



# Comprehensive Program Review

2011-2012

Program/Department:

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Approved by: Brian Dopson

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### Suggested Program Review Timeline

November - December	Section 1- Overview Section 2 - Services
January	Section 3- Major Accomplishments
February	Section 4– Resources
March	Section 5 – Student Learning Outcomes Assessment
April	Section 6 - Data Analysis
May	Section 7 - Conclusions
June	Section 8 – Summary
July 1	Final Reports Due to RIE
July-August-September	Reports evaluated, summarized & distributed
October – November--December	Executive/Administrative Review Meetings

## Purpose of Program Review

Program review is part of Florida Gateway College's (FGC) ongoing institutional effectiveness process to achieve its mission and goals through strategic planning, research, evaluation, and the use of information and data to guide decisions and actions. Academic programs and administrative and student support departments are systematically reviewed as part of the process.

The purpose of program review is to evaluate the quality of education, efficiency of services and processes, and adequacy of institutional resources. It is also a tool used to document the achievement of goals and objectives. The results of evaluation are analyzed and actions are taken to address areas that need improvement.

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The **Comprehensive Program Review** should reflect the consensus of the faculty and staff within the program or department. It is meant to provide a broad understanding of current trends related to student learning and how the program or department serves to meet the overall mission and goals of Florida Gateway College.

## 1. Overview

### Mission

Identify the mission/purpose of the program/department and identify or outline how it serves the mission of the college.

FGC's Project EXCEL program (see description below) helps the college carry out its mission of open access by supporting students who need developmental preparation to be successful. FGC's open admissions policy for both transfer and career programs requires that the college serve students who must first overcome academic challenges. Faculty and staff acknowledge that some students have many challenges to overcome (both academic and personal) and as a result their learning curve is high. The Title III grant is helping the college move students through the developmental curriculum and carry out its mission to provide superior instruction, nurture individual development, and enrich the community through quality higher education programs and lifelong learning opportunities.

### Description

Provide a description of the program/department. Describe students/customers served, any relative historical information, etc. Academic programs Include criteria for admission, related degrees and certificates

Since the last program review (2005), significant changes have occurred in the developmental education department, most because of the Title III, Part A, Strengthening Institutions grant received by the college on October 1, 2009 (Title III is a five-year grant). Prior to receiving the grant, developmental education was decentralized, meaning each discipline and respective courses (mathematics: MAT 0018 & MAT 0028; reading: REA 0007 & REA 0017; English: ENC 0015 & ENC 0025; and student success: SLS 1101) were housed in different departments. When the grant director was hired, the result was a centralized program wherein all disciplines were overseen by one person. Other significant changes, including the abolition of the state-mandated basic skills exit tests and implementation of common course numbering and competencies, were the result of state initiatives. (Note: unlike the previous program reporting year, all developmental English, reading, and mathematics courses have a two-tiered structure, one "upper-level" course and one "lower-level" course.)

The goal of Florida Gateway College's Title III grant, Project EXCEL, is to improve the academic success and persistence of students in developmental education. The grant has four objectives: 1) Increase the percentage of students passing piloted developmental courses with an "A", "B" or "C" from the baseline cumulative average. 2) Increase the percentage of students who successfully complete all developmental course work within the state specified 2-year time period from the baseline cumulative average. 3) Increase the percentage of students retained from fall to the next fall from the cumulative baseline. 4) By September 30, 2013, increase the

LCCC Foundation Endowment by \$800,000, with half of the funds coming from non-Federal sources (not applicable to this program review).

The first year of the grant (October 1, 2009-September 30, 2010) was devoted to hiring program staff and a program evaluator, revising curriculum, establishing learning communities, and improving learning lab services. The program director was hired one month after FGC received the grant, her responsibilities thereafter focusing on executing searches for four grant-funded positions: coordinator of grant management, writing specialist, math specialist, and academic advisor. Additionally, an external program evaluator was hired to assist FGC primarily with program implementation activities. One of her objectives was to work with the project director and institutional research officer on the creation of a Data Collection Template. The template provides an approach for collecting outcomes data that will be used throughout the five-year project period.

Grant activities years one through three (present time) included revision of curricula, including all developmental courses (mathematics, reading, English) and Student Success (SLS), FGC's first-year student study skills course. Project EXCEL is using a learning community approach to work with students who are not college ready. The learning community courses are offered in a "packaged" format requiring students to register for a SLS section and a corresponding developmental English or developmental math course. The conceptual framework behind this approach is to make developmental education instruction more meaningful and relevant by providing students with more opportunities to engage with faculty, meet with advisors, and interact with peers. The goal is to keep students together in a cohort. Revision of curricula to reflect learning communities is expected to improve academic quality, including course completion rates, completion of the developmental education sequence, and retention rates.

The "packaging" of developmental coursework with SLS was one "intervention" of many to the implementation of Project EXCEL. Additional interventions include a dedicated academic advisor who practices an intrusive advising structure; a writing specialist, responsible for working with students in both one-on-one and in group settings, as well as training English tutors; a math specialist who functions in a similar capacity as the writing specialist to work with students outside the classroom as part of their mandatory one-hour lab requirement; and intensive instructional support for adjunct and full-time faculty members in the use of Universal Design for Instruction (UDI), a proactive approach to the design of instruction and assessment that anticipates student diversity, thereby making course content accessible to all learners, regardless of learning style or familiarity with content.

**External Accreditation (If Applicable)**

Describe external accreditation process and status, if applicable

Not applicable

## 2. Services

### Services

Discuss the services provided; offer an assessment of successes and challenges; evaluate any potential changes in effectiveness of services.

**Services Provided:** Project EXCEL provides multiple services for the students in its cohorts (Note: cohort currently includes “packaged” course format for MAT 0018, MAT 0028, and ENC 0025).

All students must attend a learning group once a week. The mathematics learning groups are facilitated by Project EXCEL’s Math Specialist and tutors trained under the Collegewide Learning Lab’s CRLA certified training program. The students have the opportunity to ask the Math Specialist/tutors questions as they work on their Course Compass homework. Along with homework assistance, EXCEL math students, as well as students enrolled in non-cohorted courses, can also receive help with test reviews and one-on-one or small group tutoring.

The writing learning groups are facilitated by Project EXCEL’s Writing Specialist and tutors trained under the Collegewide Learning Lab’s CRLA certified training program. The groups provide supplemental instruction in specific content areas. These sessions help students prepare for the grammar portion of their midterm/final as well as help them become better writers and proofreaders.

Project EXCEL also offers intrusive advising. Project EXCEL’s dedicated advisor stays in contact with EXCEL’s instructors and specialists to help students maintain strong academic progress. The communication among EXCEL’s faculty and staff allow for student’s problem areas to be addressed and brought forth to the student. Additionally, FGC’s advisors will be trained to offer the Total Responsible Person training as a part of the Student Success (SLS) curriculum beginning in Spring 2013. Currently, EXCEL’s dedicated advisor is piloting the program.

Lastly, community building sessions are offered in a variety of subjects areas. These sessions are meant to expose students to subjects they would normally not learn in their classes. The sessions have included presenters such as FGC’s President, Dr. Charles Hall, who facilitated a session on leadership; James DiVirgillio on financial responsibility; Dr. Toni Briley on Career Planning; and Dr. Brown from Santa Fe College on women’s rights in Jordan. The goals are for students to obtain a broader worldview and to build community among their fellow students.

**Successes and Challenges:** Every semester, the Project EXCEL team members continue to implement new practices and reflect on the success of those practices. With the implementation of the new developmental course competencies and the abolition of the state-mandates exit tests, various new tools have been created to measure learning outcomes, track student success data, and record student perceptions of the program. The creation of the Project EXCEL Task Force and the Project EXCEL Oversight Committee guarantees that ongoing discussion about the programs successes and challenges are shared not only with those that work with students in

the classroom on a daily basis but with higher-level administration as well.

Recruiting for EXCEL continues to be a challenge. Effective fall 2012, the New Student Orientation (NSO) became mandatory. Again, while this is viewed as a success for the college, it has affected the contact the dedicated EXCEL advisor has with potential students and, in some cases, dramatically reduced cohort numbers. Additionally, an effort to make clear the benefits of the program to prospective students continues to be a challenge. As is typical of inexperienced students, EXCEL “interventions” are perceived to be extra work outside of the classroom (meeting with their advisor, meeting in learning groups, etc.). Moreover, students in developmental education courses are often embarrassed and disappointed about their placement and shy away from the program because it draws attention to this perceived weakness. Faculty and staff continue to work to spread the word about the benefits of the program and to help students build self-confidence.

Concerning the ENC 0025 cohort, in the last academic year (Fall 2011-Spring 2012), enrollment has been dramatically reduced. Much of this can be attributed to the new PERT placement test as students are placing into college-level course work. While this is viewed as a success, the dramatic reduction in numbers for English affects the learning community where we need groups of four to six for optimum results. As a result, determining the success of the learning group model is more difficult to understand given low cohort numbers (statistically invalid results).

When the Learning Lab renovations were completed Fall 2012, the new space was not designed to support learning absent of computers. For example, both the Writing and Math Specialists did not have round tables so that students could face one another and work collaboratively. At times, their backs to one another which created a sense of isolation and prevented bonding within the group. The program Director continues to work with Vice Presidents Dopson and Croley about the possibility of acquiring new lab space in the old library building.

**Potential Changes in Effectiveness:** The mandatory NSO will continue to impose a recruitment challenge for EXCEL, but multiple efforts are already underway. For example, instead of the advisor being the sole recruiter for the program, all EXCEL staff have been asked to help with the NSO. This allows for more one-on-one interaction for the students and it is anticipated that this approach will result in increased enrollment numbers.

Additionally, there have been some financial aid eligibility changes that may impact student persistence. Financial aid will now only fund two attempts at a given course, and given the fact that many developmental students take the course three times, often resulting in a “stop out” of many years, student persistence rates may drop. While the goal of EXCEL is to assist students with passing courses the first time, circumstances concerning their personal lives keep them from attaining their goals (low-income challenges, single parenting, etc.).

Discuss any collaborative efforts you have undertaken with other units; offer an assessment of success and challenges; and evaluate any potential changes in collaborative efforts.

**Collaborative Efforts:** Starting Fall 2011, with plans to continue Fall 2012, The FGC Foundation has provided scholarships to Project EXCEL students.

Most recently, Project EXCEL staff have collaborated with student services through the New Student Orientation. EXCEL staff attend to recruit students for the program. A challenge has been to provide a personal experience (one-on-one advising) for students instead of talking to them as a group.

The EXCEL math instructor has received training through Florida Gateway College's Quality Enhancement Plan (QEP). The QEP provided training in discourse theory and use of the TI-Inspire calculator.

Tutors in both the Learning Lab and Disability Services attend annual tutor training. In 2011 the college received International Tutor Training Program Certification (ITTPC) from the College Reading and Learning Association. The association certifies tutor-training programs in post-secondary educational institutions and authorizes the college program to certify that the tutors have met the approved ITTPC tutor training program requirements. ITTPC has been recognized and endorsed by the Council of Learning Assistance and Developmental Education Associations (CLADEA) and its member organizations.

**Successes and Challenges:** Funding provided by the Title III grant has given EXCEL team members the opportunity to travel in and out of state to attending regional and national conferences, as well as visit other colleges in the Florida College System to observe successful student support programs.

### **Outreach Activities (External)**

Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry. Offer an assessment of successes and challenges; evaluate any potential changes in outreach activities.

July 2010, EXCEL staff members visited two campuses at Palm Beach State College (PBSC). The purpose of the visit was to tour their learning labs in order to generate ideas for FGC's learning lab. A challenge for FGC, compared to PBSC, is creating separate spaces for different subject areas due to space constraints. However, the visit helped FGC determine a more efficient way to support students and gather lab usage data.

May 2011, collaboration with University of Connecticut resulted in the addition of Universal Design of Instruction (UDI) elements within the program. Dr. Joan McGuire, one of the founders of UDI, visited campus to conduct a two-day intensive training. Ongoing adjunct and full-time faculty training strengthens the program by teaching methods of reaching students with various levels of disabilities within the classroom.

February 2012, EXCEL also visited Florida State College at Jacksonville (FSCJ). The purpose

of that visit was to tour their learning commons, especially related to mathematics, learn how they structure their developmental education program, and understand their approach to developmental math. FSCJ has dedicated space to developmental education; its classrooms, labs, and advisors are all located on one floor. A challenge for FGC is obtaining funds to allow for developmental education to be housed in one area. However, Project EXCEL is working hard to procure a space in the old library to house lab and office space for its faculty, staff, and students.

May 2012, EXCEL staff members met with representatives from North Florida Community College to explore and review modular learning units in English and Reading. These meetings resulted in an exchange of material to better facilitate design of modules. As a result, FGC is offering an accelerated ENC 0025/ENC 1101 course Fall 2012.

Lastly, each year FGC developmental education faculty and/or staff attend the Connections Conference. Funded by the FDOE, this conference provides faculty and staff in Florida College System the opportunity to interact with each other to discuss new state mandates and best practices in the field.

### 3. Major Accomplishments

List goals and recommendations from prior review and indicate what progress has been made on addressing those items. If no prior review has been done, discuss program/department accomplishments such as improvements in student learning or services, curriculum improvements, efficiency of department processes, new innovations and uses of technology, effective assessment procedures, etc.

Major Accomplishments	Status: ongoing, completed
Prior review: Standardize developmental courses	
<ul style="list-style-type: none"> <li>Establish and disperse standardized syllabi for developmental courses</li> </ul>	completed
<ul style="list-style-type: none"> <li>Mentor new adjunct instructors</li> </ul>	completed
<ul style="list-style-type: none"> <li>Establish standard course finals for developmental courses</li> </ul>	completed
<ul style="list-style-type: none"> <li>Make mandatory lab time more effective</li> </ul>	completed
Prior review: Improve completion rates in developmental courses	
<ul style="list-style-type: none"> <li>Evaluate cohort success to determine effectiveness and possibilities of expansion (i.e. a MAT 0024/ENC 0020 cohort)</li> </ul>	completed
<ul style="list-style-type: none"> <li>Place a full-time instructor into each discipline of</li> </ul>	ongoing

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developmental course work	
<ul style="list-style-type: none"> <li>• Improve articulation advising</li> </ul>	ongoing
Other accomplishments	
Increase success rates of MAT 0018 & MAT 0028 students from established baseline	ongoing
Increase success rates of ENC 0015 & ENC 0025 students from established baseline	ongoing
Establish Learning Lab tutor training program (e.g. certification by the College Reading and Learning Association) to improve the quality of peer tutoring	completed
For state reporting purposes, develop a tool that reflects how FGC measures student mastery of developmental course competencies	ongoing
Expand successful EXCEL piloted programs (i.e. advising, tutoring, instruction) into all developmental courses	ongoing
Dedicated space for developmental education students for one-on-one tutoring and learning groups.	completed
Train tutors and staff on effective strategies for working with students with disabilities	ongoing
Pilot modular courses (e.g. mathematics), determine effectiveness, and implement if proven effective	ongoing
Continue to develop an effective advising model for developmental education students	ongoing
Continue to develop tools to measure qualitative data concerning pilot programs, projects, and interventions.	ongoing
Continue to offer foundation scholarships specifically for students enrolled in developmental education courses	ongoing

### 4. Resources

Describe types of facilities, equipment, and technology used and the extent to which they meet program needs. Discuss how technology is used to deliver or enhance services.

<p>Facilities: Although Title III funds were not used to complete them, renovations on the Collegewide Learning Lab were completed fall 2011. Students enrolled in Project EXCEL learning groups meet in the lab once a month to receive tutoring. Additionally, the Math and Writing Specialists have offices in this facility.</p>
<p>Equipment: Using Title III funds, two symposiums were purchased for the newly renovated Collegewide Learning Lab, while one was purchased for building 4, room 31. Thirteen computers were purchased for the Collegewide Learning Lab for Project EXCEL use (math and English learning groups). A laptop cart containing 25 computers was also purchased. For</p>

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the math learning groups, a wireless LCD pad and respective flat screen tv was purchased. Lastly, a rolling dry erase board was purchased for student and faculty use in the Learning Lab.
Technology: see "Equipment"

List faculty and staff and describe whether they are full-time/part-time, position, and qualifications.

<u>Faculty/Staff Name</u>	<u>FT/PT</u>	<u>Position Title</u>	<u>Qualifications</u>
Elizabeth Cobb	FT	Associate Professor of English	Master of Arts in English (University of North Florida)
Jeremy Beatson	PT	Adjunct instructor (English & student success)	Master of Arts in English [University of Nevada, Las Vegas]
Jennifer Williams	PT	Adjunct instructor (English)	Bachelor of Arts in English, major in creative writing [Florida State University]
Scott Sloan	PT	Adjunct instructor (English)	Doctor of Philosophy in Higher Education Administration [University of Florida]
Lynne Boyd	PT	Adjunct instructor (reading & student success)	Education Specialist, major in Reading Education Grades PreK-12 [Valdosta State University]
Joan Longstreth	PT	Adjunct instructor (reading & student success)	Doctor of Education in Curriculum and Instruction [University of Florida]
Allyson Dees	PT	Adjunct instructor (reading & student success)	Master of Arts in Reading Education [University of South Florida]
Julie Shipman	PT	Adjunct instructor (reading)	Bachelor of Arts in Middle Grade Education, specialization in English; Reading endorsed, secondary education [St. Leo University]
Onalee (Toni) Briley	PT	Adjunct instructor (student success)	Doctor of Philosophy in Human Services, specialization in Criminal Justice [Capella University]
Andrea Smith	PT	Adjunct instructor (student success)	Master of Education in Special Education [University of Florida]

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Kathleen Ray	PT	Adjunct instructor (student success)	Master of Arts in Teaching and Learning [Nova Southeastern University]
Jarrett Thomas	PT	Adjunct instructor (student success)	Master of Arts in Religious Education [Liberty University]
Lindsey Lander	PT	Adjunct instructor (student success)	Juris Doctorate [University of Florida Law School]
Amber Bussey-Parks	PT	Adjunct instructor (student success)	Master of Education [University of Florida]
Tabatha McMahon	PT	Adjunct instructor (student success)	Master's in Instructional Technology [American Intercontinental University]; pending: Master of Arts in Communications [Florida State University]
Patricia Morriss	PT	Adjunct instructor (student success)	Master of Science in Nonprofit Administration [Northpark University]
Stephen Hice	PT	Adjunct instructor (mathematics)	Master of Science in Information & Computer Science [Georgia Institute of Technology]
Wendy Hodges	PT	Adjunct instructor (mathematics)	Bachelor of Arts in Education, major in Elementary Education [University of North Florida]
Jason Stanley	PT	Adjunct instructor (mathematics)	Master of Science in Entomology and Nematology [University of Florida]
Holly Hanover	PT	Adjunct instructor (mathematics)	Master of Business Administration [St. Leo University]
Steve Whitehead	PT	Adjunct instructor (mathematics)	Bachelor of Science in Psychology, minor in education [University of Florida]
James Karan	PT	Full-time accounting professor but only part-time adjunct math instructor	Master of Arts in Accounting [Florida State University]
Jorge Romero	PT	Full-time economics	Masters in Economics [University of Central Florida]

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		professor but only part-time adjunct math instructor	
Shirley Rehberg	FT & PT	Writing Specialist; adjunct instructor (English)	Master of Science in English Education [Nova Southeastern University]
Chris Elder	FT & PT	Mathematics Specialist; adjunct instructor (mathematics)	Bachelor of Science in Liberal Studies; 30 hours of course work in mathematics [University of Central Florida]

Discuss the extent to which faculty/staff engage in professional development activities. Address the types of activities pursued and degrees, certificates, honors, and awards received. Also discuss any professional development needs that are apparent.

In addition to the adjunct orientation that takes place each academic year (fall), the director of developmental education holds at least one meeting each semester to keep faculty and staff up to date on college and state policies.

The most recent comprehensive training provided for all developmental education faculty was Universal Design for Instruction (UDI) that occurred in May 2011. Dr. Joan McGuire from the University of Connecticut provided the training. Ongoing training continues to focus on UDI. Effective fall 2012, training has shifted from an administrative-led effort to a faculty-led effort.

Project EXCEL staff and faculty attend the FDEA (Florida Developmental Education Association), NADE (National Association for Developmental Education), and "Connections" conferences each year. Staff members are regularly present at these conferences. Additionally, this past year (2012), members (Liz Cobb and Shirley Rehberg) presented at the NISOD conference.

The Math Specialist, Chris Elder, is currently working on a Master's of Science degree in Mathematics through the University of West Florida. The Math Specialist was also voted on the state board for the Florida Developmental Education Association (FDEA) as the Political Liaison.

Carrie Rodesiler served on Florida Department of Education committees responsible for identifying and creating the new state-mandated course competencies for English.

Shirley Rehberg serves as Florida Department of Education approved reviewer for P.E.R.T., the new college entrance examination.

Full-time developmental math instructors (new hire) will receive QEP training in discourse theory.

See “Outreach Activities (external)” above for more details concerning professional development.

Discuss satisfaction with resources and discuss needs.

Satisfaction: Title III funds have provided the entire developmental education department with professional development opportunities they previous did not receive.

Needs: Although UDI addresses students with disabilities, it is apparent that faculty would benefit from more training in this area.

## 5. Student Learning Outcomes Assessment

Summarize the assessment of student learning outcomes. Include outcome, assessment results, and use of the results.

The grant has four objectives (outlined in the ‘Overview’). The fourth objective has been omitted from this section as it does not pertain to student learning outcomes. (By September 30, 2013, increase the LCCC Foundation Endowment by \$800,000, with half of the funds coming from non-Federal sources (not applicable to this program review)).

<u>Learning Outcome</u>	<u>Assessment Results</u>	<u>Use of the Results</u>
1) Increase the percentage of students passing piloted developmental courses with an “A”, “B” or “C” from the baseline cumulative average.	Project EXCEL data has been collected for four semesters: fall 2010 & spring 2011, and fall 2011 & spring 2012. Improvement in MAT 0028 pass rates should be noted.	For the next academic year (2012-2013), we are currently running “block” schedules for EXCEL cohorts (pairing SLS with MAT and ENC courses) with the “interventions” described earlier. Additionally, we are running a new modular REA 0017 pilot with the same interventions.
2) Increase the percentage of students who successfully complete all developmental course work within the state specified 2-year time period from the baseline cumulative	Baseline cumulative average was 26.4%. Based on data collected for EXCEL, the average has increased to 50.7%.	We will continue to offer courses in as described above as well as offer accelerated formats. Although we are pleased that our average has increased when compared to the

average.		baseline, we are working on gathering more data on students who have transferred to other institutions. We are working with the Registrar to access Clearinghouse data.
3) Increase the percentage of students retained from fall to the next fall from the cumulative baseline.	Baseline cumulative average was 52.9%. EXCEL retention rate for Fall 2010-Fall 2011 is 53.3%, while the retention rate for Spring 2011-Spring 2012 is 44%.	In an effort to retain students, we continue to offer the “interventions” described earlier, as well as multiple community building events that are designed to support students’ non-academic needs.

## 6. Data Analysis for Academic Programs

\*\*Data to be provided by the Department of Research & Institutional Effectiveness

# of Declared Program Majors	2008-2009	2009-2010	2010-2011	Fall 2012
NONE				

# of Graduates	2009-2010	2010-2011		
NONE				

Enrollment / Success	2008-2009		2009-2010		2010-2011	
	Total	Pass Rate	Total	Pass Rate	Total	Pass Rate
All Courses	2528	73.7%	2794	67.5%	2510	70.6%
Internet Courses	559	74%	523	69.6%	456	73.7%
Traditional Courses	1969	73.5%	2271	67.1%	2054	69.9%

Write about the trends indicated by the above data. Why might these trends be occurring?

Concerning the data above (‘Enrollment/Success), it should be noted that by including the

pass rates of SLS 1101, the overall pass rates for discipline-specific courses (MAT, ENC, and REA) are inflated. At first glance, it would appear that our developmental courses have nearly a 70% success rate. Based on the data collected from Project EXCEL, specifically baseline figures, we know that our success rates in MAT and ENC are significantly lower (see data below). For example, based on the data provided by the Department of Research & Institutional Effectiveness, the pass rates for ENC 0020 fall semesters 2008-2010 are 50.9%, 54.7%, and 59.1% respectively. Additionally, the pass rates for MAT 0024 fall semesters 2008-2010 are 38.2%, 41.8%, and 49% respectively. Such low pass rates were the impetus for Project EXCEL.

Project EXCEL Cohort SUCCESS Rates					
	Baselines	Fall 2010	Spring 2011	Fall 2011 (no exit tests)	Spring 2012 (no exit tests)
ENC 0025	Fall: 52.5% Spring: 50.7%	53.3%	78.8%	58.6%	44.4%
MAT 0018	Fall: 67.0% Spring: 58.6%	NA	NA	55.9%	62.5%
MAT 0028	Fall: 44.2% Spring: 43.5%	40.0%	47.4%	64.7%	67.4%

Non-Intervention Cohort SUCCESS Rates					
	Baselines	Fall 2010	Spring 2011	Fall 2011	Spring 2012
ENC 0025	Fall: 52.5% Spring: 50.7%	50.0%	52.3%	76.5%	70.3%
MAT 0018	Fall: 67.0% Spring: 58.6%	NA	NA	65.8%	51.9%
MAT 0028	Fall: 44.2% Spring: 43.5%	43.9%	48.1%	42.6%	43.2%

Note: Effective fall 2011, the state-mandated basic skills exit tests were discontinued.

Considering these trends how well is the program doing in meeting the needs of the various students within the district? And, what might the program need to do to address these trends?

Concerning the above EXCEL data, it should be observed that EXCEL MAT 0028 sections had higher pass rates than the non-intervention cohort during the fall 2011 and spring 2012 semesters. Additionally, given low cohort numbers, the sample size for ENC 0025 during the

spring 2012 semester is statistically insignificant (less than 10 students). Title III funds for Project EXCEL continue until the fall 2014 semester, so we will be able to gather another academic year's worth of data to determine its effectiveness.

**Additional Project EXCEL data**

TWO YEAR COMPLETION OF DEVELOPMENTAL CURRICULUM BASELINE CUMULATIVE AVERAGE				
Entering FTFT Cohort needing at least one remedial course	Number in Cohort	Number completing developmental courses and enrolled in college level courses		Percent of cohort who successfully completed developmental education within 2 years
Cumulative Baseline Fall 2003-07	636	Completed Fall 2005-09	168	26.4%

\*data for Fall 2003-2005, 2004-2006, 2005-2007, 2006-2008, 2007-2009 available on complete data collection template. Note: data reflects First-time, full-time students needing at least one level of remediation who enter the upper-level courses (MAT 0028 & ENC 0025).

TWO YEAR COMPLETION OF DEVELOPMENTAL CURRICULUM				
Entering Cohort Semester	Number in Entering FTFT Cohort needing at least one remedial course	Cohort Semester being tracked after two years	Number completing developmental courses and enrolled in college level courses	Percent of cohort who successfully completed developmental education within 2 years
Fall 2010	75	Fall 2012	38	50.7%
Spring 2011	52	Spring 2013		
Fall 2011	105	Fall 2013		

Note: Spring 2011 "Number in Entering FTFT Cohort needing at least one remedial course" does not include students that participated in prior EXCEL cohorts.

Fall to Fall Retention of EXCEL Cohorts Compared to Baseline (Unduplicated)								
	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
<b>EXCEL Cohorts</b>								
Cohort 1 - FA 2010	<b>75</b>	58	40	28				
Cohort 2 - SP 2011	--	<b>52</b>	24	23				
Cohort 3 - FA 2011	--	--	<b>105</b>	82				
Cohort 4 - SP 2012	--	--	--	<b>85</b>				

The baseline Fall 2004-Fall 2005, Fall 2005-Fall 2006, and Fall 2006-Fall 2007 retention rate for all FTIC students enrolled in a developmental course in their first term was 52.9%. EXCEL retention rate for Fall 2010-Fall 2011: 40/75=53.3%; EXCEL retention rate for Spring 2011-Spring 2012: 23/52=44%.

## 7. Conclusions

Reflect on the strengths, weaknesses, improvements, and accomplishments of the unit. Include any inferences or conclusions that can be drawn from data gathered during the review.

In addition to implementing activities associated with the Title III, Florida Gateway College is also implementing changes stemming from a statewide developmental education initiative. In 2010, Florida became one of 6 states selected to participate in the national Developmental Education Initiative (DEI). The DEI, launched by the Bill and Melinda Gates Foundation, supports the efforts of 15 Achieving the Dream community colleges from six states to strengthen and scale-up promising strategies for increasing the persistence and success for students who start college in need of remedial coursework. The states (Connecticut, Ohio, Texas, Virginia, North Carolina and Florida) have committed to further advance their Achieving the Dream state policy work in the developmental education realm. The initiative aims to expand groundbreaking remedial education programs that are key to boosting the college completion rates of low-income students.

As part of this initiative, Florida has made a number of changes to standardize developmental testing and curriculum. For instance, in 2011 Florida required all of its colleges to test for basic skills using Florida's Postsecondary Education Readiness Test (P.E.R.T.). The state also identified common cut scores for placement into developmental education courses. During this same year, the state identified common course competencies for developmental English, mathematics, and reading classes and a common course numbering system that becomes effective in fall 2011. Finally, in July 2011, the state completely eliminated the requirement that students pass an exit test before they could complete the course. All of these changes affect the placement of students into developmental courses at FGC. They may also affect course completion rates since students will no longer have to take standardized exit tests, and they will need to be considered when we compare baseline data for years 3 and beyond (Fall 2011-present).

A major strength of Project EXCEL is the ability to improve the program through quantitative and qualitative data. By having full-time faculty and staff, programmatic and college-wide policies and procedures can be regularly assessed and revised when needed. For example, the EXCEL math learning communities have changed formats due to feedback from students.

Another strength of Project EXCEL is its focus on not only academic but also student interpersonal issues. Several students have experienced very serious personal issues and EXCEL faculty and staff worked with them. Dedicated faculty and staff members are part of a team that is available to help students (or direct them to those that can help) outside of class.

Project EXCEL faculty/staff have attended various faculty development conferences and seminars. The information learned from these sessions has been used to improve curriculum, teaching, and facilities management.

## 8. Recommendations

Identify recommendations for strengthening the program/department. Recommendations are generally things that are dependent upon someone else in order to accomplish (e.g., related to facilities, staffing, marketing support, or budget issues outside the direct control of the program.)

During the spring 2012 semester, FGC President Dr. Hall approved plans for the Collegewide Learning Lab to expand into building 7. In its current location, the Learning Lab offers students access to computers and tutors but little space for one-on-one or group tutoring. Moving into this new space will give developmental students an open area to study and receive tutoring (e.g. round tables, study carrels, etc.). Additionally, there are plans to include an adjunct office, so students will more easily be able to access their instructors. Although the space now officially belongs to the Learning Lab/Developmental Education Department, renovations haven't begun and impede our ability to offer students better support.

## 9. Summary

Briefly summarize in list form the goals and objectives for strengthening the program/department over the next four years. Goals and objectives can be related to facilities, staffing, marketing support, budget issues, curricular changes, etc.

- Place a full-time instructor into each discipline of developmental course work (including reading)
- Increase success rates of MAT 0018 & MAT 0028 students from established baseline
- Increase success rates of ENC 0015 & ENC 0025 students from established baseline
- For state reporting purposes, develop a tool that reflects how FGC measures student mastery of developmental course competencies
- Expand successful EXCEL piloted programs (i.e. advising, tutoring, instruction) into all developmental courses
- Train tutors and staff on effective strategies for working with students with disabilities
- Pilot modular courses (e.g. mathematics), determine effectiveness, and implement if proven effective
- Continue to develop an effective advising model for developmental education students
- Continue to develop tools to measure qualitative data concerning pilot programs, projects, and interventions
- Continue to offer foundation scholarships specifically for students

enrolled in developmental education courses

What support from the college is needed to help the program/department achieve its goals and objectives?

After Title III funds expire, it is the intention of the federal grant that all staff, faculty, and successful programs/projects become institutionalized.