



**POLK
STATE
COLLEGE**

Developmental Education Plan

District Board of Trustees Approved Plan, January 27, 2014

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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.

COLLEGE:

SUBMITTED BY:

TITLE:

BOARD OF TRUSTEES APPROVAL DATE:

Polk State College is committed to all students who choose to attend the College regardless of their level of college preparedness. This plan, in agreement with Section (s.) 1008.30, Florida Statutes (F.S.), is the result of a variety of departments including faculty, staff, and administration collaborating to create a college experience which is unique to each student. The plan provides information on comprehensive advising activities for exempt and nonexempt students, flexible developmental education options and course scheduling, affordable courses and academic support under state and federal financial aid regulations, and continued assessment and improvement of the plan to increase retention and student success.

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.).

Comprehensive Advising Plan – Polk State College

Students who apply to Polk State College receive an admission letter with targeted information based on admission data on the student's application for admission to Polk State College. Students who initially appear to meet the exemption criteria will receive a paragraph in their admission letter explaining the exemption in brief and directing them to an online link for *exemption counseling*. Exemption counseling is also included during the mandatory Orientation. This online presentation will also be available on the Admission and Aid web page of the Polk State College website. The link will provide students with an interactive multi-media presentation about the exemption, the benefits of developmental education, the options they will learn about in detail during mandatory Orientation, and a self-assessment snapshot instrument (Appendix A) that will result in a recommendation to take or not take the Postsecondary Education Readiness Test (PERT) prior to Orientation based on factors in the student's work and home life and the student's confidence level in English, reading, and mathematics. Students who are non-exempt will be directed to take the PERT prior to their Orientation session and will have the opportunity to complete the self-assessment snapshot during Orientation. Orientation is divided into two parts: (1) orientation to the College with group advising about degrees, degree-designs, meta-majors, courses, etc. and (2) a registration session in which students register for selected classes with the assistance of advisors and student workers.

Exempt and non-exempt students then register for an Orientation session at one of Polk's campuses. Registration instructions are provided in the Admission letter the student received upon submitting the application for admission. Non-exempt and exempt students who chose to take the PERT will bring their results with them to Orientation.

Orientation covers topics such as College resources for policies and regulations; financial aid; tuition payment plans; scholarship options; financial implications for withdrawing; attendance; the importance of good performance in classes; veteran's services; understanding a program of study and a meta-major; academic support services, such as tutoring and library services; classroom etiquette; career services; disability services; and more.

Also as part of Orientation, each developmental education option, including tutoring options (See III. Developmental Education Strategies), will be presented to the students. Students will identify the developmental education and tutoring options that interest them or meet their needs through an interactive checklist activity (currently in development) that they will later use as part of the course selection process. Advisors will participate in the session and work with students to choose the best option based on the self-assessment snapshot instrument, documented student achievements (See II. Documented Student Achievements) available to the student through the student web portal and to the advisor through the student database system, and PERT scores for those who choose to take the PERT after the exemption counseling.

Non-exempt students who score within a specific range on the PERT in each subject area will be advised using eligibility criteria including a combination of the achievements, the self-assessment snapshot instrument, and PERT scores. A non-exempt student may be eligible to enroll in a gateway course, bypassing the developmental course for that discipline, based on the student's eligibility determined by the eligibility criteria. The eligibility criteria will be based on success indicators that have been predetermined by the College and provided to the advisor through the student database system web interface. PERT scores alone will not determine a student's placement in developmental classes.

Students will be advised in this process about the meta-major pathways in English and mathematics for their chosen majors or their areas of interest. Students will be encouraged to select a transfer major and institution or a meta-major. Career Services will provide workshops for students to learn about the meta-majors and how to select one based on their strengths and interests. Self-assessment instruments will be reviewed for this purpose.

Exempt students may choose to take the PERT, if they have not already done so, and return for a registration session; or students may choose to sign an acknowledgement stating they are aware of the options, have been advised, and choose to exercise the exemption without taking the PERT. Students selecting the latter option will be marked in the student database system as "Met by Exemption," indicating the student chose to fully exercise the exemption option which will allow the student to be able to register for college-level classes.

The last part of Orientation is a registration session. Students can search for classes and register based on their selections. Advisors and student workers assist.

Since veterans are not covered for elective developmental education classes, veterans will be referred to the Veteran Affairs office for individual counseling in regard to electing to take developmental or college-level courses and the implications for student success.

The College's policy on developmental education options will be incorporated into the Admission Procedure 1025. Policies are made known to the student through the following mechanisms:

1. Admission letter
2. Admission guide
3. Catalog/Student Handbook
4. Online exemption counseling
5. Orientation
6. Testing ticket
7. Signage physically posted on campus
8. Website and official Facebook page
9. Specific notifications in the course schedule for all developmental education classes

Plan Preparation

A Development Education task force was formed to develop systems to support the plan.

Materials

This will include the development, proofing, and approving of all materials related to the plan, including the announcements and signage. A script will be created for faculty and advisors to use in individual student advising or group facilitation sessions to ensure continuity of the message across campuses and among Orientation facilitators. An online version will be created as well.

A script, flowcharts, and reference material for faculty and advisors will be developed and integrated into the advisor and staff training sessions. The goal is one message college-wide.

Logistics

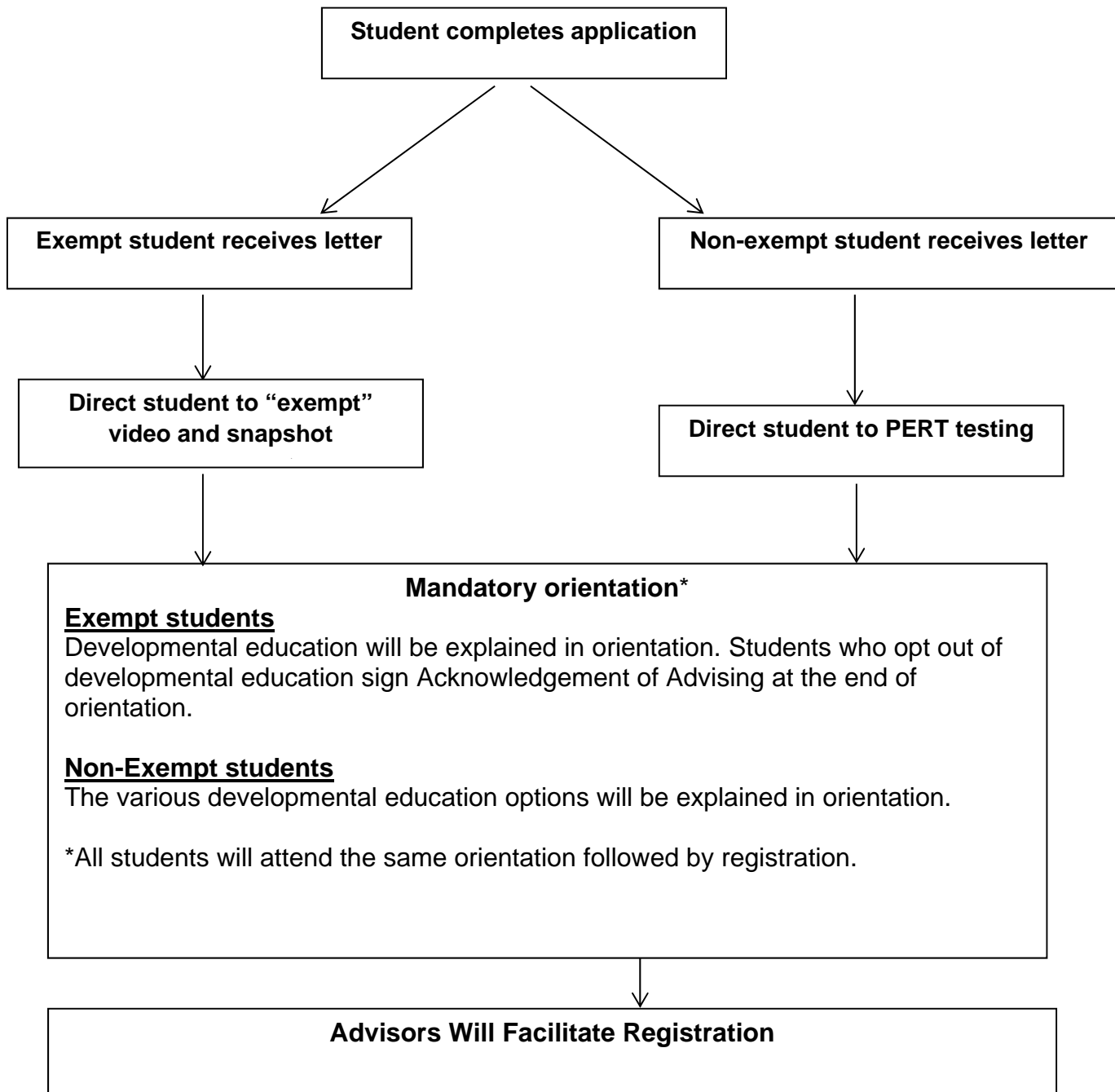
Attendance to Orientation will be mandatory for all students new to Polk State College and the number of orientation sessions will be increased, emphasizing the high volume period of August 2014. This will necessitate a remodel of the Winter Haven campus advising space to provide an Orientation room that will accommodate at least 25 students per session. A request for funds has been made.

Staffing

Additional funding will be required to:

1. Recruit and train current faculty and staff to assist with the volume of students in orientation and registration sessions
2. Train volunteer *Peer Advocates* to assist in phone calls, scheduling orientations, and registration sessions
3. Train current advisors and staff
4. Hire 3-4 orientation specialists/advisors
5. Hire 1-2 additional temporary student information desk staff persons to handle additional calls
6. Pay for phone call campaign to current students to direct them to an advisor to review their new options
7. Hire additional tutors and increase tutoring hours in the TLCCs on both campuses and the JD Alexander Center
8. Purchase software to manage tutoring activities

Student Advising Pathway



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.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | High School Grade Point Average, Cumulative |
| <input checked="" type="checkbox"/> | High School Grade Point Average, Subject Area |
| <input checked="" type="checkbox"/> | Work History |
| <input checked="" type="checkbox"/> | Military Experience |
| <input type="checkbox"/> | Participation in Juried Competitions |
| <input checked="" type="checkbox"/> | Career Interests |
| <input checked="" type="checkbox"/> | Degree Major Declaration |
| <input checked="" type="checkbox"/> | Meta-Major/Program of Study Declaration |
| <input checked="" type="checkbox"/> | Achievement on an assessment other than a common placement test |

Other Student Achievements:

Type of High School (Public, Private, Home)

Years since last school (HS grad date and last date attended college)

Credits earned to date in College with GPA

Documented Student Achievements – Polk State College

The elements of student information that Polk State College will initially use to evaluate a student's readiness for college-level mathematics and English, a student's likelihood of success, and the best course delivery model will be integrated into our current Genesis system. We will create an Advising screen that will provide the advisor an overall picture with access to detail for both the exempt and non-exempt students. Although non-exempt students must take the PERT, the advisor may use achievement measures and the PERT score to determine the best course of action for the student. Achievement measures include the following:

- High school math courses and grades
- High school English courses and grades
- SAT or ACT scores
- High school PERT scores and FCAT scores
- High school GPA
- Type of high school (public, private, home)
- Years since last school (HS grad date and last date attended college)
- Credits earned to date in college with GPA
- Degree chosen (meta-major, if degree is not chosen)
- Transfer institution decision
- Career interests
- Student self-assessment snapshot determining risk-of-failure factor

Advisors will receive training in assessing less quantifiable data such as work history, military service, and various achievements. Polk State College will research technology options to quantify these data and provide advising with predictive models for student success as a phase II of implementation.

The College will track how students have met the developmental education requirement or how they are exempt from it using the following *Met-By* codes:

- Met by Active Military
- Met by Exemption
- Met by Advisement
- Met by SAT/ACT
- Met by College Credit
- Met by Developmental Education course completion

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.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Modularized instruction |
| <input checked="" type="checkbox"/> | Compressed course structures |
| <input type="checkbox"/> | Contextualized developmental instruction |
| <input type="checkbox"/> | 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.

Polk State College will implement modularized and compressed course structures in the areas of developmental reading, writing, and mathematics to assist students in becoming college ready. The College is planning to explore and use other methods, such as co-requisite instruction, in the future.

Modularized Instruction

ENC 0055 - Developmental Writing Module (1 credit)
ENC 0056 - Developmental Writing Module (2 credits)
REA 0055 - Developmental Reading Module (1 credit)
REA 0056 - Developmental Reading Module (2 credits)

ENC 0055/0056 and REA 0055/0056 offer individualized instruction in a modular computer-based format. Students will begin the courses by completing an electronic diagnostic assessment that will measure competencies that align to the Florida reading and English competencies.

The diagnostic assessment results will be analyzed, and an individualized learning plan will be created for each student. Students will complete a series of modules to address their precise skill area deficiencies. Upon successful completion of the modules, two post-tests will be administered. To satisfactorily complete the course, the student must pass each prescribed

module with an 80% and pass an end-of-course post-test with a 70%. Students will be given two attempts to take the post-test.

Typically, the courses will be strategically scheduled to begin at various points within the term and offered in mini-week (such as 5-week or 8-week) sessions so that students can complete the developmental education courses and ENC 1101 within one semester. Courses may be offered in face-to-face, hybrid, and/or online formats.

Non-exempt or exempt students who opt to take the PERT will be eligible to take the modular developmental education courses and will be advised of options based on their score and strengths and interests self-identified during the orientation and registration process. Exempt students may select these courses after being given their options during registration or after enrolling in ENC 1101 and then deciding during the first two weeks of the class that they need additional help with their writing and/or reading skills. Students can transfer from ENC 1101 to the modular courses without penalty.

Students needing extra help in the modular courses can visit the Teaching/Learning Computing Center to receive in-person tutoring. They can also take advantage of the college's current subscription to Smarthinking for online writing support. Smarthinking can be accessed through the College's student portal or learning management system. Faculty, adjuncts, and tutors will be developing and presenting open help sessions focused on specific problematic skills.

MAT 0057 - Developmental Mathematics Module (3 credits)

MAT 0057 contains modules which comprise the content of the two current developmental mathematics courses: MAT 0018 and MAT 0028. The modules include the following: Whole Numbers and Integers; Fractions and Mixed Numbers; Decimals, Ratios, Proportions, and Percent; Introduction to Solving Equations; Geometry and Measurement; Equations, Inequalities, and Problem Solving; Graphing Linear Equations; Exponents, Polynomials, and Factoring; and Rational and Radical Expressions. To satisfactorily complete the course, the student must pass each of the nine modules with an 80%.

This course is designed to be self-paced and computer-based and taught in a computer classroom or online with proctored testing. The student will take a pre-test at the beginning of each module, work through the material in the module, and then take a post-test at the end of the module. If the student scores at least 80% on the post-test, he/she will move on to the next module. If the student shows mastery on the pre-test, the student may move to the next module without working through the material in the current module.

MAT 0057 will be offered for the 16-week terms (12 weeks in the summer) in an open exit format. This course is repeatable. Due to the modular nature, Students will not be required to start from the beginning each term. Students who do not satisfactorily complete the course in one term may register for the course the following term and continue from the point at which they stopped. The math department will track student progress from one term to the next using the course management system. Students may take the course a total of three times in order to complete the nine modules. Students may complete the nine modules and the class at any point in the term and receive a grade. This will provide students the opportunity to enroll in subsequent classes starting later in the same term.

MAT 0057 is intended for several target populations. Non-exempt students who place into MAT 0018 or MAT 0028 may opt to take MAT 0057 instead. Successful completion of MAT 0057 will satisfy developmental education requirements in mathematics.

Exempt students may self-select MAT 0057 as a refresher course after being given their options during registration or after enrolling in MAT 1033 and then deciding during the first few weeks of class that this course would be beneficial to them. Students can move from MAT 1033 to MAT 0057 without penalty. Because the course is self-paced, students will not be behind when they enter the course.

Support resources include in-person tutoring in the Teaching/Learning Computing Center, online tutoring which can be accessed through the College's student portal and learning management system, videos from the textbook, weekly instructor-led help sessions, and the option to enroll in a math study skills course.

Students can also take advantage of Club 57. Club 57 will be a weekly help session designed specifically for MAT 0057 students. On a rotating basis, instructors teaching the MAT 0057 class or other mathematics faculty will conduct help sessions for students from all sections of the course.

SLS 1533 is a one-credit math study skills offered throughout the semester. A student can enroll at the beginning of the semester or later in the semester if the student discovers a need for the course. The course will focus on study skills necessary for success in mathematics.

MAT 0056 - Developmental Math Module (2 credits)

SLS 1533 - Math Study Skills (1 credit)

MAT 1033 - Intermediate Algebra (3 credits), after completing MAT 0056 and SLS 1533

MAT 0056 and SLS 1533 use a modular structure to complete the developmental math material. This combination of courses is designed for exempt or non-exempt students who take the placement test and score just below the cut-off for Intermediate Algebra. These linked courses are designed for both exempt and non-exempt students who score in the 102–113 range. Students must be enrolled in this course by the first day of the term. These courses will be linked together for registration purposes and will be taught in a computer classroom during the first eight weeks. An MAT 1033 Intermediate Algebra class will also be linked with the two courses and will be offered the next eight weeks.

A diagnostic test will be administered the first day of class. Based on the results of the diagnostic test, students will work only on competencies that they have not mastered. MAT 0056 is individualized and self-paced. Students who finish MAT 0056 early will be able to start working on MAT 1033 competencies. Students who do not complete the MAT 0056 course material may transfer to an MAT 0057 course for the remainder of the term. MAT 1033 will be paced by the instructor and will not be self-paced. This option will be offered only during fall and spring terms.

Compressed Instruction

ENC 0017 - Developmental Reading and Writing I

ENC 0027 - Developmental Reading and Writing II

ENC 0017 addresses lower-level Florida state writing and reading competencies. ENC 0027 addresses upper-level Florida state writing and reading competencies. The courses are designed to allow students to remediate skills in both writing and reading at the same time and accelerate their progress through developmental courses and into ENC 1101.

Instructional strategies will include active and collaborative learning techniques guided by an instructor. These courses will be designed for developmental students who decide that a more formalized pace will be advantageous to their learning. Initially, these courses will be offered in an 8-week session. Students needing both lower- and upper-level courses will be able to complete both in one semester. Alternatively, students needing only the upper-level course will be able to complete the developmental course and enroll in ENC 1101 in one semester. Additional course delivery formats and lengths will be explored in the future.

Non-exempt or exempt students who opt to take the PERT will be advised to take ENC 0017 if their writing score falls in the range for ENC 0015 and/or their reading score falls in the range for REA 0007. Students will be advised to take ENC 0027 if their writing score falls in the range for ENC 0025 and/or their reading score falls in the range for REA 0017. Students who are placed into or advised to take ENC 0017 will then take ENC 0027 upon successful completion of ENC 0017.

Exempt students whose skills in both reading and writing need significant work may opt to take ENC 0017, then take ENC 0027. Exempt students whose reading and/or writing skills need minimal improvement may opt to take ENC 0027. Students needing extra help in the compressed courses can visit the TLCC to receive in-person tutoring and take advantage of the College's current subscription to Smarthinking, accessed through the student portal or learning management system. Additional help sessions on specific skills will be developed and offered to all students.

MAT 0018 Developmental Mathematics I (3 credits)

MAT 0028 Developmental Mathematics II (3 credits)

MAT 0018 and MAT 0028 use a compressed approach to developmental math. MAT 0018 provides a study of the arithmetic skills necessary for algebra. Students practice and apply basic algebraic skills to solve linear equations, proportions, geometry problems, and applications involving percent. MAT 0028 is for students who possess basic arithmetic skills but need to refresh skills in algebra to enable success in college-level mathematics. The algebra topics include linear equations and inequalities, operations on polynomials, factoring, exponents, radicals, rational expressions, graphing, and applications.

MAT 0018 will be offered as an eight-week compressed course (six weeks in the summer) in a regular, non-computer classroom. Students who complete this course with a C or better will move to MAT 0028 in the following eight-week session (six weeks in the summer). MAT 0028 will also be offered as an eight-week compressed course (six weeks in the summer) in a regular, non-computer classroom. Students who complete MAT 0028 with a C or better will move to MAT 1033. Both MAT 0018 and MAT 0028 will be taught in a face-to-face environment with an instructor delivering the course material. The courses are not self-paced.

MAT 0018 is intended for non-exempt students who place into the first level of developmental math. Non-exempt students may elect to take this course rather than MAT 0057 if they learn better with an instructor to guide them and pace the work rather than in a self-paced computer

classroom. Exempt students whose arithmetic and algebra skills need extensive work may opt to take this course.

MAT 0028 is intended for non-exempt students who place into the second level of developmental math. Non-exempt students may prefer this course over MAT 0057 because this course has only half the content of MAT 0057 (since MAT 0057 contains the content of both MAT 0018 and MAT 0028). Exempt students whose algebra skills need minimal improvement may opt to take this course if they prefer an instructor-led course rather than a self-paced course in a computer classroom.

Support resources include in-person tutoring in the Teaching/Learning Computing Center, online tutoring, videos from the textbook, and the option to enroll in a math study skills course.

Gateway Course Support

ENC 1101 - College Composition I

To evaluate ENC 1101 student readiness, faculty will administer a diagnostic essay the first week of class. Faculty will holistically assess the essays using a common rubric and advise students that they meet or do not meet the level of writing competencies expected of incoming ENC 1101 students. Faculty will recommend that students who do not meet minimum expectations visit an advisor to explore developmental education courses. Students will sign a notice that they have been advised by both faculty and advisor of their diagnostic results and recommendation to select a developmental education option. Students may transfer to a developmental course at any time during the first two weeks of class without penalty.

Support resources for students enrolled in ENC 1101 include in-person tutoring in the Teaching/Learning Computing Center (TLCC). The TLCC will offer help sessions focused on specific skills that are developed and led by faculty, adjuncts, and tutors and are open to all students. The TLCC will implement a referral system for instructors to identify general and specific areas of writing skills that need improvement. The TLCC will rely on computer software as an information management system to track and record student progress.

Students can also make use of an online tutorial service that can be accessed through Polk's student portal and learning management system. This resource allows students to hone their writing skills through various practice prompts as well as through online readers who will provide valuable feedback on formal writing assignments.

MAT 1033 - Intermediate Algebra

To evaluate MAT 1033 student readiness, mathematics faculty will administer a diagnostic test on the first day of class. The diagnostic test can be taken at home. After taking the diagnostic test, exempt students who self-selected MAT 1033 can transfer, without penalty, to one of the developmental course offerings described above.

Support resources include in-person tutoring in the Teaching/Learning Computing Center; online tutoring through Smarthinking, accessed through Polk's learning management system; videos from the textbook; the option to enroll in a math study skills course; and Khan Academy: The World of Math.

SLS 1533 is a one-credit math study skills course designed to support both exempt and non-exempt students enrolled in any of the developmental courses or MAT 1033. Ideally, it will be taken along with the first math class in which students enroll. SLS 1533 will be offered in a three or four-week format and will begin at various points throughout the semester. Students can enroll at the beginning of the semester or later in the semester if they discover a need for the course. This course will be taught by mathematics faculty using active learning strategies and will include study skills necessary for success in mathematics such as reading the textbook, preparing for tests, and learning math vocabulary.

Khan Academy: The World of Math is a new free product from Khan Academy which addresses learning flow. It begins with a diagnostic and then maps the concepts students currently have and the ones on which students need to work. It tracks student progress on a dashboard as they develop additional skills.

Required Resources

To help students understand their options, the Office of Communication and Public Affairs, in collaboration with faculty, will create videos and print materials outlining the various developmental education course options. These materials will be available for student orientation, for posting on the college website, and for advisors to use when working with students.

To accommodate the number of students falling into the exempt status and electing to begin their course work at college level, additional sections of MAT 1033 and ENC 1101 will be needed. Due to the credentialing requirements for college-level courses versus developmental education courses, it is anticipated that additional adjunct or full-time faculty will be needed to support instruction.

There will be several tasks involved in the creation and implementation of the new course offerings. For example, MAT 0057 and ENC 0017/0027 have not yet been added to the College catalog. New course proposals will need to be taken to the Academic Quality Council for approval. Course development compensation will need to be awarded for the development of the proposals as well as for materials and learning objects for use in the courses.

Faculty and adjuncts teaching these new course offerings, both full- and part-time, can receive training and professional development related to instructional strategies. Faculty and adjuncts attending will need to be compensated for their time. The College will also need to purchase materials for professional development and to support instruction. In terms of facilities, the new modular developmental education courses are computer-based and must be taught in a computer lab. This will represent an increase in the number of courses requiring a computer lab and will require the College to create additional computer classrooms in order to support these course offerings.

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.

Polk State College will offer modularized instructions and compressed course structures. Financial aid will be available for both of these delivery modes.

The different financial aid programs available to students who qualify include:

- Federal Pell Grant
- Supplemental Educational Opportunity Grant
- State of Florida programs except Bright Futures
- Federal Direct Subsidized Loans
- Federal Direct Unsubsidized Loans
- Polk State Need Scholarship (scholarships generated from the Financial Aid fee given to students with financial need)
- Foundation Scholarships (scholarships generated through gifts from private donors based on numerous criteria as established by each donor)

The distribution and award of all financial aid will be in accordance with federal regulations and Florida statutes.

Fees and tuition are found on the attached 2013-14 Tuition and Fees under the section for Advanced and Professional, Post-Secondary Vocational, Developmental Education, and EPI. The College will be establishing fees in accordance with Florida statute 1009.23 and State Board of Education rule 6A-14.054 to cover the costs of additional academic and tutoring support in developmental and gateway courses. Orientation will address the implications for registering for developmental and/or college-level courses and the potential impact on financial aid eligibility if a student withdraws, transfers, or fails a course.

Financial aid disbursement will be modified as a result of course scheduling.

The modularized math course, MAT 0057, will be designated as repeatable for credit two times in order to complete all nine modules. This is covered under the financial aid programs listed above for qualifying students. Because the course is repeatable, students are not impacted financially for enrolling additional semesters in order to complete the modules.

ENC 0055, ENC 0056, REA 0055, and REA 0056 will be offered in a modularized delivery mode. These courses also are covered under the standard financial aid programs listed above.

Students will be given a diagnostic in the college-level English and mathematics courses and will have the option of transferring to a developmental class based on the results of the diagnostic with no financial repercussions. The developmental courses will have a later start date so that students who choose to transfer will begin the developmental course on time. Because veterans have different tuition benefits, they can receive additional financial aid counseling as developmental courses are not covered under veterans' tuition benefits. The Polk State Foundation has developed a need scholarship for developmental education to assist a variety of students, including veterans, who demonstrate financial need. Costs for developmental courses with fees are:

COURSE	TUITION & FEES <i>Per Credit Hour</i>
MAT 0018	112.22
MAT 0028	112.22
MAT 0056	112.22

MAT 0057	112.22
SLS 1533	112.22
ENC 0017	112.22
ENC 0027	112.22
ENC 0055	112.22
ENC 0056	112.22
REA 0007	112.22
REA 0017	112.22
REA 0055	112.22
REA 0056	112.22

Textbook costs have not yet been determined; however, the College is committed to minimizing costs to students for textbooks and supplies and continues to explore cost saving opportunities.

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.

A. Basis of Assessment

Polk State College's developmental education redesign of assessment mechanisms is informed by the work and proposed strategies of various workgroups that were organized to address the intent of SB 1720: Academic Affairs, Student Achievements, Student Support Services, and Academic Advising Workgroups. Themes that emerged from the proposed strategies were identified and used as guides to determine the proposed outcomes assessment framework.

Based on the proposed strategies, the following themes for the proposed strategies were identified:

1) Academic Affairs:

- a. Modularized instructions
- b. Compressed instructions
- c. In-class diagnostics of learners
- d. Student Life Skills (SLS) course
- e. Student support mechanisms: tutoring, student life, peer-to-peer mentoring

2) Student Services/Academic Advising:

- a. Student involvement: Self-assessment and identification of risk factors
 - Shared responsibility and partnership between the student and academic advisor
- b. Use of student achievement data and risk factors to create student profile
 - To be utilized in directing students to the appropriate academic/course paths
- c. Strategies to ensure that students are more informed of their options
- d. Holistic advising (beyond academics)
 - Includes academic and career pathway advising
 - Done “over time,” using milestones on a continuum

B. Assessment Framework

Based on the qualitative themes above, assessment mechanisms were identified for each of the above strategies. A two-pronged assessment approach is planned to assess the outcomes of the developmental education redesign:

Formative evaluation that will enable the College to use the results that will be gathered from these various assessments to make necessary adjustments. These adjustments will aim to further improve/enhance a strategy or will be used to make decisions to discontinue any ineffective strategies.

Summative evaluation that will enable the College to compare institutional success outcomes with the developmental education redesign with previous college outcomes/performance levels. Correlation studies between achievement data, student success, and advising patterns will also be a part of the summative evaluations, including select state accountability measures and other measures that are consistent with the 2012-2018 Florida College System (FCS) Strategic Plan.

Description of the components of the assessment plan:

1. Formative Evaluation: These are assessment strategies designed to identify the level of effectiveness of the proposed developmental education mechanisms and to address any areas that may need improvement, based on the results.

a. Academic Strategies: formative assessment mechanisms the College plans to utilize include the following:

- **Student Perception of Instruction (SPI):** instrument used by the College to assess students' perceptions of the effectiveness of instruction.
- Weaknesses were identified in the use of SPIs that need to be taken into account: completion of SPIs is not mandatory; however, making it mandatory may skew results as there may be a tendency to choose higher ratings just to complete it. In addition, there is a low response rate generated from the use of the instrument to collect data. These weaknesses will be taken into account in the planning of the implementation of SPI surveys every semester.

Please see **Appendix B** for a copy of Polk State College's SPI.

- **Student achievements (performance) and progression:** student learning outcomes in math and English/reading sequences designed to lead students to college-level coursework will be assessed. Information gained from the assessment process will be used to improve teaching and learning, identify problems and challenges, and support innovation that addresses students' needs.
- **Surveys in developmental classes:** an instrument and assessment design will be formulated to determine the level of helpfulness/effectiveness of developmental education strategies used by/for the student in their ability to succeed in current courses.

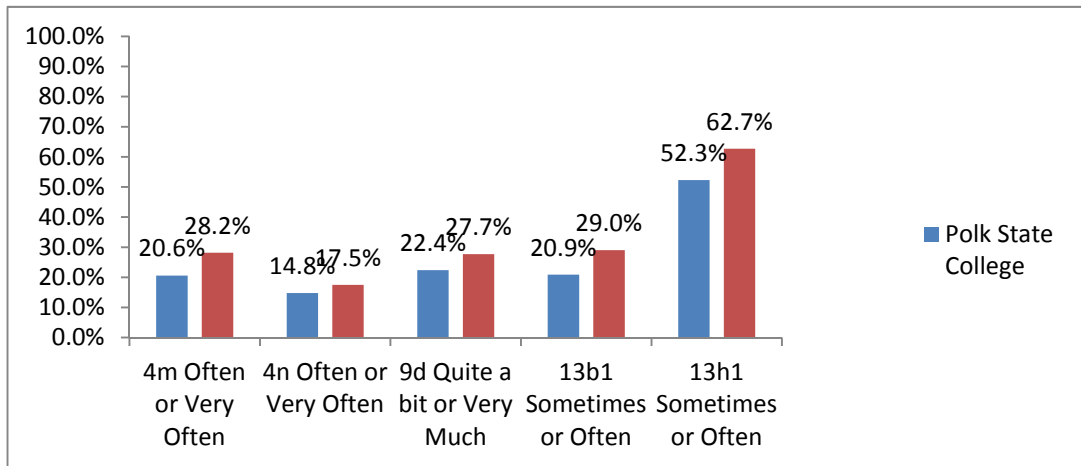
b. Student Support Services and Academic Advising

- **Evaluation of Student Orientation Program:** Polk State College's orientation program is being redesigned, with the intent of making it mandatory for all first-time students at Polk State College. The orientation will include information on available options and pathways for developmental education. Various mechanisms in offering the orientation program will be a part of the plan, including an online orientation version.
- **Student Perception of Students Services Questionnaire (designed for students)**
- **Advisors' Perception of College Services Questionnaire (designed for academic advisors)**
 - For items b and Item c above, credit hours (i.e., 12 and 30 credit hours) will be used as markers/milestones as to when to administer the surveys
 - Surveys will include monitoring of the frequency of student contact with academic advisors
 - Surveys will attempt to determine any correlation between student success and advising by utilizing student self-assessment and identification of risk factors (student profile), as well as student achievement information as data points
- **Community College Survey of Student Engagement (CCSSE) Data Points:** From the 2013 CCSSE results, several areas of learner engagement were found to be needing improvement at Polk State College. Through the college's developmental education redesign and implementation of various strategies, the following CCSSE indicators will be monitored:
 - **Student-Faculty Interaction Data (4m):** Talked about career plans with an instructor or advisor
 - **Student-Faculty Interaction Data (4n):** Discussed ideas from your readings or classes with instructors outside of class
 - **Support for Learners (9d):** Helping you cope with your non-academic responsibilities (work, family, etc.)

- **Support for Learners (13b1):** Frequency: Career counseling
- **Student Effort (13h1):** Frequency: Computer lab

The proposed thresholds for the above indicators will be based on selected current (2013) CCSSE results for Polk State College, as depicted in Figure 1, which relates to the degrees of student engagement.

Figure 1. 2013 CCSSE Results for Polk State College on Student Engagement



Benchmark	Item Number	Item
Student-Faculty Interaction	4m	Talked about career plans with an instructor
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Support for Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support for Learners	13b1	Frequency: Career Counseling
Student Effort	13h1	Frequency: Computer Lab

2. Summative Evaluation: This level of assessment is designed to test how well the redesign of developmental education has performed in meeting its goals. Through the Office of Institutional Research, Effectiveness, and Planning, a comprehensive and on-going research plan to monitor student success, persistence and performance in progressively higher level courses within English/reading and sequences leading to transfer level courses will be implemented. In addition, the research will provide information on students' achievement of their academic goals.

The following assessment mechanisms will be used, guided by state accountability reporting mechanisms and the FCS 2012-2018 strategic plan. Comparisons between PSC's current student success rates and success rates upon implementation of proposed Developmental Education will be conducted. In addition, the results from the automated withdrawal survey will be aggregated and compared for developmental education sections.

- a. **Highest Level Developmental Education Success Rates** by First Time In College (FTIC) students that enrolled in developmental math, reading, and writing courses and completed the highest level developmental course over a two-year period (separate for each of the three areas).

See **Appendix B** for current PSC data on Highest Level Developmental Education Success Rates, which served as the basis for the proposed threshold for this assessment mechanism.

- b. **Developmental Education Student Retention Rates** of FTIC students who completed all developmental education requirements and earned at least 18 college-level credits, and who have graduated or are enrolled in good standing four years from the date of initial enrollment (separate for AA and AS).

See **Appendix C** for current PSC data on Developmental Education Student Retention Rates, which served as the basis for the proposed threshold for this assessment mechanism.

- c. **Developmental Education Student Success Rates** of FTIC students who completed all developmental education requirements and earned at least 18 college-level credits, and who have graduated, or are enrolled in good standing, or left in good standing four years from the date of initial enrollment (separate for AA and AS).

See **Appendix C** for current PSC data on Developmental Education Student Success Rates, which served as the basis for the proposed threshold for this assessment mechanism.

- d. **Developmental Course Withdrawal Reasons:** College-specific and external proportions of student's reasoning regarding their course withdrawal will be evaluated to identify differences between developmental and college level courses, among developmental courses and course levels, and to correlate withdrawal reasons with student retention.

C. Proposed Program Goals and Thresholds by Assessment Level and Timelines for Data Collection and Reporting

The following table summarizes Polk State College's assessment plan, linked to proposed program goals, thresholds, and timelines for data collection and reporting. Goals and thresholds are proposed, to assist in assessing the effectiveness of the developmental education redesign and to guide stakeholders in implementing additional action plans, as necessary. In addition, departments that will be responsible for implementing data collection, analysis, and reporting are also identified. This will ensure enhanced institutional accountability in the implementation of the proposed assessment plan.

Data collection results and student outcomes data will also be reported and analyzed by the following:

1. Course enrollment, disaggregated by exempt and non-exempt status
2. Educational strategy and the average time for students to successfully complete a specific strategy
3. Average time for students to complete a gateway course
4. Degree completion time based on exempt and non-exempt status

Program Evaluation Plan: Goals, Thresholds, and Timelines for Data Collection and Reporting

Table 1. Formative Evaluation: Academic Strategies

Program Goals	Thresholds	Assessment Measures	Data Collection Timelines	Reporting Timelines	Areas/Departments Responsible
FORMATIVE EVALUATION: Academic Strategies					
Goal 1: Students will report positive perception of instruction received	At least 70% of students completing the <i>Student Perception of Instruction (SPI)</i> survey will rate perception instruction received at “almost always” and/or “frequently” in 12 of 16 indicators of the SPI.	Students’ SPI responses	Every term	Aggregated data, annually	Deans of Academic Affairs; Office of Institutional Research, Effectiveness, and Planning; Registrar’s Office
Goal 2: Students will demonstrate achievement of <i>student learning outcomes</i> (SLO) and progression in gateway courses	a) Math: 60% of students will achieve course SLOs b) English: 70% of students will achieve course SLOs	Students’ SLO achievements	Every term, based on the general education assessment plan schedule	Aggregated data, annually	Deans of Academic Affairs, Department Coordinators, and Director of Institutional Assessment
Goal 3: Students will report effectiveness of developmental education strategies	At least 70% of students enrolled in developmental education courses will report that the developmental education strategies utilized in their course(s) are effective	Students’ developmental education survey responses	Every term	Aggregated data, annually	Deans of Academic Affairs and Office of Institutional Research, Effectiveness, and Planning

Table 2. Formative Evaluation: Student Support Services and Academic Advising

Program Goals	Thresholds	Assessment Measures	Data Collection Timelines	Reporting Timelines	Areas/Departments Responsible
FORMATIVE EVALUATION: Student Support Services and Academic Advising					
Goal 1: Students will report a positive orientation experience and receipt of pertinent information	At least 70% of students completing the required orientation will report that the orientation program provided them pertinent information	Student Orientation Evaluation responses	Every term	Aggregated annually	Office of Institutional Research, Effectiveness, and Planning; Deans of Student Affairs; Registrar's Office
Goal 2: Students will report satisfaction with student services provided at Polk State College	At least 70% of students responding to the Students' Perception of College Services Questionnaire (designed for students) will express satisfaction with academic advising and student support received	Students' responses to the Students' Perception of College Services Questionnaire (designed for students); monitoring frequency of student contact with academic advisors; correlation between student success and advising utilizing student self-assessment and identification of risk factors (student profile) and student achievement information as data points	Every term, using credit hours (i.e., 12 and 30 credit hours) as markers/milestones as to when to administer the surveys	Aggregated annually	Office of Institutional Research, Effectiveness, and Planning; Deans of Student Affairs; Academic Advisors; Student Support managers/staff (i.e., TLCC, library, tutorial, etc.)
Goal 3: Academic advisors	At least 70% of advisors responding	Academic advisors' responses to the	Every term, using credit hours (i.e., 12	Aggregated, annually	Office of Institutional Research,

will report satisfaction with developmental education advising plan	to the Perception of College Services Questionnaire (designed for academic advisors) will express satisfaction with the developmental education academic advising plan	Perception of College Services Questionnaire (designed for academic advisors); monitoring frequency of student contact with academic advisors; correlation between student success and advising utilizing student self-assessment and identification of risk factors (student profile) and student achievement information as data points	and 30 credit hours) as markers/milestones as to when to administer the surveys		Effectiveness, and Planning; Deans of Student Affairs; Academic Advisors; and Student Support managers/staff (i.e., TLCC, library, tutorial, etc.)
Goal 4: Polk State College will improve CCSSE engagement ratings	Based on the 2013 CCSSE results, Polk State College will demonstrate a 5% increase in CCSSE ratings for the following indicators: Student-Faculty Interaction, Support for Learner, and Student Effort	CCSSE data for the following indicators: 1. Student-Faculty Interaction Data (4m): Talked about career plans with an instructor or advisor 2. Student-Faculty Interaction Data (4n): Discussed ideas from your readings or classes with instructors outside of class 3. Support for Learners (9d): Helping you	Every three years	Aggregated, every three years	Office of Institutional Research, Effectiveness, and Planning; Office of the VP of Academic Affairs

		<p>cope with your non-academic responsibilities (work, family, etc.)</p> <p>4. Support for Learners (13b1): Career counseling</p> <p>5. Student Effort (13h1): Frequency: Computer lab</p>			
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Table 3. Summative Evaluation: Polk State College Developmental Education Redesign

Program Goals	Thresholds	Assessment Measures	Data Collection Timelines	Reporting Timelines	Areas/Departments Responsible
SUMMATIVE EVALUATION					
Goal 1: Highest level developmental education success rates will improve	For 2014-15 Reading: 67.2% Writing: 65.8% Math: 47.4% For 2017-18 Reading: 67.9% Writing: 66.9% Math: 48.1%	Highest Level Developmental Education Success Rates by FTIC students enrolled in developmental math, reading, and writing courses who complete the highest level developmental course over a two-year period (separate for each of the three areas)	Annually after the end of the spring term via Student Database (SDB) submission as part of the state reporting process (summer, fall, and spring data)	Annually as part of the state accountability feedback process to FCS institutions, typically at the end of the fall term or the beginning of the spring term following data submission for the previous reporting year	Office of Institutional Research, Effectiveness, and Planning
Goal 2: Developmental education student retention rates will improve	AA: 68.3% AS: 58.6% *Note: Fall 2009 - Spring 2012 tracking period used to establish threshold	Developmental Education Student Retention Rates of FTIC students who complete all developmental education requirements and earn at least 18 college-level credits, and who have graduated or are enrolled in good standing four years from the date of initial enrollment (separate for AA and AS)	Annually after the end of the spring term via the Student Database (SDB) submission as part of the state reporting process (summer, fall, and spring data)	Annually as part of the state accountability feedback process to FCS institutions, typically at the end of the fall term or the beginning of the spring term following data submission for the previous reporting year	Office of Institutional Research, Effectiveness, and Planning

Goal 3: Developmental education student success/completion rates will improve	AA: 85.9% AS: 86.9% *Note: Fall 2009 - Spring 2012 tracking period used to establish threshold	Developmental Education Student Success Rates of FTIC students who complete all developmental education requirements and earn at least 18 college-level credits, and who have graduated, or are enrolled in good standing, or left in good standing four years from the date of initial enrollment (separate for AA and AS)	Annually after the end of the spring term via the Student Database (SDB) submission as part of the state reporting process (summer, fall, and spring data)	Annually as part of the state accountability feedback process to FCS institutions, typically at the end of the fall term or the beginning of the spring term following data submission for the previous reporting year	Office of Institutional Research, Effectiveness, and Planning
Goal 4: Identify reasons for student withdrawal from developmental education courses	Interim goal: Less than 40% of withdrawal reasons will be related to the class (Teaching Style/Behavior; Course-Specific Challenges; and Time/Course Management).	Developmental Course Withdrawal Reasons: College-specific and external proportions of student reasoning regarding course withdrawal will be evaluated to identify differences between developmental and college-level courses, among developmental courses and course levels, and to correlate withdrawal reasons with student retention	Annually after the end of the spring term via the Student Withdrawal survey reports in Genesis; data will be aggregated only for the previous fall and spring terms due to the different nature and fluctuation of the summer enrollment	Annually for the previous academic year (fall and spring only) as part of the fall IE Council updates	Office of Institutional Research, Effectiveness, and Planning

***NOTE:** Baseline and proposed target values for Goal 4 above will be reestablished using 2013/14 results since the 2012/13 data has not been collected due to Genesis programming issues, and the original 2011/12 baseline did not reflect intensified Standards of Academic Progress (SoAP) tracking.



Academic Advising Snapshot

Student Information (SI)

Student ID _____

1. Did either of your parents complete a four year degree? ☐ Yes ☐ No
2. Are you currently employed? ☐ Yes ☐ No
 - a. If Yes please state how many hours per week _____
3. Do you have additional commitments that may impact your studies outside of the classroom? ☐ Yes ☐ No
 - a. If Yes explain below

Course Preference (CP)

4. Do you plan to attend full time (FT) or part time (PT)? ☐ FT ☐ PT
5. Are you seeking day classes (D), evening classes (E) or a mix (M)? ☐ D ☐ E ☐ M
6. Are you interested in online classes (O), face to face classes (FTF) or a mix (M)? ☐ O ☐ FTF ☐ M

Skill Level (SL)

7. Please rate your skill level in the following subject areas using the scale below (circle your response)
- | | Low | Moderate | High |
|-------------|-----|----------|------|
| Reading | 1 | 2 | 3 |
| Writing | 1 | 2 | 3 |
| Mathematics | 1 | 2 | 3 |

Snapshot Recommendation Form

Student Information (SI)	Course Preference (CP)	Skill Level (SL)	Recommendation
Yes first generation Yes working full time Yes additional commitments	Full time online, face to face or mix	1 or 2	Strongly recommend to take placement exam
Yes or No first generation Yes working part time Yes additional commitments	Full time, online, face to face or mix	1 or 2	Strongly recommend to take placement exam
Yes or No first generation Yes working part time Yes limited additional commitments	Full time online, face to face or mix	1, 2, 3 or 4	Suggest option to take placement exam
Yes or no first generation Not working No additional commitments	Full time online, face to face or mix Part time online, face to face, or mix	3 or 4	Register student for college level courses

Advising Recommendation Key



**Florida College System
Accountability Outcome Measure 4 Part 1
College Preparatory Success Rate Report
Fall 2009-10 Cohort Tracked through Summer 2011-12**

Accountability 2012

College: System Total

Draft

	FTIC Degree Seeking Students Taking an ELT	Failed Entry Level Test		Failed entry level subtest			College Prep Reading			College Prep Writing			College Prep Math		
		N	%	Read	Writ	Math	N Enrl any Level	N Pass Highest Level	% Pass Highest Level	N Enrl any Level	N Pass Highest Level	% Pass Highest Level	N Enrl any Level	N Pass Highest Level	% Pass Highest Level
CCNUM															
Brevard	2421	1319	54.48	700	540	1120	627	446	71.13	484	358	73.97	982	490	49.90
Broward	5938	4148	69.86	2525	2151	3453	2395	1982	82.76	2002	1223	61.09	2990	1547	51.74
Central Florida	1426	930	65.22	523	379	781	390	262	67.18	307	123	40.07	671	474	70.64
Chipola	387	221	57.11	118	101	199	115	99	86.09	98	81	82.65	186	128	68.82
Daytona	2579	1405	54.48	837	790	644	773	669	86.55	648	514	79.32	617	528	85.58
Edison	2645	1657	62.65	849	723	1464	727	545	74.97	616	431	69.97	1256	675	53.74
Fla SC at Jax	4280	2915	68.11	1647	1286	2516	788	613	77.79	1044	861	82.47	2255	1414	62.71
Florida Keys	246	179	72.76	90	86	166	67	49	73.13	53	46	86.79	131	28	21.37
Gulf Coast	1001	597	59.64	292	245	527	225	138	61.33	184	100	54.35	430	179	41.63
Hillsborough	3529	2146	60.81	1201	1052	1814	1071	732	68.35	881	523	59.36	1357	580	42.74
Indian River	1926	1137	59.03	617	544	995	532	349	65.60	466	319	68.45	885	485	54.80
Florida Gateway	390	281	72.05	129	128	262	92	68	73.91	99	54	54.55	233	85	36.48
Lake Sumter	858	524	61.07	301	234	452	233	163	69.96	189	133	70.37	383	182	47.52
State College FL	2038	1503	73.75	875	811	1291	540	384	71.11	570	385	67.54	1009	491	48.66
Miami Dade	8807	6034	68.51	3569	2947	5315	3358	2363	70.37	2647	1733	65.47	4816	2739	56.87
North Florida	141	98	69.50	56	47	85	31	26	83.87	31	20	64.52	64	40	62.50
Northwest FLA	1001	570	56.94	268	220	496	142	86	60.56	175	130	74.29	405	266	65.68
Palm Beach State	4163	2713	65.17	1604	1465	2288	1206	883	73.22	1066	801	75.14	2104	1231	58.51
Pasco-Hernando	1873	828	44.21	524	491	316	457	305	66.74	399	268	67.17	283	158	55.83
Pensacola	1731	1046	60.43	492	449	926	443	335	75.62	394	277	70.30	808	436	53.96
Polk	1565	1047	66.90	561	475	942	494	395	79.96	417	300	71.94	843	417	49.47
St. Johns River	703	502	71.41	282	241	283	224	159	70.98	198	142	71.72	245	145	59.18
St. Petersburg	3152	2020	64.09	913	876	1693	795	556	69.94	644	475	73.76	1551	789	50.87
Santa Fe	2586	1618	62.57	903	911	1290	677	482	71.20	612	369	60.29	1214	643	52.97
Seminole State	2700	1561	57.81	769	738	1354	539	406	75.32	563	340	60.39	1122	590	52.58
South Florida	453	260	57.40	130	97	224	86	71	82.56	56	33	58.93	179	72	40.22
Tallahassee	2878	1758	61.08	1063	941	1581	993	582	58.61	882	538	61.00	1501	726	48.37
Valencia	6414	4474	69.75	2861	2249	3656	2175	1702	78.25	1518	1179	77.67	3110	1895	60.93
System Total	67831	43491	64.12	24699	21217	36133	20195	14850	73.53	17243	11756	68.18	31630	17433	55.12

**Florida College System
Accountability Outcome Measure 4 Part 1
College Preparatory Success Rate Report by Ethnicity
Fall 2010-11 Cohort Tracked through Summer 2012-13**

College: Polk

	FTIC Degree Seeking Students Taking an ELT	Failed Entry Level Test		Failed Entry Level Test			College Prep Reading			College Prep Writing			College Prep Math		
		N	%	Read	Writ	Math	N Enrl any Level	N Pass Highest Level	% Pass Highest Level	N Enrl any Level	N Pass Highest Level	% Pass Highest Level	N Enrl any Level	N Pass Highest Level	% Pass Highest Level
RACE															
Asian	39	25	64.10	15	16	22	13	12	92.31	15	14	93.33	21	16	76.19
Black	310	273	88.06	205	176	240	193	138	71.50	157	103	65.61	220	71	32.27
Hispanic	311	237	76.21	138	117	213	129	107	82.95	110	75	68.18	195	98	50.26
Amer Indian/Alas Native	4	3	75.00	1	2	3	1	0	0.00	1	1	100.00	2	1	50.00
Two or more	39	26	66.67	11	9	24	10	7	70.00	8	3	37.50	22	13	59.09
Native Hawian/Pacific Isle	4	2	50.00	0	1	1	0	0	0.00	1	1	100.00	1	0	0.00
White	977	613	62.74	274	233	554	247	189	76.52	202	142	70.30	507	284	56.02
Other	39	23	58.97	12	9	22	8	7	87.50	6	4	66.67	21	8	38.10
Total	1723	1202	69.76	656	563	1079	601	460	76.54	500	343	68.60	989	491	49.65

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Note: This report includes prior Summer FTIC students

Source: This report uses student data from Fall 2010-11 through Summer 2012-13 college preparatory indicator was used to determine passing.

Florida College System
Accountability Outcome Measure 4 Part 2 (AS, AAS)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AS, AAS)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Brevard	FT	7	21.21	19	57.58	26	78.79
	PT	1	3.70	16	59.26	22	81.48
	Total	8	13.33	35	58.33	48	80.00
Broward	FT	17	14.29	72	60.50	99	83.19
	PT	10	5.24	114	59.69	163	85.34
	Total	27	8.71	186	60.00	262	84.52
Central Florida	FT	5	45.45	7	63.64	11	100.00
	PT	1	5.00	12	60.00	18	90.00
	Total	6	19.35	19	61.29	29	93.55
Chipola	FT	3	75.00	4	100.00	4	100.00
	PT	0	0.00	2	100.00	2	100.00
	Total	3	50.00	6	100.00	6	100.00
Daytona	FT	14	15.91	41	46.59	64	72.73
	PT	5	7.35	31	45.59	47	69.12
	Total	19	12.18	72	46.15	111	71.15
Edison	FT	9	12.50	31	43.06	56	77.78
	PT	9	9.18	47	47.96	86	87.76
	Total	18	10.59	78	45.88	142	83.53
Fla SC at Jax	FT	11	57.89	13	68.42	16	84.21
	PT	9	34.62	15	57.69	18	69.23
	Total	20	44.44	28	62.22	34	75.56
Florida Keys	FT	0	0.00	0	0.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	0	0.00	0	0.00
Gulf Coast	FT	7	46.67	12	80.00	15	100.00
	PT	0	0.00	11	73.33	15	100.00
	Total	7	23.33	23	76.67	30	100.00
Hillsborough	FT	10	16.39	36	59.02	46	75.41
	PT	4	8.89	23	51.11	37	82.22
	Total	14	13.21	59	55.66	83	78.30
Indian River	FT	23	29.11	47	59.49	69	87.34
	PT	7	12.50	38	67.86	46	82.14
	Total	30	22.22	85	62.96	115	85.19
Florida Gateway	FT	1	14.29	2	28.57	6	85.71
	PT	1	12.50	5	62.50	8	100.00
	Total	2	13.33	7	46.67	14	93.33
Lake Sumter	FT	2	22.22	6	66.67	7	77.78
	PT	1	25.00	3	75.00	1	25.00
	Total	3	23.08	9	69.23	8	61.54

(Continued)

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 (AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AS or AAS award, as reported on the student data base.

Note: AS and AAS degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (AS, AAS)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AS, AAS)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
State College FL	FT	3	4.05	30	40.54	53	71.62
	PT	2	4.55	20	45.45	38	86.36
	Total	5	4.24	50	42.37	91	77.12
Miami Dade	FT	27	12.11	144	64.57	191	85.65
	PT	20	7.30	182	66.42	245	89.42
	Total	47	9.46	326	65.59	436	87.73
North Florida	FT	0	0.00	1	50.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	1	50.00	0	0.00
Northwest FLA	FT	2	13.33	6	40.00	10	66.67
	PT	2	7.41	14	51.85	26	96.30
	Total	4	9.52	20	47.62	36	85.71
Palm Beach State	FT	7	8.54	45	54.88	68	82.93
	PT	3	3.61	52	62.65	74	89.16
	Total	10	6.06	97	58.79	142	86.06
Pasco-Hernando	FT	5	23.81	15	71.43	20	95.24
	PT	8	47.06	15	88.24	17	100.00
	Total	13	34.21	30	78.95	37	97.37
Pensacola	FT	10	23.26	34	79.07	42	97.67
	PT	5	14.71	21	61.76	34	100.00
	Total	15	19.48	55	71.43	76	98.70
Polk	FT	3	6.52	21	45.65	38	82.61
	PT	6	9.84	40	65.57	55	90.16
	Total	9	8.41	61	57.01	93	86.92
St. Johns River	FT	5	41.67	6	50.00	11	91.67
	PT	2	13.33	7	46.67	13	86.67
	Total	7	25.93	13	48.15	24	88.89
St. Petersburg	FT	2	2.56	47	60.26	62	79.49
	PT	5	5.05	68	68.69	73	73.74
	Total	7	3.95	115	64.97	135	76.27
Santa Fe	FT	0	0.00	0	0.00	0	0.00
	PT	6	13.04	26	56.52	33	71.74
	Total	6	13.04	26	56.52	33	71.74
Seminole State	FT	2	5.56	12	33.33	28	77.78
	PT	2	4.88	22	53.66	32	78.05
	Total	4	5.19	34	44.16	60	77.92
South Florida	FT	1	33.33	2	66.67	2	66.67
	PT	0	0.00	0	0.00	1	100.00
	Total	1	25.00	2	50.00	3	75.00

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:30

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 (AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AS or AAS award, as reported on the student data base.

Note: AS and AAS degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (AS, AAS)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AS, AAS)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Tallahassee	FT	8	20.51	23	58.97	26	66.67
	PT	0	0.00	20	62.50	22	68.75
	Total	8	11.27	43	60.56	48	67.61
Valencia	FT	37	37.76	58	59.18	77	78.57
	PT	10	27.78	20	55.56	27	75.00
	Total	47	35.07	78	58.21	104	77.61
System Total	FT	221	17.15	734	56.94	1047	81.23
	PT	119	8.69	824	60.15	1153	84.16
	Total	340	12.79	1558	58.59	2200	82.74

CCTCMIS - M4P2 01/09/2013 10:55:30

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 (AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AS or AAS award, as reported on the student data base.

Note: AS and AAS degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 through Summer 2010

Accountability 2012

Ethnicity: System Total

Draft

(PSVC,ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Brevard	FT	7	70.00	9	90.00	8	80.00
	PT	4	80.00	4	80.00	5	100.00
	Total	11	73.33	13	86.67	13	86.67
Broward	FT	3	50.00	6	100.00	4	66.67
	PT	2	100.00	2	100.00	2	100.00
	Total	5	62.50	8	100.00	6	75.00
Central Florida	FT	1	100.00	1	100.00	1	100.00
	PT	1	50.00	2	100.00	1	50.00
	Total	2	66.67	3	100.00	2	66.67
Chipola	FT	1	50.00	2	100.00	1	50.00
	PT	1	100.00	1	100.00	1	100.00
	Total	2	66.67	3	100.00	2	66.67
Daytona	FT	10	100.00	10	100.00	10	100.00
	PT	8	66.67	10	83.33	10	83.33
	Total	18	81.82	20	90.91	20	90.91
Edison	FT	7	100.00	7	100.00	7	100.00
	PT	5	100.00	5	100.00	5	100.00
	Total	12	100.00	12	100.00	12	100.00
Fla SC at Jax	FT	6	100.00	6	100.00	6	100.00
	PT	13	92.86	14	100.00	13	92.86
	Total	19	95.00	20	100.00	19	95.00
Florida Keys	FT	0	0.00	0	0.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	0	0.00	0	0.00
Gulf Coast	FT	2	100.00	2	100.00	2	100.00
	PT	1	33.33	2	66.67	3	100.00
	Total	3	60.00	4	80.00	5	100.00
Hillsborough	FT	6	60.00	8	80.00	7	70.00
	PT	6	66.67	8	88.89	9	100.00
	Total	12	63.16	16	84.21	16	84.21
Indian River	FT	4	57.14	7	100.00	6	85.71
	PT	4	66.67	6	100.00	6	100.00
	Total	8	61.54	13	100.00	12	92.31
Florida Gateway	FT	1	50.00	2	100.00	2	100.00
	PT	0	0.00	0	0.00	0	0.00
	Total	1	50.00	2	100.00	2	100.00
Lake Sumter	FT	0	0.00	0	0.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	0	0.00	0	0.00

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:31

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 and were seeking an PSVC or ATD award, as reported on the student data base.

Note: PSVC and ATD degree seeking students were tracked through Summer 2008.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 through Summer 2010

Accountability 2012

Ethnicity: System Total

Draft

(PSVC,ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
State College FL	FT	0	0.00	0	0.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	0	0.00	0	0.00
Miami Dade	FT	17	89.47	19	100.00	19	100.00
	PT	14	70.00	20	100.00	16	80.00
	Total	31	79.49	39	100.00	35	89.74
North Florida	FT	0	0.00	1	100.00	0	0.00
	PT	0	0.00	0	0.00	0	0.00
	Total	0	0.00	1	100.00	0	0.00
Northwest FLA	FT	2	100.00	2	100.00	2	100.00
	PT	1	33.33	3	100.00	3	100.00
	Total	3	60.00	5	100.00	5	100.00
Palm Beach State	FT	7	87.50	8	100.00	8	100.00
	PT	5	62.50	8	100.00	6	75.00
	Total	12	75.00	16	100.00	14	87.50
Pasco-Hernando	FT	4	80.00	5	100.00	4	80.00
	PT	3	100.00	3	100.00	3	100.00
	Total	7	87.50	8	100.00	7	87.50
Pensacola	FT	6	100.00	6	100.00	6	100.00
	PT	1	100.00	1	100.00	1	100.00
	Total	7	100.00	7	100.00	7	100.00
Polk	FT	1	25.00	3	75.00	2	50.00
	PT	3	60.00	5	100.00	5	100.00
	Total	4	44.44	8	88.89	7	77.78
St. Johns River	FT	2	100.00	2	100.00	2	100.00
	PT	1	100.00	1	100.00	1	100.00
	Total	3	100.00	3	100.00	3	100.00
St. Petersburg	FT	2	66.67	3	100.00	3	100.00
	PT	4	100.00	4	100.00	4	100.00
	Total	6	85.71	7	100.00	7	100.00
Santa Fe	FT	0	0.00	0	0.00	0	0.00
	PT	5	100.00	5	100.00	5	100.00
	Total	5	100.00	5	100.00	5	100.00
Seminole State	FT	5	100.00	5	100.00	5	100.00
	PT	2	100.00	2	100.00	2	100.00
	Total	7	100.00	7	100.00	7	100.00
South Florida	FT	0	0.00	0	0.00	0	0.00
	PT	1	100.00	1	100.00	1	100.00
	Total	1	100.00	1	100.00	1	100.00

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:31

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 and were seeking an PSVC or ATD award, as reported on the student data base.

Note: PSVC and ATD degree seeking students were tracked through Summer 2008.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 through Summer 2010

Accountability 2012

Ethnicity: System Total

Draft

(PSVC,ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Tallahassee	FT	0	0.00	1	100.00	0	0.00
	PT	1	100.00	1	100.00	1	100.00
	Total	1	50.00	2	100.00	1	50.00
Valencia	FT	44	97.78	45	100.00	45	100.00
	PT	35	97.22	36	100.00	36	100.00
	Total	79	97.53	81	100.00	81	100.00
System Total	FT	138	84.15	160	97.56	150	91.46
	PT	121	81.21	144	96.64	139	93.29
	Total	259	82.75	304	97.12	289	92.33

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 and were seeking an PSVC or ATD award, as reported on the student data base.

Note: PSVC and ATD degree seeking students were tracked through Summer 2008.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

**Florida College System
Accountability Outcome Measure 4 Part 2 (AA)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012**

Accountability 2012

Ethnicity: System Total

Draft

(AA)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Brevard	FT	136	44.30	200	65.15	251	81.76
	PT	30	27.27	77	70.00	89	80.91
	Total	166	39.81	277	66.43	340	81.53
Broward	FT	371	46.78	586	73.90	689	86.89
	PT	133	28.12	345	72.94	399	84.36
	Total	504	39.81	931	73.54	1088	85.94
Central Florida	FT	43	35.25	72	59.02	105	86.07
	PT	14	12.07	63	54.31	91	78.45
	Total	57	23.95	135	56.72	196	82.35
Chipola	FT	41	50.62	49	60.49	60	74.07
	PT	4	21.05	13	68.42	15	78.95
	Total	45	45.00	62	62.00	75	75.00
Daytona	FT	83	35.78	139	59.91	172	74.14
	PT	24	22.02	71	65.14	82	75.23
	Total	107	31.38	210	61.58	254	74.49
Edison	FT	110	49.11	153	68.30	194	86.61
	PT	33	23.08	84	58.74	106	74.13
	Total	143	38.96	237	64.58	300	81.74
Fla SC at Jax	FT	135	41.16	223	67.99	268	81.71
	PT	96	27.20	235	66.57	289	81.87
	Total	231	33.92	458	67.25	557	81.79
Florida Keys	FT	3	37.50	4	50.00	6	75.00
	PT	0	0.00	1	33.33	3	100.00
	Total	3	27.27	5	45.45	9	81.82
Gulf Coast	FT	28	43.08	49	75.38	63	96.92
	PT	6	27.27	10	45.45	21	95.45
	Total	34	39.08	59	67.82	84	96.55
Hillsborough	FT	145	36.71	264	66.84	326	82.53
	PT	36	20.45	109	61.93	156	88.64
	Total	181	31.70	373	65.32	482	84.41
Indian River	FT	74	39.36	117	62.23	160	85.11
	PT	18	27.69	43	66.15	57	87.69
	Total	92	36.36	160	63.24	217	85.77
Florida Gateway	FT	15	48.39	24	77.42	30	96.77
	PT	3	25.00	5	41.67	10	83.33
	Total	18	41.86	29	67.44	40	93.02
Lake Sumter	FT	34	51.52	48	72.73	61	92.42
	PT	12	24.49	32	65.31	42	85.71
	Total	46	40.00	80	69.57	103	89.57

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:29

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 credit hours in AA by Winter/Spring 2012 and were seeking an AA award, as reported on the student data base.

Note: AA degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

**Florida College System
Accountability Outcome Measure 4 Part 2 (AA)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012**

Accountability 2012

Ethnicity: System Total

Draft

(AA)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
State College FL	FT	91	45.96	128	64.65	183	92.42
	PT	19	28.36	48	71.64	57	85.07
	Total	110	41.51	176	66.42	240	90.57
Miami Dade	FT	682	47.03	1133	78.14	1314	90.62
	PT	279	33.82	628	76.12	735	89.09
	Total	961	42.24	1761	77.41	2049	90.07
North Florida	FT	8	44.44	11	61.11	16	88.89
	PT	1	16.67	3	50.00	3	50.00
	Total	9	37.50	14	58.33	19	79.17
Northwest FLA	FT	41	37.27	65	59.09	84	76.36
	PT	15	27.78	30	55.56	45	83.33
	Total	56	34.15	95	57.93	129	78.66
Palm Beach State	FT	241	42.43	410	72.18	526	92.61
	PT	80	26.76	210	70.23	261	87.29
	Total	321	37.02	620	71.51	787	90.77
Pasco-Hernando	FT	98	44.95	145	66.51	216	99.08
	PT	27	26.21	60	58.25	103	100.00
	Total	125	38.94	205	63.86	319	99.38
Pensacola	FT	81	40.91	134	67.68	195	98.48
	PT	21	35.59	38	64.41	58	98.31
	Total	102	39.69	172	66.93	253	98.44
Polk	FT	63	37.72	100	59.88	138	82.63
	PT	23	29.11	53	67.09	70	88.61
	Total	86	34.96	153	62.20	208	84.55
St. Johns River	FT	29	33.33	48	55.17	70	80.46
	PT	6	17.14	21	60.00	27	77.14
	Total	35	28.69	69	56.56	97	79.51
St. Petersburg	FT	108	40.45	194	72.66	225	84.27
	PT	34	19.77	120	69.77	129	75.00
	Total	142	32.35	314	71.53	354	80.64
Santa Fe	FT	10	41.67	15	62.50	17	70.83
	PT	125	27.72	230	51.00	259	57.43
	Total	135	28.42	245	51.58	276	58.11
Seminole State	FT	87	37.50	152	65.52	192	82.76
	PT	39	25.49	105	68.63	122	79.74
	Total	126	32.73	257	66.75	314	81.56
South Florida	FT	8	27.59	14	48.28	23	79.31
	PT	5	29.41	9	52.94	16	94.12
	Total	13	28.26	23	50.00	39	84.78

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:29

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 credit hours in AA by Winter/Spring 2012 and were seeking an AA award, as reported on the student data base.

Note: AA degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

**Florida College System
Accountability Outcome Measure 4 Part 2 (AA)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012**

Accountability 2012

Ethnicity: System Total

Draft

(AA)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Tallahassee	FT	207	45.59	281	61.89	323	71.15
	PT	36	28.80	81	64.80	78	62.40
	Total	243	41.97	362	62.52	401	69.26
Valencia	FT	389	41.69	641	68.70	785	84.14
	PT	95	25.96	245	66.94	315	86.07
	Total	484	37.26	886	68.21	1100	84.68
System Total	FT	3361	43.13	5399	69.28	6692	85.87
	PT	1214	27.21	2969	66.55	3638	81.55
	Total	4575	37.33	8368	68.29	10330	84.30

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 18 credit hours in AA by Winter/Spring 2012 and were seeking an AA award, as reported on the student data base.

Note: AA degree seeking students were tracked through Winter/Spring 2012.

Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (AA,AS,AAS,PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AA, AS, AAS, PSVC, ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Brevard	FT	150	42.86	228	65.14	285	81.43
	PT	35	24.65	97	68.31	116	81.69
	Total	185	37.60	325	66.06	401	81.50
Broward	FT	391	42.59	664	72.33	792	86.27
	PT	145	21.77	461	69.22	564	84.68
	Total	536	33.84	1125	71.02	1356	85.61
Central Florida	FT	49	36.57	80	59.70	117	87.31
	PT	16	11.59	77	55.80	110	79.71
	Total	65	23.90	157	57.72	227	83.46
Chipola	FT	45	51.72	55	63.22	65	74.71
	PT	5	22.73	16	72.73	18	81.82
	Total	50	45.87	71	65.14	83	76.15
Daytona	FT	107	32.42	190	57.58	246	74.55
	PT	37	19.58	112	59.26	139	73.54
	Total	144	27.75	302	58.19	385	74.18
Edison	FT	126	41.58	191	63.04	257	84.82
	PT	47	19.11	136	55.28	197	80.08
	Total	173	31.51	327	59.56	454	82.70
Fla SC at Jax	FT	152	43.06	242	68.56	290	82.15
	PT	118	30.03	264	67.18	320	81.42
	Total	270	36.19	506	67.83	610	81.77
Florida Keys	FT	3	37.50	4	50.00	6	75.00
	PT	0	0.00	1	33.33	3	100.00
	Total	3	27.27	5	45.45	9	81.82
Gulf Coast	FT	37	45.12	63	76.83	80	97.56
	PT	7	17.50	23	57.50	39	97.50
	Total	44	36.07	86	70.49	119	97.54
Hillsborough	FT	161	34.55	308	66.09	379	81.33
	PT	46	20.00	140	60.87	202	87.83
	Total	207	29.74	448	64.37	581	83.48
Indian River	FT	101	36.86	171	62.41	235	85.77
	PT	29	22.83	87	68.50	109	85.83
	Total	130	32.42	258	64.34	344	85.79
Florida Gateway	FT	17	42.50	28	70.00	38	95.00
	PT	4	20.00	10	50.00	18	90.00
	Total	21	35.00	38	63.33	56	93.33

(Continued)

CCTCMIS - M4P2 01/09/2013 10:55:31

Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 or 18 (AA, AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AA, AS, AAS, PSVC, or ATD award, as reported on the student data base.

Note: AA, AS, and AAS degree seeking students were tracked through Winter/Spring 2012. PSVC and ATD seeking students were tracked through Summer 2010. Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (AA,AS,AAS,PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AA,AS,AAS,PSVC,ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Lake Sumter	FT	36	48.00	54	72.00	68	90.67
	PT	13	24.53	35	66.04	43	81.13
	Total	49	38.28	89	69.53	111	86.72
State College FL	FT	94	34.56	158	58.09	236	86.76
	PT	21	18.92	68	61.26	95	85.59
	Total	115	30.03	226	59.01	331	86.42
Miami Dade	FT	726	42.91	1296	76.60	1524	90.07
	PT	313	27.97	830	74.17	996	89.01
	Total	1039	36.96	2126	75.63	2520	89.65
North Florida	FT	8	38.10	13	61.90	16	76.19
	PT	1	16.67	3	50.00	3	50.00
	Total	9	33.33	16	59.26	19	70.37
Northwest FLA	FT	45	35.43	73	57.48	96	75.59
	PT	18	21.43	47	55.95	74	88.10
	Total	63	29.86	120	56.87	170	80.57
Palm Beach State	FT	255	38.75	463	70.36	602	91.49
	PT	88	22.56	270	69.23	341	87.44
	Total	343	32.73	733	69.94	943	89.98
Pasco-Hernando	FT	107	43.85	165	67.62	240	98.36
	PT	38	30.89	78	63.41	123	100.00
	Total	145	39.51	243	66.21	363	98.91
Pensacola	FT	97	39.27	174	70.45	243	98.38
	PT	27	28.72	60	63.83	93	98.94
	Total	124	36.36	234	68.62	336	98.53
Polk	FT	67	30.88	124	57.14	178	82.03
	PT	32	22.07	98	67.59	130	89.66
	Total	99	27.35	222	61.33	308	85.08
St. Johns River	FT	36	35.64	56	55.45	83	82.18
	PT	9	17.65	29	56.86	41	80.39
	Total	45	29.61	85	55.92	124	81.58
St. Petersburg	FT	112	32.18	244	70.11	290	83.33
	PT	43	15.64	192	69.82	206	74.91
	Total	155	24.88	436	69.98	496	79.61
Santa Fe	FT	10	41.67	15	62.50	17	70.83
	PT	136	27.09	261	51.99	297	59.16
	Total	146	27.76	276	52.47	314	59.70

(Continued)

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 or 18 (AA, AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AA, AS, AAS, PSVC, or ATD award, as reported on the student data base.

Note: AA, AS, and AAS degree seeking students were tracked through Winter/Spring 2012. PSVC and ATD seeking students were tracked through Summer 2010. Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2 (AA,AS,AAS,PSVC,ATD)
College Preparatory Retention and Success Report
Tracking Period: Fall 2008 Through Winter/Spring 2012

Accountability 2012

Ethnicity: System Total

Draft

(AA, AS, AAS, PSVC, ATD)

		Graduated		Retention Rate		Success Rate	
		N	%	N	%	N	%
College	FT/PT						
Seminole State	FT	94	34.43	169	61.90	225	82.42
	PT	43	21.94	129	65.82	156	79.59
	Total	137	29.21	298	63.54	381	81.24
South Florida	FT	9	28.13	16	50.00	25	78.13
	PT	6	31.58	10	52.63	18	94.74
	Total	15	29.41	26	50.98	43	84.31
Tallahassee	FT	215	43.52	305	61.74	349	70.65
	PT	37	23.42	102	64.56	101	63.92
	Total	252	38.65	407	62.42	450	69.02
Valencia	FT	470	43.68	744	69.14	907	84.29
	PT	140	31.96	301	68.72	378	86.30
	Total	610	40.29	1045	69.02	1285	84.87
System Total	FT	3720	40.23	6293	68.06	7889	85.32
	PT	1454	24.31	3937	65.84	4930	82.44
	Total	5174	33.98	10230	67.19	12819	84.19

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2008 or 18 (AA, AS, AAS) credit hours by Winter/Spring 2012 and were seeking an AA, AS, AAS, PSVC, or ATD award, as reported on the student data base.

Note: AA, AS, and AAS degree seeking students were tracked through Winter/Spring 2012. PSVC and ATD seeking students were tracked through Summer 2010. Full time is defined as FT in the Fall 2008 term and in one other term of the tracking period.

Retention Rate = $((\text{Graduated} + \text{Enrolled in Good Standing} + \text{Enrolled not in Good Standing}) / \text{Total Cohort}) * 100$

Success Rate = $((\text{Graduated} + \text{Enrolled in Good Standing} + \text{Left in Good Standing}) / \text{Total Cohort}) * 100$

Florida College System
Accountability Outcome Measure 4 Part 2
College Preparatory Retention and Success Report by Ethnicity
Tracking Period: Fall 2009 through Winter/Spring 2013 (AA, AS, AAS)
Fall 2009 through Summer 2011 (PSVC, ATD)

College: Polk (AA)

Ethnicity	FT/PT	Total Cohort Pop	Graduated		Enrolled in Good Standing		Enrolled not in Good Standing		Left in Good Standing		Retention Rate		Success Rate	
			N	%	N	%	N	%	N	%	N	%	N	%
Asian	FT	4	1	25.00	1	25.00	0	0.00	2	50.00	2	50.00	4	100.00
	PT	3	1	33.33	0	0.00	1	33.33	0	0.00	2	66.67	1	33.33
	Total	7	2	28.57	1	14.29	1	14.29	2	28.57	4	57.14	5	71.43
Black	FT	38	11	28.95	14	36.84	3	7.89	7	18.42	28	73.68	32	84.21
	PT	22	1	4.55	11	50.00	3	13.64	3	13.64	15	68.18	15	68.18
	Total	60	12	20.00	25	41.67	6	10.00	10	16.67	43	71.67	47	78.33
Hispanic	FT	32	15	46.88	9	28.13	1	3.13	5	15.63	25	78.13	29	90.63
	PT	23	4	17.39	10	43.48	2	8.70	3	13.04	16	69.57	17	73.91
	Total	55	19	34.55	19	34.55	3	5.45	8	14.55	41	74.55	46	83.64
Amer Indian/Alas Native	FT	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
White	FT	110	36	32.73	24	21.82	3	2.73	36	32.73	63	57.27	96	87.27
	PT	57	19	33.33	26	45.61	1	1.75	5	8.77	46	80.70	50	87.72
	Total	167	55	32.93	50	29.94	4	2.40	41	24.55	109	65.27	146	87.43
Native Hawian/Pacific Isle	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Two or more	FT	2	1	50.00	1	50.00	0	0.00	0	0.00	2	100.00	2	100.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	2	1	50.00	1	50.00	0	0.00	0	0.00	2	100.00	2	100.00
Other	FT	5	0	0.00	1	20.00	0	0.00	3	60.00	1	20.00	4	80.00
	PT	2	0	0.00	1	50.00	0	0.00	1	50.00	1	50.00	2	100.00
	Total	7	0	0.00	2	28.57	0	0.00	4	57.14	2	28.57	6	85.71
Total	FT	192	64	33.33	51	26.56	7	3.65	53	27.60	122	63.54	168	87.50
	PT	107	25	23.36	48	44.86	7	6.54	12	11.21	80	74.77	85	79.44
	Total	299	89	29.77	99	33.11	14	4.68	65	21.74	202	67.56	253	84.62

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Source: Cohort population is derived from Part 1 of Accountability Outcome Measure 4 who met all necessary college preparatory requirements and who achieved 9 (PSVC,ATD) credit hours by Summer 2009 or 18 (AA, AS, AAS) credit hours by Winter/Spring 2013 and were seeking an AA, AS, AAS, PSVC, or ATD award, as reported on the student data base.

Note: AA, AS, and AAS degree seeking students were tracked through Winter/Spring 2013. PSVC and ATD seeking students were tracked through Summer 2011. Full time is defined as FT in the Fall 2009 term and in one other term of the tracking period.

Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2
College Preparatory Retention and Success Report by Ethnicity
Tracking Period: Fall 2009 through Winter/Spring 2013 (AA, AS, AAS)
Fall 2009 through Summer 2011 (PSVC, ATD)

College: Polk (AS, AAS)

		Total Cohort Pop	Graduated		Enrolled in Good Standing		Enrolled not in Good Standing		Left in Good Standing		Retention Rate		Success Rate	
			N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity	FT/PT													
Asian	FT	3	0	0.00	1	33.33	0	0.00	2	66.67	1	33.33	3	100.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	3	0	0.00	1	33.33	0	0.00	2	66.67	1	33.33	3	100.00
Black	FT	6	1	16.67	2	33.33	0	0.00	3	50.00	3	50.00	6	100.00
	PT	10	0	0.00	5	50.00	2	20.00	2	20.00	7	70.00	7	70.00
	Total	16	1	6.25	7	43.75	2	12.50	5	31.25	10	62.50	13	81.25
Hispanic	FT	7	0	0.00	1	14.29	0	0.00	5	71.43	1	14.29	6	85.71
	PT	4	0	0.00	1	25.00	1	25.00	2	50.00	2	50.00	3	75.00
	Total	11	0	0.00	2	18.18	1	9.09	7	63.64	3	27.27	9	81.82
Amer Indian/Alas Native	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
White	FT	28	8	28.57	7	25.00	1	3.57	7	25.00	16	57.14	22	78.57
	PT	26	4	15.38	8	30.77	2	7.69	6	23.08	14	53.85	18	69.23
	Total	54	12	22.22	15	27.78	3	5.56	13	24.07	30	55.56	40	74.07
Native Hawaian/Pacific Isle	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Two or more	FT	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
	Total	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
Total	FT	45	9	20.00	11	24.44	1	2.22	17	37.78	21	46.67	37	82.22
	PT	41	4	9.76	15	36.59	5	12.20	10	24.39	24	58.54	29	70.73
	Total	86	13	15.12	26	30.23	6	6.98	27	31.40	45	52.33	66	76.74

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Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Florida College System
Accountability Outcome Measure 4 Part 2
College Preparatory Retention and Success Report by Ethnicity
Tracking Period: Fall 2009 through Winter/Spring 2013 (AA, AS, AAS)
Fall 2009 through Summer 2011 (PSVC, ATD)

College: Polk (PSVC,ATD)

		Total Cohort Pop	Graduated		Enrolled in Good Standing		Enrolled not in Good Standing		Left in Good Standing		Retention Rate		Success Rate	
			N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity	FT/PT													
Asian	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Black	FT	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
Hispanic	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
	Total	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Amer Indian/Alas Native	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
White	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	2	2	100.00	0	0.00	0	0.00	0	0.00	2	100.00	2	100.00
	Total	2	2	100.00	0	0.00	0	0.00	0	0.00	2	100.00	2	100.00
Native Hawaian/Pacific Isle	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Two or more	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	FT	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
	PT	3	3	100.00	0	0.00	0	0.00	0	0.00	3	100.00	3	100.00
	Total	4	3	75.00	1	25.00	0	0.00	0	0.00	4	100.00	4	100.00

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Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100

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Florida College System
Accountability Outcome Measure 4 Part 2
College Preparatory Retention and Success Report by Ethnicity
Tracking Period: Fall 2009 through Winter/Spring 2013 (AA, AS, AAS)
Fall 2009 through Summer 2011 (PSVC, ATD)

College: Polk (AA,AS,AAS,PSVC,ATD)

Ethnicity	FT/PT	Total Cohort Pop	Graduated		Enrolled in Good Standing		Enrolled not in Good Standing		Left in Good Standing		Retention Rate		Success Rate	
			N	%	N	%	N	%	N	%	N	%	N	%
Asian	FT	7	1	14.29	2	28.57	0	0.00	4	57.14	3	42.86	7	100.00
	PT	3	1	33.33	0	0.00	1	33.33	0	0.00	2	66.67	1	33.33
	Total	10	2	20.00	2	20.00	1	10.00	4	40.00	5	50.00	8	80.00
Black	FT	45	12	26.67	17	37.78	3	6.67	10	22.22	32	71.11	39	86.67
	PT	32	1	3.13	16	50.00	5	15.63	5	15.63	22	68.75	22	68.75
	Total	77	13	16.88	33	42.86	8	10.39	15	19.48	54	70.13	61	79.22
Hispanic	FT	39	15	38.46	10	25.64	1	2.56	10	25.64	26	66.67	35	89.74
	PT	28	5	17.86	11	39.29	3	10.71	5	17.86	19	67.86	21	75.00
	Total	67	20	29.85	21	31.34	4	5.97	15	22.39	45	67.16	56	83.58
Amer Indian/Alas Native	FT	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	1	0	0.00	1	100.00	0	0.00	0	0.00	1	100.00	1	100.00
White	FT	138	44	31.88	31	22.46	4	2.90	43	31.16	79	57.25	118	85.51
	PT	85	25	29.41	34	40.00	3	3.53	11	12.94	62	72.94	70	82.35
	Total	223	69	30.94	65	29.15	7	3.14	54	24.22	141	63.23	188	84.30
Native Hawian/Pacific Isle	FT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Two or more	FT	3	1	33.33	1	33.33	0	0.00	0	0.00	2	66.67	2	66.67
	PT	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	3	1	33.33	1	33.33	0	0.00	0	0.00	2	66.67	2	66.67
Other	FT	5	0	0.00	1	20.00	0	0.00	3	60.00	1	20.00	4	80.00
	PT	3	0	0.00	2	66.67	0	0.00	1	33.33	2	66.67	3	100.00
	Total	8	0	0.00	3	37.50	0	0.00	4	50.00	3	37.50	7	87.50
Total	FT	238	73	30.67	63	26.47	8	3.36	70	29.41	144	60.50	206	86.55
	PT	151	32	21.19	63	41.72	12	7.95	22	14.57	107	70.86	117	77.48
	Total	389	105	26.99	126	32.39	20	5.14	92	23.65	251	64.52	323	83.03

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Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100