

Developmental Education Implementation Plan

Polk State College Executive Summary

Senate Bill 1720 (effective July 1, 2013) restructures remedial college preparatory instruction into developmental education and requires Florida College System institutions to provide developmental education that is more tailored to the specific communication and computation skills a student needs to successfully perform college-level work. The bill does not eliminate non-credit developmental education courses but requires colleges to offer options a student may pursue while also enrolled in college-credit courses. Students whose test scores indicate the need for developmental education must be advised of options and may enroll in the developmental education options of their choice.

The bill specifies that two groups of students are exempt and are not required to take the common placement test or to enroll in developmental education:

- Students who entered 9th grade in a Florida public school in 2003-2004 or thereafter, and who earned a standard Florida high school diploma; or
- Students who are serving as active duty members of the United States Armed Services.

Exempt students may exercise the option to take the assessment and may enroll in developmental education if they choose or opt out of developmental education courses.

All other students are non-exempt and will be given a common placement test and advised about options for enrolling in developmental education and/or college-level courses based on a common placement test score.

Polk State College's Implementation Plan

Polk State College created workgroups comprised of a variety of departments including faculty, staff, and administration collaborating to create a college experience unique to each student. The plan provides information on redesigned processes for advising students, flexible developmental education instructional options and course scheduling, and continued assessment and improvement of the plan to increase retention and student success.

Advising

Polk State College will redesign first-time-in-college student orientation to include available options and pathways for developmental education for all students. A tool for advisors, the *Student Advising Pathway* is a flowchart that addresses advising students for developmental education using student achievement data, including high school cumulative and subject specific GPA; career interests; degree majors; meta-major/program of study; and achievement on assessments other than the placement test for exempt students. Non-exempt students will be advised on the above factors in addition to the placement score. Other assessments include using a snapshot tool, which is a self-assessment instrument students complete to determine their risk level in college-level courses without developmental education.

Flexible Developmental Education Options and Course Scheduling

Polk State College has piloted and implemented developmental education instructional options that include modularized instruction and compressed course structures.

Modularized instruction for mathematics, reading, and English (ENC 0055/0056 - Developmental Writing Modular 1 and 2; REA 0055/0056 - Developmental Reading Modular 1 and 2; MAT 0057 - Developmental Mathematics combining the content of the two current developmental mathematics courses MAT 0018 and MAT 0028; MAT 0056 and SLS 1533 combining higher level developmental math content and success strategies for math that are linked with a modularized MAT 1033 Intermediate Algebra course).

Compressed course structures for mathematics, reading, and English (ENC 0017/0027 and MAT 0018/0028 which are offered in 8, 10, and 12 week durations.

In addition to traditional academic courses, financial aid will be available for both of these delivery methods and will be awarded in accordance with federal regulations and Florida statutes.

Student Success Data

Polk State College will collect and report data to the Division of Florida Colleges by October 31, 2015. An accountability report will be prepared that includes student success data relating to modularized and compressed course strategies, advising processes, and the redesigned first-time-in-college orientation implemented beginning fall 2014. Formative and summative assessments will include student performance and progression data; surveys in developmental classes, and the *Student Perception of Instruction Survey*.