateway course pathways to align with intended majors (success rates of developmental students in gateway courses)

Current Placement

- Score on state assessment

New Placement Criteria

- State test scores
- High school GPA 2.6 unweighted, 2.75 weighted
- High school subject area grades (B or higher)
- Previous success in high school or college
- Additional diagnostics
- Preferred learning styles
- Meta-Major
- Student option (exempt students)

Mathematics

- Importance of diagnostic assessment
- Meta-Major pathways
 - ▶ Liberal Arts
 - ▶ Science, Technology, Engineering and Mathematics (STEM)
 - ▶ Statistics only

Developmental Mathematics

- Modular
 - ▶ Self-paced
 - ▶ Need minimal remediation
 - ▶ Self-motivated
- Compressed
 - ▶ Heavy focus in one semester
 - ▶ Time to devote to faster pace
 - ▶ Self-motivated

Developmental Mathematics

- Contextualized (Statway, undecided)
- Situation/problem based approaches
 - ▶ Full semester for one level
 - ▶ Student has numerous weaknesses
 - ▶ Student career goals are uncertain

College Level Mathematics

- Statway option for students in Statistics-based pathways (social and behavioral sciences and human services, some public safety options)
- Intermediate Algebra (MAT1033)
 - ▶ No longer gateway for all majors
 - ▶ Science, technology, engineering and mathematics
 - ▶ Business and education majors
 - ▶ Industry/manufacturing and construction

College Level Mathematics

- Liberal Arts Mathematics
 - ▶ Arts, humanities, communication and design
 - ▶ Health sciences, some public safety programs
 - ▶ MAT1033 no longer pre-requisite

Communications

Current Options

- Mandatory placement based on Postsecondary Education Readiness Test (PERT) Score
 - ▶ Level 1 (4 credits) 16 or 8 weeks
 - ▶ Level 2 (4 credits) 16 or 8 weeks
- Gateway course is College Composition for all majors (does not change)

Reading

- Modularized
 - ▶ Self-paced
 - ▶ Independent, online component
- Compressed
- Contextualized

Writing

- Compressed
- Web-based compressed
- Contextualized
- Co-requisite
 - ▶ College Composition
 - ▶ Developmental lab

Other College Courses

- All courses affected—various levels of preparation
- Faculty assessing programs and courses to determine assistance needed
- Additional resources (online and in the Learning Commons) will be developed
- “Just in time” learning in courses using free or commercial modules

Advising Requirements

- Explain meta-majors and help students select meta-major for course selection and degree planning
- Identify exempt students and advise them of options
 - ▶ Self-assessment and self-remediation
 - ▶ College-assisted assessment and remediation
 - ▶ Opting out of assessment and/or remediation
- Require written verification of student options

Current Advising

- Placement based on standard test scores only
- Students required to enroll in developmental sequence based on test scores and successfully complete before enrolling in gateway courses
- No systematic early identification of career interests or major

Current Advising

- General transfer students develop academic plans based on general AA requirements
 - ▶ Leads to excess hours
 - ▶ Frequent changes of major

Goals: Advising

- Use multiple measures for assessing student readiness
- Align advising with meta-majors, delivery options and learning preferences
- Ramp up early alert and intervention strategies

Current Placement

Number and Percent of First Time in College Developmental Students
by Student Type

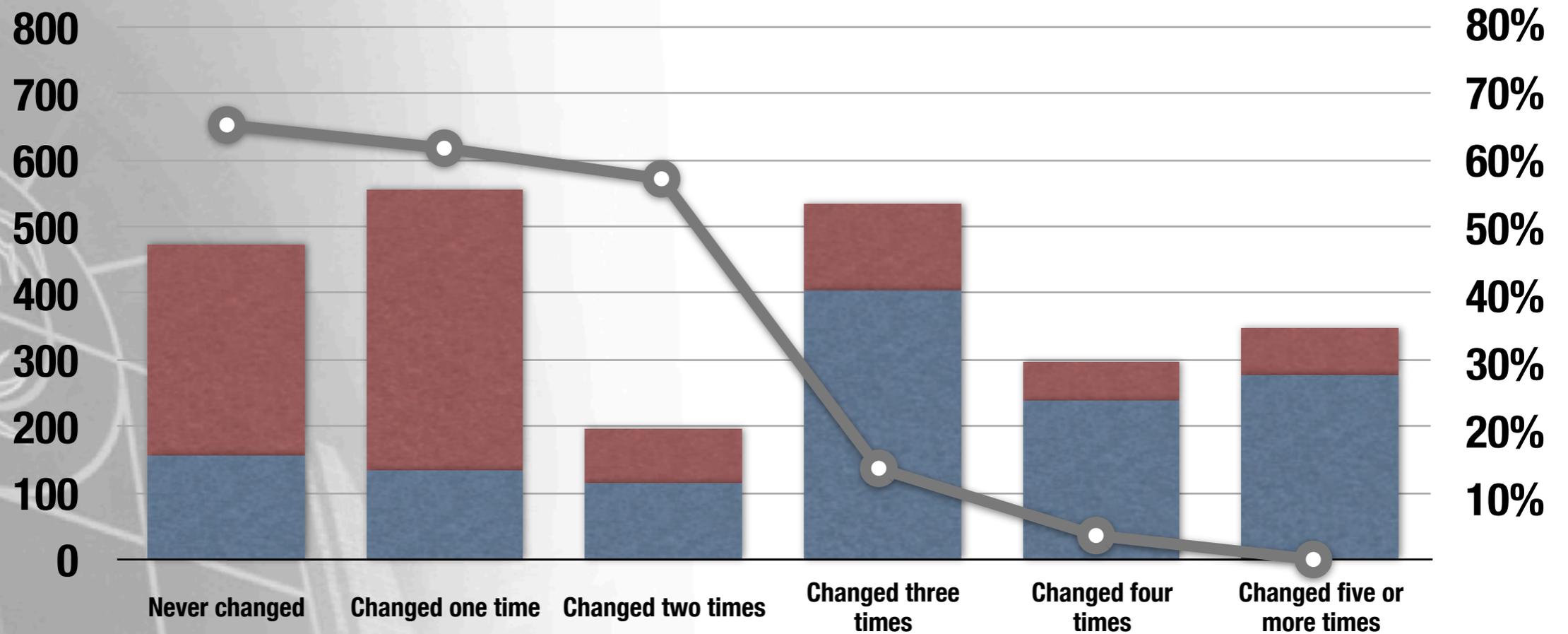
	Fall 2011		Fall 2012	
Student Type	Number	%	Number	%
New High School Graduates	1,310	53%	1,044	48%
Returning Students*	805	93%	561	94%

*A returning student is defined as a student who graduated from high school one year or more prior to enrolling at TCC.

Note: Total New High School Graduates in FTIC cohort Fall 2011 = 2,490, Fall 2012 = 2,193
Total Returning Students in FITC cohort Fall 2011 = 868, Fall 2012 = 599

Changing Majors

Changing Majors and Graduation Rates within 3 Years:
Fall 2008 FTIC Cohort

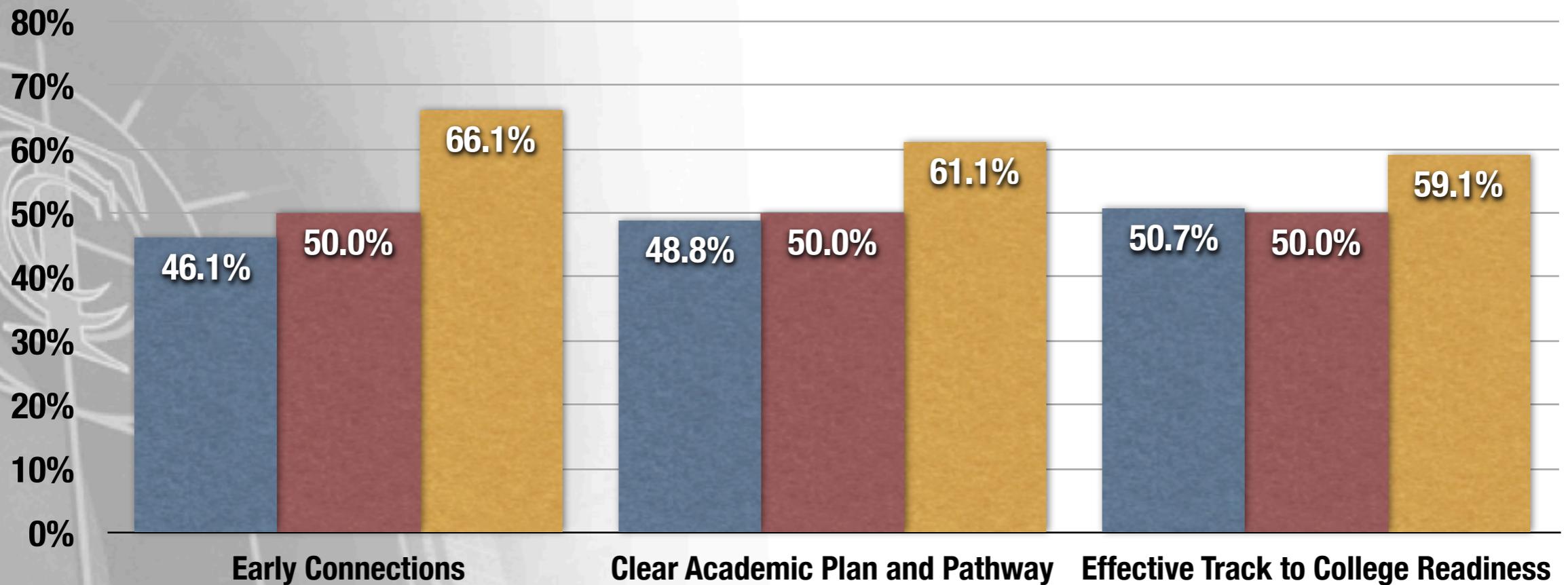


■ Non-Developmental
■ Developmental
○ Graduation Rate

	Never changed	Changed one time	Changed two times	Changed three times	Changed four times	Changed five or more times
Non-Developmental	317	422	82	130	59	70
Developmental	156	133	114	404	238	277
Graduation Rate	65.3%	61.8%	57.2%	13.7%	3.6%	0.0%

2012 Survey of Entering Student Engagement (SENSE) Data

■ TCC ■ 2012 SENSE Cohort ■ 2012 Top-Performing Colleges



Multiple Measures for Assessing Student Readiness

- Standard scores on placement tests (SAT, ACT, PERT, ACCUPLACER)
- High School Performance
 - ▶ GPA 2.6 un-weighted
 - ▶ English and Math grades and courses
- Time between course work and enrollment > than 1 year

Multiple Measures for Assessing Student Readiness

- Refresher options prior to enrollment
 - ▶ Massive Open Online Courses (MOOCs)
 - ▶ OnlineCollegePrep
 - ▶ The Khan Academy

Advising Strategies

- SIGI³ Career Interest Survey prior to orientation - begin discussion of meta-majors at orientation
- Meta-Major selection during first semester
 - ▶ Based on career interests
 - ▶ Strengths and talents
- Individualized advising based on multiple assessments and preferences
- Early alert and intervention

Annual Reporting

- Track number and percent of students who opt-in and who opt-out and their success tracked through gateway course
- Track success rates in various delivery options
- Track math success using new pathways

Opportunities

- Flexibility to:
 - ▶ Use multiple measures for course selection and career planning
 - ▶ Individualize advisement and academic pathways
 - ▶ Develop and implement models for acceleration to college credit
 - ▶ Co-enroll students in developmental and college level

Challenges

- Assuring successful college experience for exempt students based on limited information prior to enrollment
- Increased workload for admissions, orientation and advising
- Professional development and training

Challenges

- Ability to change student behaviors to get them to plan and assess in timely manner
 - ▶ Requires students to self-assess
 - ▶ Requires students to review materials and information prior to enrollment
 - ▶ Requires students to attend orientation prepared to make informed decisions
- Unintended consequence: Veterans Affairs has indicated GI Bill will not pay for optional developmental education



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