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.
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.

COLLEGE: Valencia College
SUBMITTED BY: Karen Borglum
TITLE: Assistant Vice President, Curriculum and Articulation
BOARD OF TRUSTEES APPROVAL DATE*: 12/04/2013

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

I. Comprehensive Advising Plan
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.).
The comprehensive advising process begins with the new student induction process which will be re-designed in order to incorporate the required changes regarding entry assessment testing, enrollment in first term classes, and career and academic advising related to the new meta-majors. Design principles for the system changes include:

1. All students will experience the same welcome process.
2. Valencia’s “Start Right” principles will be strengthened.
3. Students want and will receive individual assistance and connection.
4. The class registration period will be improved by reducing its length and clarifying timelines for completion of steps to enrollment.
5. Career assessments will introduce career selection options that align with students’ interests and strengths.

The Steps to Enrollment for Valencia College students will continue to provide students a simple, understandable enrollment process. All Valencia students will follow the same enrollment steps with New Student Orientation customized in three different tracks. The conceptual framework for Valencia’s enrollment process is Start Right which began in 2000. Through this framework, we ensure that students experience extraordinary learning success in their earliest encounters with the college and establish a solid foundation for success in future learning. Connection and direction are key elements to student persistence and success. Start Right commits Valencia to ensure positive, helpful, and effective interactions with students from first contact to graduation and beyond.

Valencia will begin the induction process with introducing students to career pathways through introduction to the Meta Majors. Prior to beginning the online application, students will watch a 2 – 3 minute video explaining Meta Majors and the application process.

Students will then complete the online Valencia application. The application process will include general information on the Meta Majors and ask students to select a Meta Major, in addition to the Degree Program of Study that is already included on the Valencia application.

Specific application questions will be added to determine if the student follows the requirements associated with being “exempt” or “non-exempt” as described in Senate Bill 1720. These labels will not be assigned to the student but will lead to the next set of information about steps of the enrollment process that students will receive. Students must provide the College with a high school transcript or active duty military ID to qualify for “exempt” status. A code (1720) has been created in our student system, Banner, that identifies “exempt” students. The registration...
system will be programmed to allow these students to register in entry college level English and math courses on the basis of this “exempt” status.

When the application is completed, the student will receive an Admissions letter that will include description of his/her requirements related to entry assessment and first term course enrollment (as outlined in the sample Developmental Education Advising Statement). In addition, the student will receive an e-mail that provides the Steps to Enrollment checklist and links to additional video resources (financial aid, residency, transcript request, etc.)

The next step for all students is assessment. The process changes in this step align with the New Student Experience Pathway which was developed over a two year process as part of Valencia’s Quality Enhancement Plan, which is being implemented 2013-2018. Through Valencia research, students have indicated that they seek assistance through the enrollment and registration process and want specific direction toward a successful learning path. Providing students with a broad-range of assessments during the enrollment process will help them make informed decisions on their Meta Majors and in their course selection. All students will complete a study skills assessment, a career assessment, and an academic review in reading, English, and math (particular to their entry requirements for exempt and non-exempt students). Assessment results will be reviewed when advising students to determine the appropriate Meta Major, entry course enrollment, and resources to be successful in the first semester. Students will additionally utilize this information during their newly required New Student Experience course; in this way advising is reinforced throughout a student’s first year at Valencia.

After assessment all new students will attend a New Student Orientation. There will be three different orientation programs offered: First Time College (2 different versions for exempt and non-exempt students), and Transfer. The College will revise the current orientation curriculum to include an in-depth review of the entry assessments, deeper discussion and explanation of the Meta Majors, an overview of the resources to support and strengthen the Life Map College Success Skills which according to David T. Conley, author of College Knowledge, will help a student understand what it takes to be successful in college and determination of appropriate entry course registration students. Students will then be assisted in determining appropriate courses, so that they can register during orientation. Students will register for courses during orientation. The current practice of students working one-on-one with Academic and Career Advisors in New Student Orientation will continue. These strong advising conversations will ensure students are entering into the appropriate gateway courses according to their Meta Major and the reinforcement of the advising will continue through their New Student Experience course as they engage more deeply into career and academic planning for their Meta Major.

New students will also be introduced to the New Student Experience course. This course is currently under development and is similar to nationally recognized freshman seminar courses. There are lesson plans and co-curricular programs
being designed so the student will confirm their Meta Major during this course and confirm transfer plans and programs as well as transfer institution requirements.

In 2014-15, two groups of new students will be required to enroll in the course: New students (non-exempt) who place in all developmental coursework and associate in arts degree College Ready (exempt) students. In 2015-16, the course will be a General Education course requirement for all associate in arts degree seeking new students. From 2014-1018, the learning outcomes of the course will be embedded into associate in science degree programs so that all Valencia new students will experience the New Student Experience course content in some curricular format.

The final steps of the enrollment process – **Pay for Classes (and books) and Go To Class** – concludes the induction process and prepares the student to arrive at the first day of the first class prepared to learn.
Advising Model

**VIDEO**
- All Students
- Overview of entire process
- Meta Major concept introduced
- Extra resources available: Residency Video, FA video
- Next Step: Application

**APPLICATION**
- Admission application
- Information on Meta Major provided
- Hard copy Admissions letter sent with advising statement included
- E-mail sent with PDF of Checklist/Steps to Enrollment with links to additional videos (Residency, Financial Aid, Official Transcripts required)
- Next Step: Assessment

**ASSESSMENT**
- Career Assessment
- Skill Assessment
- Review reading, English, math skills
- Meta-majors (brief overview)
- Next Step: Orientation
- New Student Orientation
- In-depth review of enrollment assessments
- Discussion and explanation of Meta Majors, overview of resources
- Determination of appropriate course registration
- Course Schedule – based on gateway courses for Meta Major
- Registration
- Check of residency and financial aid
- Next step: NSE Course

- Career Exploration
- Validation of Meta Major
- Indication of transfer major and transfer institution
- Academic resources
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
- Work History
- Military Experience
- Participation in Juried Competitions
- Career Interests
- Degree Major Declaration
- Meta-Major/Program of Study Declaration
- Achievement on an assessment other than a common placement test

Other Student Achievements:

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.

The modularized courses, MAT 0055 and MAT 0056, have been utilized since January 2013. Students are placed into these courses on the basis of Math PERT scores of 110-112. Upon completion of a PERT diagnostic or a mathematics division
diagnostic, students will be assigned one or two topic modules (MAT 0055), or three or four topic modules (MAT 0056). Students must complete each module with a grade of “C” or better.

Compressed courses will be 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 a level of developmental coursework and the gateway course (MAT 0028C/MAT 1033C), ENC 0025/ENC 1101, REA 0017C/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 will take the PERT to determine appropriate placement based upon the new cut scores.

Valencia has used the Statway™ pathway since the fall of 2011. We will continue with this contextual developmental instruction, by having non-STEM majors enter into this model by either scoring between 96-113 on the Math PERT, or by passing MAT 0018C with a grade of “C” or better.

The co-requisite model, MAT 0028C and MAT 1033C, will be utilized by non-exempt students who receive between 96-113 on the Math PERT, or by passing MAT 0018C with a grade of “C” or better. These courses are MAT 0028C and MAT 1033C.

**Additional Strategies (Optional section)**

Enter any additional local policies related to supplemental academic support that is not course-based developmental education instruction. Examples may include, but are not limited to, tutoring, boot-camps, or test preparation. Please describe the students attributes for whom each additional strategy will be offered as an option or requirement.

**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.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Courses</th>
<th>Credit Hours</th>
<th>Tuition/Fees $99.06 per credit hour</th>
<th>Lab Fees $82.00 ($41.00 per course)</th>
<th>Textbook Costs $75.39/67.83</th>
<th>Total Cost of Strategy to Student*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Compression</td>
<td>MAT 0018C/ MAT 0028C And MAT 0028C/ MAT 1033C H1/H2 Shortened schedule: two courses over 16 weeks</td>
<td>3 credits each = 6 credits</td>
<td>$594.36</td>
<td>$82.00 ($41.00 per course)</td>
<td>$121.72/ $75.39</td>
<td>$873.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits each = 6 credits</td>
<td>$594.36</td>
<td>$82.00 ($41.00 per course)</td>
<td>$75.39/ $67.83</td>
<td>$819.58</td>
</tr>
<tr>
<td>Compression</td>
<td>MAT 0022C</td>
<td>4 credits</td>
<td>$396.24</td>
<td>$41.00</td>
<td>$95.98</td>
<td>$533.22</td>
</tr>
<tr>
<td>Co-Requisite</td>
<td>MAT 0028C/ MAT 1033C</td>
<td>3 credits each = 6 credits</td>
<td>$594.36</td>
<td>$82.00 ($41.00 per course)</td>
<td>$133.53</td>
<td>$809.89</td>
</tr>
<tr>
<td>Modularized</td>
<td>MAT 0055</td>
<td>1 credit</td>
<td>$99.06</td>
<td>$0</td>
<td>$96.62 (My math lab-access code)</td>
<td>$195.68</td>
</tr>
<tr>
<td>Modularized</td>
<td>MAT 0056</td>
<td>2 credits</td>
<td>$198.12</td>
<td>$0</td>
<td>$96.62 (My math lab-access code)</td>
<td>$294.74</td>
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<tr>
<td>MAT 0029/STA 2023</td>
<td>4 credits /3 credits</td>
<td>$396.24/$297.18</td>
<td>$0</td>
<td>$8.67/$7.62</td>
<td>$709.71</td>
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<tr>
<td><strong>Communications</strong></td>
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<tr>
<td><strong>Compression</strong></td>
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<tr>
<td>REA 0017C/ENC 1101</td>
<td>3 credits each= 6 credits</td>
<td>$594.36</td>
<td>$19.00</td>
<td>$93.42</td>
<td>$706.78</td>
<td></td>
</tr>
<tr>
<td>\textit{H1/H2 Shortened schedule: two courses over 16 weeks}</td>
<td></td>
<td>$594.36</td>
<td>$19.00</td>
<td>$93.42</td>
<td>$706.78</td>
<td></td>
</tr>
<tr>
<td>ENC 0025C/ENC 1101</td>
<td>3 credits each= 6 credits</td>
<td>$792.48</td>
<td>$29.00 for each lab= $58.00</td>
<td>$70.70</td>
<td>$921.18</td>
<td></td>
</tr>
<tr>
<td>And ENC 0017C/ENC 0027C</td>
<td>4 credits each= 8 credits</td>
<td>$792.48</td>
<td>$29.00 for each lab= $58.00</td>
<td>$70.70</td>
<td>$921.18</td>
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<tr>
<td><strong>Compression</strong></td>
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<tr>
<td>ENC 0017C</td>
<td>4 credits</td>
<td>$396.24</td>
<td>$29.00</td>
<td>$70.70</td>
<td>$495.94</td>
<td></td>
</tr>
<tr>
<td>Compression</td>
<td>ENC 0027C</td>
<td>4 credits</td>
<td>$396.24</td>
<td>$29.00</td>
<td>$70.70</td>
<td>$495.94</td>
</tr>
</tbody>
</table>
At this time there are no local scholarships, grants, or time limited financial assistance for students; however, Valencia College offers a variety of academic programs for which students can obtain financial aid assistance. These aid programs can be in the form of grants, scholarship, loans and/or Federal work study. These aid programs are in place to provide access to academic programs and to help facilitate the student’s success.

*Please note that the costs do not reflect the total cost of the degree.*

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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.

Valencia has created a template for our Math and Communications departments to gather data for analysis. We intend to collect both student success data required for the state and student learning data for the institution. Below are the two examples of what we intend to use for the fall term.

<table>
<thead>
<tr>
<th>1. Developmental Education Strategy Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus: College-wide</td>
</tr>
<tr>
<td>Discipline: Math</td>
</tr>
</tbody>
</table>
Describe the implementation of the strategy. Please include details such as: mode of delivery, course structure, part(s) of term and technology.

**Compressed:** H1/H2 model, where one course in the sequence is followed by the next offered in 8 week terms:
- MAT0018C/MAT0028C: H1/H2
- MAT0028C/MAT1033C: H1/H2
- MAT0022C: in a 16 week term

**Co-req:**
- MAT0028/MAT1033: 16 week term

**Modularized:**
- MAT0055 and MAT 0056

**Contextualized:**
- MAT 0029C/STA 2023 (Statway™) over two, sixteen week terms, and 1 compressed offering over one, sixteen week term.

Common Assessments:

**Student Success Data** (to be completed by Institutional Research):
- Course enrollment by exempt/non-exempt status
- Course enrollment by strategy
- Percentage of successful course completion (grade of C or better) by strategy and gateway course
- Average time to completion of developmental education by strategy
- Average time to completion of gateway course by strategy
- Average time to completion of degree by exempt/non-exempt status

**Student Learning Data** (to be completed by discipline):

Identify a common course learning outcome that will be used as a common measure of learning within the course across all strategies and campuses.

The students will solve linear equations and applications.
Describe a common assessment for the common course learning outcome that will be implemented across all strategies and campuses.

Common final exam questions.

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2. Developmental Education Strategy Assessment Plan

Campus: College-wide    Discipline: Communications

Describe the implementation of the strategy. Please include details such as: mode of delivery, course structure, part(s) of term and technology.

Compressed:
H1/H2 model, where one course in the sequence is followed by the next offered in 8 week terms:
- REA 0017C/ENC 1101 face-to-face, hybrid, and online delivery offerings
- ENC 0025C/ENC 1101 face-to-face, hybrid, and online delivery offerings

Combined developmental REA/ENC courses offered for 16 week term:
- ENC 0017C and ENC 0027C face-to-face and hybrid delivery offerings

Courses offered in TWK (ten week term):
- ENC 0025C face-to-face delivery
- REA 0017C face-to-face delivery

Student Success Data (to be completed by Institutional Research):
- Course enrollment by exempt/non-exempt status
- Course enrollment by strategy
- Percentage of successful course completion (grade of C or better) by strategy and gateway course
- Average time to completion of developmental education by strategy
- Average time to completion of gateway course by strategy
- Average time to completion of degree by exempt/non-exempt status

**Student Learning Data (to be completed by discipline):**

Identify a common course learning outcome that will be used as a common measure of learning within the course across all strategies and campuses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 0025C</td>
<td>Student will be able to create topic sentence and/or a thesis statement</td>
</tr>
<tr>
<td>REA 0017C</td>
<td>Student will be able to identify reading passage topics, stated main idea, implied main idea, and supporting details</td>
</tr>
<tr>
<td>ENC 0017C/ENC 0027C</td>
<td>Student will be able to apply standard forms of communication in academic and professional settings</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Student will be able to generate supporting ideas/details</td>
</tr>
</tbody>
</table>

Describe a common assessment for the common course learning outcome that will be implemented across all strategies and campuses.

- ENC0025C Common Final Essay Exam
- REA0017C Common Final Exam
- ENC0017C Common Final Exam
- ENC0027C Common Final Exam

**Additional Components**

*Please enter any additional related policies or procedures.*
Bottom Line on Dev Ed Changes

• Opportunity for curricular innovation

• Two Major Challenges
  • Intensive advising needed
  • Our student success rates may suffer temporarily
    • Some students will make bad choices
    • It will take us a while to determine the best advising practices and best curricular options
Developmental Education
Before Senate Bill 1720

- All students take the PERT, a placement test.
  - Students who do not meet college-ready scores are **required** to take developmental education courses.
- Students can take other courses while taking dev ed.

- Development Reading I (REA 0007C)
- Developmental Reading II (REA 0017C)
- Developmental Writing I (ENC 0015C)
- Developmental Writing II (ENC 0025C)
- Developmental Math I (MAT 0018C)
- Developmental Math II (MAT 0028C)
- Intermediate Algebra (MAT 1033C)
- Developmental Math/Statistical (MAT 0029C/Statway)
Some students are exempt:
- cannot be tested
- cannot be required to take developmental courses

Exempt students:
- Entered a FL HS 2003-2004 or later and graduated with a standard diploma, or
- Are active duty military

All other students are required to take the common placement test

All students have options
- Exempt students can choose to be tested and enroll in dev ed
- Non-exempt students must be provided with non-traditional dev ed options
Required Plan

- 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.
Part II: Dev Ed Pilots

- Compression
  - Our traditional developmental courses that are placed into 8 week terms.

- Developmental Reading II (REA 0017C) and Freshmen Composition I (ENC 1101)
- Developmental Writing II (ENC 0025C) and Freshmen Composition I (ENC 1101)
- Developmental Math I (MAT 0018C) and Developmental Math II (MAT 0028C)
- Developmental Math II (MAT 0028C) and Intermediate Algebra (MAT 1033C)
- Developmental Reading and Writing I (ENC 0017C) and Developmental Reading and Writing II
Dev Ed Pilots, continued

- **Contextualization**
  - Two math course sequence that moves students from developmental course work into college-level statistics in two terms.

- **Co-requisite**
  - Attaching a developmental course to a college-level course, so that students have both levels of instruction at the same time

- **Modularization**
  - 1 or 2 credit hour skills-based modules that prepare students for college-level course work.

- **Statway™ Pathway**

  - Developmental Math II and Intermediate Algebra *simultaneously*

  - Developmental Math Module I
  - Developmental Math Module II
Evaluation of Pilots

Considerations for Valencia

• Advising costs
• Faculty costs
• Facilities needed
• Ease of implementation
• Student success

Costs to Students

• Tuition
• Labs
• Textbooks
• Financial Aid implications
Evaluation of Pilots

- **Student Success Data**
  - Course enrollment by exempt/non-exempt status
  - Course enrollment by strategy
  - Percentage of successful course completion by strategy and gateway course
  - Average time to completion of dev ed by strategy
  - Average time to completion of gateway course by strategy
  - Average time to completion of degree by exempt/non-exempt status

- **Student Learning Data**
  - Identify and measure a common course learning outcome that will be used as an indicator of learning within the course across all strategies and campuses.
Moving Forward

- Full implementation begins Fall 2014
- Assessment of current pilots will occur in spring and summer
- New pilots will be developed
  - All will be subject to the same evaluation criteria