

Florida College System

Developmental Education Implementation Plan Template

Section (s.) 1008.30, Florida Statutes (F.S.), excerpt:

(6)(a) Each Florida College System institution board of trustees shall develop a plan to implement the developmental education strategies defined in s. 1008.02 and rules established by the State Board of Education. The plan must be submitted to the Chancellor of the Florida College System for approval no later than March 1, 2014, for implementation no later than the fall semester 2014. Each plan must include, at a minimum, local policies that outline:

- 1. Documented student achievements such as grade point averages, work history, military experience, participation in juried competitions, career interests, degree major declaration, or any combination of such achievements that the institution may consider, in addition to common placement test scores, for advising students regarding enrollment options.*
- 2. Developmental education strategies available to students.*
- 3. A description of student costs and financial aid opportunities associated with each option.*
- 4. Provisions for the collection of student success data.*
- 5. A comprehensive plan for advising students into appropriate developmental education strategies based on student success data.*

Please enter the following information and submit to the Division of Florida Colleges no later than March 1, 2014. Florida College System institutions are recommended to submit plans by January 15, 2014, to Ms. Julie Alexander at julie.alexander@fldoe.org for approval by the chancellor no later than March 1, 2014.

Enter a description of your comprehensive plan for advising students into appropriate developmental education strategies based on student success data. Also, include a description of policies that notify students about developmental education options and include details about the availability of opportunities for tutoring, extended time in gateway courses, free online courses, adult basic education, adult secondary education or private provider instruction (s. 1007.263, F.S.). Students who are not college ready based on common placement test scores must be informed of all the developmental education options and shall be allowed to choose a developmental education option (s. 1008.30(4)(b), F.S.).

COLLEGE: Florida Gateway College
SUBMITTED BY: Dr. Brian Dopson
TITLE: Vice President–Academic Programs
BOARD OF TRUSTEES APPROVAL DATE*:

** The board of trustees may appoint the president as designee.*

I. Comprehensive Advising Plan

Florida Gateway College (FGC) has developed a comprehensive plan for notifying students about the changes in developmental education strategies, advising those students about the options that will be available to them, and making students aware of academic support services on campus and in the community.

- a) **Notification of students** will begin in October, 2013, through email, classroom visits, the FGC website, and Facebook; new students will be apprised of the changes as they complete the admissions process.
 - Currently enrolled students who are exempt from common placement testing and developmental education will be our first priority. They will be contacted through e-mail or letter, and encouraged to meet an advisor, prior to Open Registration for the Spring semester to discuss and choose one of the available options.
 - Faculty and/or advisors will also visit developmental education classes to provide information about the changes and options available.

- In addition to the personal contact, a broader-based notification to all current FGC staff and students will be communicated through the Vice Presidents, Directors, and Coordinators of all programs, through Facebook, and on the FGC website.
- Finally, new students will be notified of impending changes as they complete the admissions process and are referred to the appropriate academic/program advisors.

b) **Advising students** about the changes to developmental education strategies will also begin in October, 2013.

- Continuing students will be encouraged to meet with their advisor prior to the beginning of Open Registration. In keeping with FERPA privacy requirements, one-on-one advising sessions will give exempt students the opportunity to understand their options, as well as time to make an informed choice before registering for the next semester.
- Continuing non-exempt students will continue to be advised based on PERT, ACT, and/or SAT scores or any other applicable test? (CPT, etc.), for placement into the appropriate developmental education or college-level classes. Those students who test close to the cut score for college-level courses may retest/opt to register for the higher level course or referred to the Project EXCEL Lab for support or remediation.
- New students will meet with an advisor as soon as they complete the admissions process; if they are exempt, they will be apprised of their options before choosing to take the common placement test.
- Advisors will use a variety of data sources in their advising sessions, including high school transcripts, other assessment sources (AP classes, SAT and/or ACT scores), degree and program requirements, etc. (See Attachment A)

- Once the available options have been discussed, as well as potential academic and financial consequences, students may make their choice and indicate it with a signature; however, students may also wait to make a decision and return to see their advisor at a later time. (See Attachment A)
- c) Advisors will continue to make students aware of **academic support services** on campus and in the community.
- Free tutoring is available to all students at Florida Gateway College through the College-Wide Learning Lab and the Project EXCEL Lab; students find out about this important resource through New Student Advising and Registration sessions, as well as from Advising Services and faculty and program advisors.
 - On-line resources are also available through Learning Express and Smarthinking. These resources are also free to all Florida Gateway College students.

II. Documented Student Achievements

Enter local policies that utilize documented student achievements in addition to common placement test scores (i.e., PERT, SAT, ACT, ACCUPLACER, FCAT 2.0 Reading) for advising students regarding enrollment options. Please check the boxes for student achievements that apply and add additional achievements in the space provided.

- High School Grade Point Average, Cumulative*
- High School Grade Point Average, Subject Area, Math/English*
- Work History*
- Military Experience*
- Participation in Juried Competitions*
- Career Interests*
- Degree/Program Declaration*
- Meta-Major/Program of Study Declaration*
- Achievement on an assessment other than a common placement test*

Advisors will use a variety of documented student achievements to help exempt students make an informed choice about their options for Spring, 2014 classes.

- Previous placement test scores and high school transcripts will be available to advisors as a source of information about the readiness of students to attempt gateway courses or continue in developmental education.
- Student reporting about their work history, military experience, and career interests will be taken into consideration.
- In addition, the academic requirements for the student's degree/program choice must also be considered.
- Finally, possible academic (failing grades) and financial consequences (Federal Financial Aid eligibility, Bright Futures, etc.) will be discussed with the student.

(See Attachment A)

III. Developmental Education Strategies

Enter local policies specifying developmental education strategies to be implemented. s. 1008.02, F.S., defines developmental education strategies in terms of modularized instruction, compressed course structures, contextualized developmental instruction and co-requisite developmental instruction. Please check the boxes for developmental education strategies that apply and add information in the space provided.

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

Please provide specific details about the use of each strategy identified above. For example, if you selected modular instruction, please enter details about the modularization implementation, including specifics regarding course placement advising and registration, course numbers, targeting specific skill gaps, opportunities to quickly transition to gateway courses, etc.

READING SCORE PLACEMENT

50-87 REA0007 Principles of Reading I

88-106 REA0017 Principles of Reading II

DEVELOPMENTAL READING MODULAR

- Developmental Reading course modularization implementation will begin in Spring, 2014.
- PERT scores for non-exempt students, exempt students requesting to take the PERT, or other documented achievement data for exempt students not wishing to take PERT will help advisors determine students' course placement options.

- Using achievement/assessment data student may be advised into reading course for modularized instruction that is customized and targeted to address specific skills gaps.
- For modular courses: (PERT range for REA0007 50-70; REA0017 88-97).
- Students registered in modular REA0007 or REA0017 will complete a diagnostic reading assessment for reading competencies to determine the specific skills needed for instruction or remediation.
- After identifying the specific skill gaps, each student is given prescribed coursework with an instructor and may complete the coursework at his or her own pace within the given term.

DEVELOPMENTAL READING COMPRESSED

- *Developmental Reading Compressed course implementation will begin in Spring, 2014.*
- PERT scores for non-exempt students, exempt students requesting to take the PERT, or other documented achievement data for exempt students not wishing to take PERT, will help advisors determine students' course placement options.
- For compressed courses: (PERT range 82-87 for REA0007)
- Using achievement/assessment data student may be advised into reading compressed (*accelerated*) course REA0007 for eight weeks/REA0017 for eight weeks.

WRITING SCORE PLACEMENT

50-94	<i>ENC0015 Principles of Writing I</i>
95-103	<i>ENC0025 Principles of Writing II</i>
99-103	<i>ENC0055 Developmental Writing</i>

DEVELOPMENTAL WRITING MODULAR

- Developmental Writing course modularization implementation will begin in Spring, 2014.
- PERT scores for non-exempt students, exempt students requesting to take the PERT, or other documented achievement data for exempt students not wishing to take PERT will help advisors to determine students' course placement options.
- Using achievement/assessment data student may be advised into writing course for modularized instruction that is customized and targeted to address specific skills gaps. A student who scores 99-103 is advised into ENC0055 to develop grammar, usage, paragraph, and essay structure. Advised to register for 1 credit ENC0055 (Modular).
- For modular course: (PERT range 99-103 ENC0055).
- Students placed in modular ENC0055 will complete a diagnostic assessment for writing/grammar competencies to determine the specific skills needed for instruction or remediation.
- After identifying the specific skill gaps, each student is given prescribed coursework with an instructor and may complete the coursework at his or her own pace within the given term.

DEVELOPMENTAL WRITING COMPRESSED

- *Developmental Writing Compressed course implementation will begin in Spring, 2014.*
- PERT scores for non-exempt students, exempt students requesting to take the PERT or other documented achievement data for exempt students not wishing to take PERT will help advisors to determine students' course placement options.
 - For compressed courses: (PERT range 80-94) ENC0015
 - Using achievement/assessment data student is advised into writing compressed (*accelerated*) course ENC0015 for eight weeks/ENC0025 for eight weeks.
 - For compressed courses: (PERT range 99-103)ENC0025
 - Using achievement/assessment data student is advised into writing compressed (*accelerated*) course ENC0025 for eight weeks/ENC1101 for eight weeks.

MATH SCORE PLACEMENT

50-95 *MAT0018 Arithmetic with Algebra*

96-114 *MAT0028 Elementary Algebra*

109-114 *MAT0055 Developmental Math*

DEVELOPMENTAL MATH MODULAR

- Developmental Math course modularization implementation will begin in Spring, 2014.
- PERT scores for non-exempt students, exempt students requesting to take the PERT, or other documented achievement data for exempt students not wishing to take PERT will help advisors to determine students' course placement options.
- Using achievement/assessment data student may be advised into math course for modularized instruction that is customized and targeted to address specific skills gaps.
 - Students scoring (109-114) on PERT may be advised into Developmental Math modular MAT0055 course for one credit hour to develop skills in Exponents & Polynomials; Integers; Factoring; Radicals; Rationals; Linear Equations; and Graphing.
 - Students will complete a diagnostic assessment for algebraic competencies to determine the specific skills needed for instruction or remediation.
 - After identifying the specific skill gaps, each student is given prescribed coursework with an instructor and may complete the coursework at his or her own pace within the given term.

DEVELOPMENTAL MATH MODULAR (Cont.)

- Students scoring (50-95) on PERT may be advised into modular MAT0018.
 - - Students will complete a diagnostic assessment for algebraic competencies to determine the specific skills needed for instruction or remediation.
 - After identifying the specific skill gaps, each student is given prescribed coursework with an instructor and may complete the coursework at his or her own pace within the given term.
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- ❖ Students scoring (96-114) on PERT may be advised into modular MAT0028.
 - ❖ Students will complete a diagnostic assessment for algebraic competencies to determine the specific skills needed for instruction or remediation.
 - ❖ After identifying the specific skill gaps, each student is given prescribed coursework with an instructor and may complete the coursework at his or her own pace within the given term.

DEVELOPMENTAL MATH COMPRESSED

- Developmental Math Compressed course implementation will begin in Spring, 2014.
- PERT scores for non-exempt students, exempt students requesting to take the PERT or other documented achievement data for exempt students not wishing to take PERT will help advisors to determine students' course placement options.
 - For compressed courses: PERT range (80-95) MAT 0018 student may be advised into math compressed (*accelerated*) course MAT0018 for eight weeks/MAT0028 for eight weeks.
 - For compressed courses: PERT range (109-114) MAT0028 student may be advised into math compressed (accelerated) course MAT0028 for eight weeks/MAT1033 for eight weeks.

IV. Description of Student Costs and Financial Aid Opportunities

Enter local policies related to student costs associated with enrollment options. Also include financial aid opportunities that may be available for each enrollment option. Examples of student costs are: tuition and fees disaggregated by developmental education strategy; laboratory fees; costs associated with online options and/or tutoring; textbook costs; local scholarships/grants for students who demonstrate a financial need; and emergency, time-limited financial assistance.

- Florida Gateway College Policy 6Hx12:11-03 (Student Fee Schedules) states, "It is the policy of the District Board of Trustee that the schedule of student fees be adopted annually."

Non-Credit Postsecondary Adult Vocational Courses and Vocational Preparatory Classes (per semester hour equivalent)

Florida Residents		Non-Florida Residents	
Tuition	\$69.90	Tuition	\$209.70
Access Fee**	\$1.00	Access Fee**	\$1.00
Technology Fee**	\$3.50	Technology Fee**	\$13.98
Student Financial Aid	\$6.99	Student Financial Aid	\$27.96
Capital Improvement Fee	\$3.50	Capital Improvement Fee	\$13.98
Net Tuition	\$84.89	Net Tuition	\$336.52

Lab fee \$15; Distance Learning Fee (if applicable) \$10; Textbook fee varies.

- Florida Gateway College provides the Foundation General Scholarship, Foundation Scholarship, Edward K. Roberts Scholarship, and the Project EXCEL Scholarship. Each scholarship requires the student to complete a FAFSA (Free Application for Federal Student Aid) to determine need.
- Florida Gateway College provides the Financial Aid Scholarship that also requires completion of a FAFSA to determine need.
- Florida Gateway College provides Emergency Short-Term Loans to students who are otherwise ineligible for federal aid.

V. Student Success Data Collection

Enter details about your plan for collecting data related to student success based on your plan. s. 1008.30(6)(b), F.S., requires Florida College System institutions to submit an annual accountability report beginning October 31, 2015, that will include student success data associated with each developmental education strategy implemented by the institution. The Division of Florida Colleges will work with Florida College System institutions to determine an appropriate format that will facilitate analysis and identification of successful strategies.

Examples of student success data are: course enrollment disaggregated by exempt or non-exempt status; course enrollment disaggregated by developmental education strategy or option; percentage of successful course completions (grade of C or better) disaggregated by developmental education strategy and gateway course; average time to successful completion of developmental education disaggregated by strategy or option; for those who successfully complete developmental education, average time to completion of gateway course; and average time to degree completion disaggregated by exempt and non-exempt status.

Florida Gateway College (FGC) utilizes the Banner[®] ERP system to manage student information. We will utilize existing data fields to flag exempt and non-exempt students, as well as strategy used in developmental courses.

FGC maintains data regarding success rates for courses and completion rates for programs (including developmental education) in support of program reviews, reporting for a Title III grant, and our Quality Enhancement Plan. The addition of exempt/non-exempt and strategy coding for developmental education students and courses in our data system will allow for the disaggregated statistics indicated above.

VI. Additional Components

Please enter any additional related policies or procedures.

BOOT CAMP

PERT scores for non-exempt students, exempt students requesting to take the PERT or other documented achievement data for exempt students not wishing to take PERT will help advisors refer students whom they believe need remediation to the Project EXCEL lab where the lab specialists will determine the strength of their skills and create an individual study plan for each student based upon analysis of those skills.

After a minimum of 10 hours of remediation, advisors will be notified of the students' current skill level to track readiness for gateway courses in English, math, and reading. Students who successfully remediate will be advised to enter gateway courses; students who are not successful will be advised to enroll in an appropriate class, based upon individual improvement.

Attachment A

Advising Services Exempt Student Plan

Student Information

Name _____ SID _____

Degree/Track _____ Date _____

Is student exempt? Yes _____ No _____

Assessment Information

Test scores (PERT/ACT/SAT) _____

HS Math courses/grades _____

HS English courses/grades _____

Career interests _____

Applicable military experience _____

Applicable work history _____

Applicable degree/track requirements _____

Potential academic and financial consequences _____

Options

I am exempt from college placement testing/developmental ed classes and have been advised of my options. I elect to:

_____ Take the PERT and register for whatever course are indicated.

_____ Take the PERT and, regardless of scores, register for ENC 1101 and/or MAT 1033.

_____ Opt out of taking PERT and register for ENC 1101 and/or MAT 1033.

Student's Signature/Date

Advisor's Signature/Date